



**Education
Scotland**

Foghlam Alba

Transforming lives through learning

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Policy Agenda

Key Policy areas

- **CLD Regulations 2015 – requirement on every local authority to produce an authority Plan for the provision of CLD from August 2015. There is a focus on wellbeing, community cohesion:**
 - **Tackle the significant inequalities in Scottish society.**
 - **Improved life chances for people of all ages, through learning, personal development and active citizenship**
 - **We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.**
 - **We live longer, healthier lives – Note Bromley By Bow centre presence**

Policy Agenda

Key Policy areas

- **Community Empowerment Act** – wide ranging act but a focus on asset transfer and devolution of power to communities
- **Statement of Ambition for Adult Learning** – sets the scope for adult learning in Scotland – closely aligned to Youth Work Strategy. Hat tip to Marion Docherty and the AAA work – recognising adult learning and achievement
- **Unique role for Education Scotland as an Improvement Agency** with both improvement activities (capacity building for the sector) and review of improvement (inspection)

Policy into Practice

Inspection evidence: Folk

- Evidence from Learning Community inspections – 208 inspections of geographic communities – school catchment areas
- An increased HMI evidence base of the impacts of learning activities on young people, adults and community organisations – unique in the UK
- These impacts covered a range of both educational and non-educational policy areas – education, justice, health, economic development and community development
- The increasing presence of ‘place focused’ organisations appearing in inspections – culture, sports, development trusts, community organisations such as Housing Associations and health projects

Inspection evidence: Place

- Drawn from over 200 Learning Community inspections since 2011
- Evidence from communities from across all 32 local authorities
- Evidence base from a very wide range of Scottish communities covering the entire SIMD spectrum
- From 2010, development of a tool to look at culture and sports – built into learning community inspections from 2013
- Development of Place focused models – Stage 1: Big Noise project, Raploch, Stirling 2014
- Development of Place focused models – Stage 2: 3 ‘Creative Place’ inspections – Peebles, Helmsdale and Kilmarnock Spring/Summer 2015
- Development of Place focused models – Stage 3: 3 Development Trusts inspections: Mull, Huntly and Port Glasgow/Greenock 2015-16
- Stage 4 – a further 3 Development Trust models
- Place element in CLD inspections in local authorities from September 2016

A Blended approach to Place

- Use of 5 frameworks for inspection:
 - How Good is the Learning & Development in our Community?
 - How Good is our Culture & Sport?
 - How Good is our School 4?
 - How Good is our 3rd Sector organisation?
 - How Good is our Place? (The Place Standards)
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- These are also self-evaluation tools and can be used by communities
 - Work is still ongoing and we have 3 more Development Trust inspections planned this autumn – coal, steel and port communities
 - This focus is taking us more into the world of Work – Moray Review and evidence emerging from the Mull and Port Glasgow/Greenock inspections – adult learning, work, resilience and sense of purpose
 - Our work in HMYOI Polmont and Adverse Childhood Experiences

Ongoing Development

- Our focus is not sociology, human geography - but improvement & public scrutiny
- We have a language of educational impacts and research
- We are starting to have a language of justice impacts and research
- We are starting to have a language of sport/cultural impacts and associated research in these areas
- We need to know more of the language of health impacts and clinical research – All 3 of the next Development Trust inspections focus on strongly on health, wellbeing and place. Also Wester Hailes & Rochdale
- We need to know more of the language of place impacts and place research – the 14 areas in the Place Standards
- Partnership with other professions is key and getting the concepts of Place into new settings – schools, youth projects, adult learning, community development - what sort of community are we developing?
- Only at the start of this process – so here to share and learn!

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