

# Learning Community self-evaluation:

## Buchan learning community



Date updated: September 2020

### **National priorities for CLD**

- improved life chances for people of all ages through learning, personal development and active citizenship
- stronger, more resilient, supportive, influential and inclusive communities.

### **Summary area profile and self-evaluation**

The purpose of this document is to provide both a concise overview of key features and a self – evaluation using the referenced quality indicators from **HGILDOC?** We are answering the key question **How good is the learning and development in this community?** and the template below allows us to do this. Please provide information in concise bullet point format where possible and do not exceed three sides of A4

### **Context of the local community and key partnerships**

(max 500 words)

(eg aims, and distinctive features, population, CLD needs analysis, area profile)

Please read in conjunction with Buchan Locality self-evaluation. [Mintlaw & Peterhead locality SE 2020 \(1\)](#)

The Buchan LLCP was refreshed during the 2018/19 period following a couple of faltering starts. During this first year it is fair to say that it struggled to gain momentum; however still very much in its infancy the 2019/20 period is now developing from the strengths of a consistent approach and frequent meetings. Partners appear to be more comfortable with the reasons for and strategic direction underpinning LLCP's and are embracing the value of a democratic space to explore common themes which are arising.

It has gone from no committed partners to a now regular attendance of between 8 to 12 partner agencies who contribute to the discussions and priority setting. Whilst each attending partner has their own service priorities at the forefront, the LLCP is now starting to unite in a thought process which can only benefit the communities and clients we all work with. Developing on from this will offer a more integrated approach which links priorities, partners, and 'space' to deliver on the ALCP priorities in a locally relevant manner reactive to needs, data and knowledge.

The CLPL (career long professional learning) that we have enjoyed through the LLCP during 2019/20 have positively contributed to this 'forming' stage. Given the geographical challenges that Buchan encounters the face to face meetings have proved challenging for people to attend. We addressed this by moving the locations of the meetings around the area to enable as many people as possible to attend. However, since the Covid 19 pandemic hit the meetings have transitioned to an online platform using TEAMS. This has allowed for easier participation which has been positive.

To develop and deliver the key priorities as identified recognising a partnership approach to Community Learning in its widest context. The three priorities identified for the 2019/20 period are: Literacies, Transitions and Aspirations.

Good progress is being made through the work of the partnership to address issues affecting the local learning community.	
<b>Key partnerships and partners e.g.:</b> (max 300 words) Partnership structures, management arrangements and rationale for priority areas of work	
<b>Action for Children</b>	We protect and support children and young people, providing practical and emotional care and support, ensuring their voices are heard, and campaigning to bring lasting improvements to their lives. Manages the Family Centre and Help Hub at HMP Grampian. Support for families that are affected by imprisonment. Core functions entail: improve the overall visiting experience for the people visiting their family member or loved one in prison; allows families to access independent and impartial advice, information and support which meets their needs; facilitate and address the needs and concerns of families directly affected by imprisonment and the prison environment.
<b>Active Schools</b>	Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.
<b>BDP</b>	Independent, community-led initiative working with communities across Buchan. They help community projects with critical services such as group organisation, funding applications, project planning, feasibility studies, community consultations and capacity building.
<b>Community Learning and Development</b>	Adult Learning, Community Development and Working with Young People Teams deliver on the CLD plan and local priorities identified using the self-evaluation tools, locality plans and individual work plans, utilising a strategic approach to ensure priorities and needs are met. Strengthening lives, strengthening communities.
<b>Community Planning</b>	Community Planning means the public, private and voluntary sectors working together to deliver better services in Aberdeenshire.
<b>Education - EAL</b>	Aberdeenshire is home to a number of families for whom English is not their first language. Aberdeenshire's English as an Additional Language Service (EAL) has a consultation, advisory, training and teaching role. The EAL Service office is based in New Deer School. The EAL Team consists of a Coordinator and peripatetic teaching staff who work with early years providers, primary and secondary schools. Most staff have undertaken specialist training in Bilingual Learning.
<b>Education - Schools</b>	We work with parents and partners to create the most appropriate and nurturing environment for learning. We take a holistic approach, keeping the child at the centre, so that all the wellbeing indicators are met to allow for the child to reach their potential. The four main objectives are: to improve learning; to ensure an inclusive culture; to support the development of sustainable Communities and to encourage a culture of continuous improvement that ensures that our service is high quality, efficient and responsive to people's needs. The focus for schools is to educate children up to 18 years of age and to support young people into finding a positive destination. To maximise opportunities for young people, we work with a wide range of partners including those locally. Providing for young people also results in working with partners to support families. Schools are an integral part of any community.

<b>Educational Psychology</b>	We aim to make a positive difference to the lives of all children and young people across Aberdeenshire from pre-birth to 24 years old. This is achieved through working collaboratively with children, young people, families, educational staff, local authority colleagues and a wide range of other professionals. We have skills in problem analysis and solution-oriented discussion and apply our knowledge of psychology and child development to improve experiences, outcomes and opportunities for all children and young people. We also carry out research and help develop policy and practice.
<b>Employability – Economic Development</b>	The Employment Support Team (EST) continues to assist Aberdeenshire citizens to get back in to work (full-time, part-time or self-employment), enter further education, or access sector-based training programmes that assist them in gaining employment.
<b>Employability – Health &amp; Social Care Partnership</b>	
<b>Fife College Learning Centre/ HMP Grampian</b>	To increase learning opportunities for prisoners and to increase access to learning opportunities during transitional periods.
<b>Foyer Peterhead</b>	The Foyer is a charitable organisation supporting people in the North East of Scotland towards independent living, learning and work.
<b>Gypsy Traveller Liaison Officer</b>	
<b>Health &amp; Social Care Partnership</b>	Aberdeenshire Council's Justice and Community Substance Misuse Teams address the triggers underpinning difficult and often complex behaviours, through Court mandated Orders or voluntary engagement.
<b>Modo</b>	
<b>New Pitsligo &amp; St Johns School Community Hub</b>	The remit of the hub is to meet the needs of the community and therefore increase the confidence of parents, grandparents, and carers to meet the physical, emotional and academic needs of their children thus helping to close the poverty related attainment gap and building closer relationships between home and school; Various sessions are provided free of charge that address the following; training, mental wellbeing, empowerment, food-share, and links to other services.
<b>NHS – Health Visitor</b>	
<b>Police Scotland – Partnership Development Officer</b>	
<b>Public Health</b>	To work with a wide range of partners, staff and communities to support people to live healthily, to ensure our communities are healthy places to live and to ensure individuals are well connected to a wide range of services, support and activities in their communities.
<b>Skills Development Scotland – Careers Coach</b>	

## How good is the learning and development in this local community?

Quality Indicator	Key features (strengths, improvement priorities) provided as concise bullet points
<p><b>1.1</b></p> <p><i>Improvements in performance</i></p>	<p><b>Existing strengths:</b></p> <ul style="list-style-type: none"> <li>• Regular meetings in line with the continuous improvement cycle</li> <li>• 20 partners contributing to the meetings over the 2019/20 period</li> <li>• Moving meetings to venues across the Buchan area to maximise attendance</li> <li>• Buchan LLCP is now fully embedded in the continuous improvement cycle timeline</li> </ul> <p><b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>• Records from meetings</li> <li>• Feedback from partners developing priorities</li> <li>• Attendance at meetings – geographically equitable</li> </ul> <p><b>Priorities for future development:</b></p> <ul style="list-style-type: none"> <li>• Responsive to Covid pandemic in relation to emerging data</li> <li>• Relationships with key partners are prioritised to ensure maximum input</li> </ul>
<p><b>2.1</b></p> <p><i>Impact on learners</i></p>	<p><b>Existing strengths:</b></p> <ul style="list-style-type: none"> <li>• Learners have good progression routes on offer through the LLCP partnership</li> <li>• SQA Employability Core Skills group has fostered good working relationships with the Employability support Team, mutual learners and joined up approach to progression</li> <li>• Partners are clear in relation to signposting learners onto new learning opportunities using the LLCP mechanism</li> <li>• The range of partners ensures an equitable approach for learners</li> <li>• Literacies learning needs are recognised by partners and followed up where appropriate</li> </ul> <p><b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>• Learners have achieved SQA accreditation because of progression opportunities</li> <li>• Meeting records</li> </ul>

	<ul style="list-style-type: none"> <li>Wider networking of partners as a direct result of the LLCP</li> </ul> <p><b>Priorities for future development:</b></p> <ul style="list-style-type: none"> <li>Digital literacies - Digital access and divide - how do we ensure that those furthest away from being able to access online are still supported, either to learn to access or not left behind with no provision. (Transition/ community engagement to empowerment)</li> </ul>
<p><b>4.1</b></p> <p><i>Impact on the local community</i></p>	<p><b>Existing strengths:</b></p> <ul style="list-style-type: none"> <li>CLPL opportunities accessed by LLCP</li> <li>Awareness raising of financial implications for families and wider community through Cost of the School Day training</li> </ul> <p><b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>Partners attending LLCP have reported increased awareness of the costs to the families that they work with.</li> <li>Records of meetings/ attending partners</li> </ul> <p><b>Priorities for future development:</b></p> <ul style="list-style-type: none"> <li>How do we build effective opportunities to engage people, using new materials and new techniques? A kind of sharing platform for what has worked and what has not. Learn and share delivery hints and tips. (Workforce development)</li> </ul>
<p><b>5.1</b></p> <p><i>Delivering the learning offer with learners</i></p>	<p><b>Existing strengths:</b></p> <ul style="list-style-type: none"> <li>Each LLCP partner is currently recognising learner voice independently organisation</li> <li>Parental Involvement &amp; Engagement Strategy – rolled out through the LLCP</li> </ul> <p><b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>Case studies used in LLCP meeting evidenced a learner led approach</li> <li>Records of meetings</li> <li>Qualitative discussions with partners relating to impact on learners using a progression directed route</li> </ul> <p><b>Priorities for future development:</b></p> <ul style="list-style-type: none"> <li>How do we unite as an LLCP to reflect learner voice and focus on learner contributions to the LLCP?</li> <li>Learner forums/ celebrations of learning</li> <li>How the Coronavirus pandemic is affecting learners and communities – ensuring we are proactive</li> </ul>

<p><b>3.1</b></p> <p><b>Theme:</b> <i>The extent to which staff and volunteers are supported to reflect on and improve their practice</i></p>	<p><b>Existing strengths:</b></p> <ul style="list-style-type: none"> <li>• NOMIS data training well received by partners</li> <li>• Continuous improvement Cycle is embedded in LLCP</li> <li>• Partners have presented to the LLCP about their work focus and the impact on the community – Action for Children and their work supporting families affected by imprisonment</li> </ul> <p><b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>• Meeting records</li> <li>• Participation in self-evaluation sessions for LLCP</li> </ul> <p><b>Priorities for future development:</b></p> <ul style="list-style-type: none"> <li>• Continue to use data to inform the work of the LLCP</li> <li>• How do we build effective opportunities to engage people, using new materials and new techniques? A kind of sharing platform for what has worked and what has not. Learn and share delivery hints and tips. (Workforce development)</li> <li>• How do we complement each other's work and offer effective progression routes between agencies and partners? (Transition)</li> </ul>
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Quality Indicator	Level (six point scale)
1.1	
2.1	
4.1	
5.1	
3.1 (theme)	