

**Inspection of the learning community
surrounding Knightswood Secondary School
The City of Glasgow Council
16 December 2014**

1. Context

Community learning and development (CLD) partners within the area of Knightswood Secondary School were inspected by Education Scotland during October 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:

- Work with young people
- Empowering communities
- Work with the elderly
- Sports/health development

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

Learning community partners work well to meet the needs of learners and local communities. There is an increasing range of quality accreditation opportunities available for young people. Netherton Open Award unit won Glasgow Duke of Edinburgh Award Centre of the year. The A&M football league is helping break down territorial issues. Between July 2011 and September 2013 youth disorder calls requiring police attention were down 56% as a result of CLD activity. The uptake of Gaelic for parents is increasing. The number of participants increased from three to twelve in a six month period.

Data collection and recording of impact is improving. In response to feedback from staff, Glasgow Life (GL) has improved its outcome evaluation system. GL collect data on output targets which includes numbers of participants, programmes, attendances and income generated. GL *Live Active* maintain their own statistical database and provide regular reports for Greater Glasgow and Clyde NHS. GL has well defined aims and objectives within the service and local improvement plans. These link well to the Single Outcome Agreement (SOA) and there are clear progressive targets. Some partnerships such as the North West Youth Network have started to use new management tools to better identify outcomes and impacts and tools for measurement. Some partners use a range of effective methods for measuring impact. Dumbarton Road Corridor (DRC) Youth Project regularly measure outcomes and distance travelled. This information is used to improve future programmes.

The GL Integrated Grant Fund monitoring and evaluation is output rather than outcome based in line with local SOA priorities. As a result it is difficult for partners to capture meaningful evidence of impact and value for money. Partners have

agreed priorities but do not routinely collect or analyse impact statements from participants across provision to improve the planning process.

Opportunities for young people to gain accreditation are good. Young people including disabled young people are accessing and successfully completing accreditation up to gold standard through the Netherton Community Centre Duke of Edinburgh Open Award Group and Temple Shafton Youth Project. Young people are progressing from volunteering to full-time employment, further and higher education. Young people within the *Youth Action Project (YAP)* are gaining in self-confidence and improved speaking in public and in school. In addition to achieving Youth Achievement Awards at both Bronze and Silver levels, time accrued through volunteering is helping YAP participants to achieve Saltire Awards.

Partners are helping young people develop employability skills. As a result employability prospects are improving. The *Youth Unlimited* programme is assisting young people to progress to positive destinations. The DRC youth project focus on intervention and prevention work is improving young people's life chances with increasing numbers engaging with the project. Participants in *Ignite Youth Theatre* are becoming more confident and developing improved communication skills. Programmes are inclusive. Children and adults with complex and additional support needs are integrating with non-disabled children and adults. As a result of a community survey undertaken by Glasgow University increasing numbers of minority ethnic community members are now engaging in programmes within the Heart of Scotstoun Community Centre. Increasing numbers of community members, affected by cancer, are taking up non-clinical advice for financial and/or emotional support. Older people are sustaining positive physical and mental well-being through participation in local programmes. Adults are learning and increasing in confidence and knowledge through Gaelic Nursery for Parents. The quality of youth work programmes on offer is variable. Projects such as *YAP*, *Duke of Edinburgh*, *Ignite* and DRC demonstrate clear outcomes and progression for participants. However others which are more traditionally recreational, arts and crafts programmes are not outcome focused. The needs of adults within the learning community are not yet clearly identified. As a result there is scope to increase the range of adult learning opportunities in response to identified need, with clear accreditation pathways where appropriate.

Local community organisations are active. They provide a wide range of very effectively managed community services. They place value on equality, cultural diversity, inclusion and community cohesion. Over 100 local community members contribute to the West and Central Voluntary Sector Network. This provides an effective conduit for support to voluntary organisations and creates a positive connection between the Community Planning Partnership and other public sector partners. Organisations such as *DRC Generation Group*, *Dynamite Gymnastics* and *Ignite Youth Theatre* actively contribute to community cohesiveness through promoting a positive image of young people. Established volunteer led community organisations such as the senior lunch club and the sequence dance club are planning and delivering quality services with positive health and wellbeing impacts. Management committee members and volunteers within these groups are active, skilled and confident. Community organisations are aware of the need for succession planning to recruit younger members. Local groups engage well as

equal partners with public agencies. The North West Youth Network have a strong sense of ownership in driving change and improvements in local services and facilities. They recently launched the North West Online Directory of Local Youth Services. Many community groups and partners work well together informally. They are aware of and are supportive of the work of other groups and agencies to ensure that they do not duplicate one another.

Young people are well supported to develop leadership qualities. Members of the DRC youth committee attend Local Area Committee meetings. This is helping to promote young people's voices and bridge the generational divide that exists locally. The *DRC Regeneration Peer Education* group, community led and community focused, is a sector leading example of a high quality partnership with local schools to build stronger, more resilient, supportive and influential communities. Volunteers have access to high quality training within the strategic volunteer framework provided by GL. A proactive volunteer offer is promoted by staff to engage and empower active citizenship particularly with younger people. Structures which enable community partners to engage pro-actively with the Community Planning Partnership and local neighbourhood planning could be simplified. Guidance on access to local grant sources and external funding could be more open and transparent. Community organisations could be better supported to succession plan.

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

More effective partnership working is evident at both a strategic and operational level. New strategic partnership structures demonstrate improving leadership. At a local operational level local partnership working is good and improving. Partners increasingly recognise the benefits of joint working to achieve local SOA priorities. Partners within the North West Area Legacy Group made good use of the Commonwealth Games as a vehicle to engage local communities. The Knightswood Local Learning Forum provides a good opportunity for Knightswood Secondary School and local partner agencies to share data and develop joint working. Opportunities for GL staff to engage in reflective practice are improving. GL Area Team and Sport and staff and partner organisations increasingly recognise the value of effective self-evaluation in improving their own practice and have embraced *How good is our culture and sport?*. Staff and partners have participated in joint evaluation training event to raise awareness and improve practice. A city wide quality review process is being rolled out to better capture impact and build capacity at an operational level leading to improvement. Awareness across some partners of the need to better demonstrate impact is increasing. Individual partners such as Macmillan are beginning to use new management tools to better articulate anticipated outcomes and impacts.

A recent workforce planning and scheduling review has standardised library opening hours and addressed staffing gaps. There is an increasing willingness by partners to share training opportunities with others. Joint training events have been held to progress self-evaluation and employability. Glasgow Life Sport staff enjoy access to "Training Thursdays". Locally partners use a range of effective methods to gather information and feedback from participants and stakeholders. The views of

organisations who participated in the “Inspiring Communities towards 2014” project were effectively captured and analysed as the basis of improvement planning.

There is scope for partners to strengthen and embed self-evaluation at the early planning stages of collaborative working. More consistent joint planning across local CLD partners and schools is needed to improve knowledge of impact and outcomes overall. Not all delivery staff are confident in evaluating or recording the impact of programmes. The level of knowledge of Curriculum for Excellence across CLD partners is variable. The level of professional CLD development opportunities remain at a fairly basic level and require improvement. There is a need to up-skill staff and partners to develop effective outcome based CLD programmes.

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

- Effective community/not for profit organisations delivering high quality services.
- Commitment of GL staff and partners to work together.
- Active and influential volunteers.
- Young people gaining employability skills and accreditation.

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

- Introduce mechanisms for planning and reviewing shared outcomes for improvements across local CLD partners including schools.
- Support partners to better evidence impact and their contribution to current SOA priorities.
- Up-skill GL staff and partners to better deliver outcomes for learners in line with North West community planning priorities, Curriculum for Excellence and CLD national guidance
- Increase the range of learning opportunities and progression routes for adults.

4. What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the learning community’s self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further. As a result we will work with the Knightswood Learning Community and Glasgow City Council in order to record and share more widely the innovative practice.

Stewart Maxwell
HM Inspector
16 December 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/KnightswoodSecondarySchoolc.asp> .

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