

**Inspection of the learning community
surrounding Crieff High School
Perth and Kinross Council
6 May 2014**

1. Context

Community learning and development (CLD) partners within the area of Crieff High School were inspected by Education Scotland during March 2014. During the visit Education Scotland staff talked to children, young people and adults. We worked closely with local CLD managers, CLD providers, partners, paid staff and volunteers. We wanted to find out how well partners are improving the life chances of people living in the community through learning, building stronger more resilient communities and improving the quality of services and provision. We also looked at how well, paid staff and volunteers are developing their own practices and how well partners, including schools are working together. We looked at some particular aspects of recent work which were identified by partners including:

- joint planning and self-evaluation to improve outcomes;
- analysis of learning needs based on the shared data and knowledge of all partners; and
- services adding value to independent and active community groups.

2. How well are partners improving learning, increasing life chances, promoting and securing wellbeing?

Partners are improving learning, increasing life chances and promoting and securing wellbeing very well. They provide an extensive range of high quality learning opportunities for all ages across the community. All learners are positive about their learning experiences and as a result are active in their own development. Where data is captured by partners it indicates participation levels are stable or increasing across most learning opportunities. Partners are increasingly focusing on early intervention through family learning. Targeted work in the early years is increasing the numbers of children making a successful transition into nursery. Families attending the *Men n Kids* group and the Supporting Parents and Children Early group (SPACE) participate in early intervention activities that support them effectively and raise parents and carers confidence. Young people are confident and are developing social and communication skills through participation in youth work activities. Young people attending provision at the voluntary organisation Logos are appropriately challenged and supported by staff and volunteers to address issues in their lives. *Girls Allowed* group members have improved self esteem and respect for themselves and others. Partners effectively support young people to gain and sustain positive destinations through personalised, flexible multi-agency support.

Intergenerational opportunities are supporting people of all ages to work together very effectively to build their skills, feel included and improve their confidence. Older adults are digitally included through support from young people at the IT Drop-In within the Strathearn Campus. Young people benefit from homework support from adult volunteers at Logos. Across the community this is fostering a positive relationship between older members of the community and young people. Almost all adult learners are progressing and achieving within the groups they attend. Cultural Connections events and English for Speakers of Other Languages (ESOL) classes are enabling adults to feel more included in and contribute better to their community. Adults have improved wellbeing through participation in wide range of learning

opportunities. Adults with learning difficulties are increasing their independence, improving their access to local services and progressing into volunteering through the work of Building Bridges. Older people at the Vintage Group are less isolated and have increased their knowledge and understanding of health issues such as fall prevention and shingles vaccination.

A high number of confident, skilled and active volunteers contribute to learning opportunities for others across the community. At the social enterprise Remake volunteers of all ages and backgrounds are gaining confidence and skills and enabling others to participate. A large number of ambitious, strong, volunteer-led community groups and organisations deliver services which meet local community needs. Comrie Development Trust, Muthill Village Hall and Muthill Community Development Trust are improving the lives of local residents through well-planned developments based on consultation with local people. They are addressing economic, environmental and social concerns effectively. Community organisations are delivering cultural opportunities across the community. The Crieff Arts Centre (Artspace) are developing a community arts space and have actively engaged young people in a film project. Community organisations are improving the environment across the area. The Friends of MacRosty Park successfully secured over £1.5 million in external funding to develop the park. A large number of local people now use its facilities for leisure, social and learning activities. Community organisations are supported effectively by partners. Partners need to ensure they continue to provide appropriate challenge and support to community organisations. This should build on the current skills and expertise of these groups and enable them to adapt to meet future needs. Partners could work better with community organisations to improve succession planning and ensure the long term sustainability of projects.

Partners do not have a clear picture of the overall levels of activity and achievement across the area. A systematic sharing of data and analysis between partners would support improved outcomes for learners. Partners working together to capture the overall impact they are having in the community would support them to identify future priorities. The learning experiences of participants would be enhanced through the development of further, clear progression routes across providers. Young people would benefit from partners jointly planning skills development across activities to enhance their overall learning experience. Further opportunities for young people to be actively engaged in local community organisations should be developed.

3. How well are partners working together and improving the quality of services and provision?

Partners work together effectively across a range of formal and informal partnerships and these are improving the quality of services and provision. Crieff and Upper Strathearn Partnership (CUSP) very effectively enable a wide range of organisations and businesses to gather ideas and views and share information while each retain their autonomy. Strathearn Community Partnership (SCP) is at an early stage of developing a shared approach to improve services and provision. Nearly 30 of the 100+ organisations and services in contact with SCP, are now meeting together to establish core priorities and develop joint working. Partners network and work

together very well at a local level to enhance learners' experiences. Library staff liaise with partners to enable Book Bug afternoons to fit in with sports activities for young children and before school collection time for older siblings. The Youth Rights Officer and primary school colleagues work very effectively together to deliver the Rights Respecting Schools programme which is enhancing children's learning. Effective partnership working supports services for adults with disabilities. Staff from Kinnoull Day Centre and adult literacies staff jointly coordinate a programme of activities to develop independent living skills and build on the strengths that each partner brings. Across the community several sites are used very effectively as learning hubs. Staff working within both the integrated staff base within Strathearn Campus and at the Learning Centre are effectively using co-location for informal peer support and to identify and deliver joint working. The Learning Centre is used by employability services and Springwell and this leads to regular cross referrals which meets the needs of participants effectively.

Staff and volunteers access good quality professional development opportunities which enhances their capacity to meet the needs of the community. CLD staff and some partners are developing a good shared understanding of outputs, inputs and outcomes and of learner progression through professional development opportunities. This might helpfully be extended to enable staff and volunteers to support the skills progressions of learners across all provision further. Using the wealth of experience and knowledge of all partners to deliver professional development programmes for all staff and volunteers would further enhance capacity to meet community needs. Developing joint approaches to self-evaluation would support partners to improve their understanding of shared outcomes across the community.

The community would benefit from partners working together to clarify the purposes and roles of each partnership in the community. Further constructive engagement, recognising and building on each other's strengths, would enable the partnerships to work efficiently both as individual partnerships and as a whole. Identifying joint key priorities and developing shared outcomes based on analysis of data and local intelligence would enable the partnerships to maximise their collective impact on the community. Strathearn Community Partnership should consider how to extend joint planning to more partners.

This inspection of learning and development in the learning community surrounding Crieff High School found the following key strengths.

- Intergenerational learning which supports inclusion and positive outcomes across the community.
- High levels of volunteering.
- Highly ambitious and effective community organisations and partnerships meeting local needs.
- Learning hubs which support groups and services to collaborate effectively and improve services for learners including learners facing additional challenges.

We discussed with partners how they might continue to improve their work. This is what we agreed with them.

- Enable all partnerships to work together to create a shared vision for the community.
- Capture and analyse the total learning offer across the community to inform the creation and monitoring of shared priorities.
- Further develop the coherence of learning opportunities across providers to support outcomes for young people and the wider community.

4. What happens at the end of the inspection?

The inspection team was able to rely on the high quality self-evaluation provided by the learning community. Partners have a good understanding of their strengths and areas for improvement and communities are achieving very well. As a result we have ended the inspection process at this stage.

Alona Murray
HM Inspector
6 May 2014

Additional inspection evidence, such as details of the quality indicator evaluations, for this learning community can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/communitylearninganddevelopment/CrieffHighSchoolLC.asp>

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