

ANGUS COUNCIL

FAMILY, EDUCATION AND JUSTICE COMMITTEE – 24 SEPTEMBER 2024

**ANGUS COUNCIL COMMUNITY LEARNING AND DEVELOPMENT PLAN PROGRESS VISIT
REPORT**

**REPORT BY ALISON SMITH, DIRECTOR OF VIBRANT COMMUNITIES AND SUSTAINABLE
GROWTH**

1. ABSTRACT

This report is to update members of the Family, Education and Justice Committee on the recent publication of an Education Scotland Progress Visit Report on the delivery of the Community Learning and Development (CLD) Plan

2. ALIGNMENT TO THE COUNCIL PLAN AND COUNCIL POLICIES

- We will support children, young people and adults to access appropriate opportunities which allow them to progress in their learning.
- Encourage and invest in fair work opportunities for those that live, work and study in Angus
- Create more opportunities for people to live well and achieve their personal goals
- Reduce inequalities in all our communities
- Improve physical, mental health and wellbeing
- Enable inclusive, empowered, resilient and safe communities across Angus

3. RECOMMENDATIONS

It is recommended that the Family, Education and Justice Committee:

- (i) Notes the outcome of this inspection, including strengths and areas for development;
- (ii) Acknowledges the contribution of the Council's CLD work to:
 - Improving life chances for people of all ages, through learning, personal development and active citizenship.
 - Building stronger, more resilient, supportive, influential and inclusive community;
- (iii) Notes the area of highly effective practice; and
- (iv) Notes the new CLD three year plan will be presented to the Education, Family and Justice Committee in November.

4. BACKGROUND

- 4.1 The Angus Community Learning and Development Plan outlines partners' needs, activities, and collaboration efforts to ensure that Community Learning and Development outcomes are effectively met. The plan is informed and developed through engagement, data analysis, and stakeholder planning, reporting to the Community Planning Partnership and the Scottish government. The Angus Community Learning and Development Plan is a live document, set to be refreshed with a new three-year plan in October 2024.
- 4.2 The Requirements for Community Learning and Development (Scotland) Regulations 2013 place duties on education authorities to work with partners and communities to co-produce and secure the delivery of CLD in their area and publish a 3-yearly CLD Plan. The Vibrant Communities team coordinate this activity.

- 4.3 Education Scotland HMIE (His Majesty's Inspectorate of Education) conducted Community Learning and Development (CLD) Progress Visits across all 32 local authorities during the current academic year, 2023-2024. Angus Council was notified on 22 April 2024 that its Progress Visit would take place from Monday, 20 May to Wednesday, 22 May 2024.
- 4.4 During the visit, HM Inspectors evaluated the effectiveness of the local CLD Partnerships to self-evaluation and planning for improvement using 'How good is our CLD 4 framework' They also assessed the progress made against the identified priorities in the CLD plan, in accordance with The Requirements for Community Learning and Development (Scotland) Regulations 2013. Inspectors spoke with learners, community representatives, CLD leaders, managers, staff, volunteers, and other key stakeholders.
- 4.5 The Draft Report of the Progress Visit was received on June 2024 and, following agreement with officers, was published on the Education Scotland website on [insert date]. The Inspection Report was presented at the Community Planning Executive Board meeting on 11 September as the governing body of CLD activity.

5. CURRENT POSITION

- 5.1 The report highlighted several areas of positive progress and areas for development on the two indicators inspected:

- How effective is the leadership of the local authority and their CLD partners in improving outcomes?
- How well does the performance of the local authority and their CLD partners demonstrate positive impact?

The full report is attached in appendix 1. However key points of both areas of positive progress and areas for development have been highlighted below.

- 5.2 The report highlighted several areas where the leadership of the local authority and their Community Learning and Development (CLD) partners demonstrated positive progress. These points reflect the effectiveness of leadership in CLD within Angus, emphasising a clear commitment to improving outcomes through strategic direction, strong partnerships, and targeted community engagement.

Strong Leadership:

Overall a strong CLD leadership throughout Angus was noted, which provides clear direction. It is evident that strategic leaders of CLD are proactive in working together to ensure there is coherence to the CLD offer.

Focus on Outcomes:

CLD leaders, staff, and partners maintain a clear focus on improving outcomes for learners and communities, ensuring that their efforts are aligned with the needs of those they serve. This is growing the understanding of how CLD is meeting key strategic priorities, such as addressing the effects of poverty.

Governance:

Effective governance structures are in place through the Community Planning Partnership and relevant reporting partnerships, ensuring accountability and clear oversight. This will be clearly identified in the new 24-29 CLD plan published in October.

Valued Expertise:

Inspectors found that partners highly value the expertise and work of the council's Vibrant Communities CLD team. Increasingly, CLD methodologies are used by other council services and partners.

Community Engagement:

The level of work to engage communities was recognised, including the collaboration with the Scottish Community Development Centre to train staff and encourage the use of the [VOICE](#) template and the development of the engagement platform.

Partnership Culture:

A key aspect of the planning and monitoring of CLD in Angus is the very well-developed culture of working with partners with mutual trust and respect serving as the foundation of these relationships.

Evidence-Based Delivery:

It is clear that delivery is targeted based on evidence-based need, ensuring that resources are effectively allocated where they are most required.

Support for Volunteers and Learners:

Volunteers and learners receive strong support to build their capacities, with good workforce development practices in place between Angus Council and partner staff.

- 5.3 The report highlighted two areas in particular where the leadership of the local authority and their Community Learning and Development (CLD) partners required development.

Involvement in Strategic Decision-Making:

Learners and community representatives are not yet fully involved in CLD strategic decision-making. Increasing their influence in the strategic planning and monitoring of CLD is necessary to ensure their voices are integrated into the process. This recommendation will be addressed within the new 2024-29 CLD plan.

Consistency in Joint Self-Evaluation:

CLD partnership approaches to joint self-evaluation are inconsistent. More effort is needed to ensure all partners participate in joint self-evaluation so their contributions are recognised and informed by continuous improvement. This will be addressed at the end of year one of the new plan.

- 5.4 The report highlighted several areas where the performance of the local authority and their CLD partners demonstrated positive progress. These points demonstrate the strong progress being made in various aspects of CLD, particularly in addressing disadvantage, enhancing youth work outcomes, and supporting adult learners and resettlement.

Effective Use of Data and Intelligence:

CLD partners effectively use data and local intelligence to identify needs. They regularly seek and share feedback from learners to inform planning. The introduction of new outcomes and performance data reporting has helped partners efficiently use shared resources to target areas of need. Partners are particularly skilled at reaching those most affected by disadvantage.

Outcomes for young people:

The outcomes from partnership work between CLD staff and Education staff in developing young people's skills and confidence and increasing school attendance were highlighted as significant achievements.

Youth Engagement:

Positive outcomes from youth engagement, which led to young people influencing an improvement to rural transport issues, were identified as good practice.

Adult Learning, English for Speakers of Other Languages (ESOL) and Resettlement:

All areas of Adult Learning, ESOL, and Resettlement were recognised as areas of positive progress. Adults are gaining confidence and relevant skills through learning programmes, and the drop-in support provided makes a meaningful impact on their lives.

Impact on Health and Wellbeing:

Inspectors noted that participation in literacy, digital literacy, and numeracy support programmes is improving learners' health and wellbeing. Increased self-confidence and self-esteem were also observed among those participating in partner-led health walks and cooking classes.

- 5.5 The report highlighted two areas in particular where the performance of the local authority and their CLD partners required development:

Streamlining Performance:

There is a need for further collaboration with partners to determine the necessary performance information. This will help reduce the risk of duplication in data collection efforts among CLD partners.

Recording and Sharing Youth Achievements:

There is a need for CLD partners to improve how information is shared to ensure all young people's achievements are recognised.

- 5.6 During the inspection, inspectors identified an aspect of highly effective practice which has been put forward to the overall Scotland-wide published report as an area of best practice:

Area of Highly Effective Practice:

Inspectors identified the work of community resilience in Angus as an area of highly effective practice. This initiative is a key example of CLD work, where the project was community-led and supported by officers in its development. After five years of continuous progress, the Community Resilience Forum now covers all areas of Angus, with some communities supporting others to become self-sufficient. Resilience plans are informed by local knowledge and experience, co-produced by services and local representatives, resulting in increased community ownership of the actions within the plans. Volunteer-run resilience centres provide vital services during extreme weather conditions, significantly benefiting affected communities. The success of this approach is being recognised and shared by national organisations across Scotland, serving as a model for other regions.

- 5.7 The outcome of the Education Scotland CLD Progress Visit was that *'The local authority and their CLD partners are making sufficient progress with their CLD plan and have the capacity to continue to improve.'* As a result, HM Inspectors will take no further action in relation to this progress visit.

6. FINANCIAL IMPLICATIONS

- 6.1 There are no financial implications arising from this report.

7. RISK MANAGEMENT

- 7.1 There are no risk management implications arising from this report.

8. ENVIRONMENTAL IMPLICATIONS

- 8.1 There are no direct environmental implications arising from the recommendations of this report.

9. EQUALITY IMPACT ASSESSMENT

- 9.1 A full Equality Impact Assessment is not required, as this is an information report. A screening EIA has been completed.

10. CONSULTATION

- 10.1 The Director of Finance, Director of Legal, Governance and Change, Director of Vibrant Communities and Sustainable Growth and the Director of Education and Life Long Learning have been consulted on the contents of this report.

11. CHILDRENS RIGHTS AND WELLBEING IMPACT ASSESSMENT

- 11.1 A Childrens Rights and Wellbeing Impact Assessment has been undertaken and a full assessment is not required as the "General Principles" do not apply to this proposal.

NOTE: No background papers, as detailed by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

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List of Appendices:

Appendix 1: Equality Impact Assessment
Appendix 2: CLD Progress Visit Report



Equality Impact/Fairer Scotland Duty Assessment Form

Step 1

Name of Proposal (includes e. g. budget savings, committee reports, strategies, policies, procedures, service reviews, functions): **Angus Council CLD Progress Visit Report**

Step 2

Is this only a **screening** Equality Impact Assessment

Yes

(A) If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

(i) It does not impact on people

No

(ii) It is a percentage increase in fees which has no differential impact on protected characteristics

No

(iii) It is for information only

No

(iv) It is reflective e.g. of budget spend over a financial year

No

(v) It is technical

No

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment

No

Is this a Fairer Scotland Duty Assessment

No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.