Community Learning and Home School Partnership Service

Clydesdale and Larkhall Area Team

Annual Review 2012/ 2013
# Clydesdale and Larkhall Area Team Review 2012/13

## 1.0 Introduction

## 2.0 Community Learning and Home School Partnership Service

**Who are we and what do we do?**

## 3.0 Organisational Structure

## 4.0 Policy Context

## 5.0 Why we do what we do: 3 reasons

## 6.0 Clydesdale and Larkhall Area Focus

### 6.1 Statistical Information

### 6.2 Developments

- **6.2.1** Additional Support Needs Literacy Group
- **6.2.2** Kindle
- **6.2.3** Rigsing
- **6.2.4** Sign Language
- **6.2.5** Once Upon our Time
- **6.2.6** Bounce back
- **6.2.7** SQA Developments
- **6.2.8** Learning Journey

### 6.3 Events

- **6.3.1** Adult Learners’ Week
- **6.3.2** Family Man Fun Day
- **6.3.3** International Women’s Day

### 6.4 Self Evaluations: - How Good Are We?

### 6.5 Things to Look Forward to
1.0 Introduction

Welcome to the Clydesdale and Larkhall Community Learning and Home School Partnership Area Team Review 2012/13

We would like to share with you some of our highlights and successes. It has proved to be another busy and interesting year for the Clydesdale and Larkhall team. The team, along with partners have utilised qualitative and quantitative information available on their areas to help them plan, implement and evaluate a range of learning opportunities aimed at raising attainment and achievement for adults, families and communities.

There has been a wealth of innovated and exciting developments in the area from developing Adult Learning and ESOL classes; we have introduced the use of IT and Kindles in our Adult Literacy classes and learners have responded enthusiastically to these developments. We have also had a good response to offering certificated courses with one hundred and fifty two participants taking advantage of this opportunity. This has supported some learners to go on to further education and it has also facilitated the capacity building in the local communities.

We have again distributed out approximately four hundred Pre-entrant Packs to our new primary one pupil's in priority schools.

As part of further development the primary schools Bounce Back programme for loss and resilience has been developed in partnership with Netherburn Primary staff. This programme has been successfully delivered to a group of mums/ dads carers and evaluated by the staff and s.

Again another innovated programme was developed in partnership with Bigger High School staff, Library staff and Cultural Co-ordinator. They supported a group of s to design a story book called Once Upon Our Time. The aim of the programme is to raise attainment in literacy and to build of mums'/ dads'/ carers’ confidence in being involved in their child’s educational development.

The above developments are reliant on productive and effective relationships with a range of key partners in Education, Health, Leisure and Culture, Social Work, Voluntary sector and the local communities.

The team have two Practitioners’ Groups; one for Clydesdale and one for Larkhall. Both are chaired and supported by workers from within the team. By bringing together the various community practitioners to work as a whole, the needs of the communities are better met.

The following report aims to provide a brief background to the Community Learning and Home School Partnership Service and the wider policy context in which we work. It then focusses on the work that has been undertaken by the Clydesdale and Larkhall Area Team in the past twelve months.
2.0 Community Learning and Home School Partnership Service
(who are we and what do we do?)

Our four area based teams focus on providing creative, engaging learning opportunities for all adults and families across South Lanarkshire. The teams are comprised of Adult Literacy and Numeracy; Community Learning and Home School Partnership Workers each with their own specialist areas who work together to provide a cohesive service to their communities.

The following gives a flavour of some of the good practise demonstrated throughout the area, however, this list is not exhaustive and at all times the Service aims to meet the needs of the various communities’ needs.
Adult Literacy and Numeracy Workers

Adult literacy and numeracy means different things to different people. Many people think that Adult Literacy is just for those who have difficulty reading or writing at all. In reality a wide range of people get support at different times with different challenges.

Some of the areas that we have helped with include:

- Help with written job selection tests (police/ fire service exams; apprenticeships etc)
- Help with everyday tasks (banking/ shopping lists/ budgeting)
- Helping mums, dads and carers to help their child with homework
- Help with approaches to writing for courses (sentence structure/ formatting paragraphs etc)
- Help with reading or writing for pleasure
- Supporting groups to produce newsletters for their communities/ groups ...

Everyone who comes along for support has their own reasons for doing so and sets their own targets. For some a little help goes a long way and they get what they need in a few weeks, for others we offer longer term support to get them where they want to be.

Community Learning Workers

Area based, these workers offer both informal and accredited Adult Learning Opportunities aimed at developing learners skills and confidence in a range of areas including:

- IT Skills;
- First Aid;
- ESOL (English as a Second Language);
- STEPS to Excellence
- REHIS (Food Hygiene) and more

The workers take learners through a guidance procedure that ensures that the learners receive the support they need to achieve their learning goals.

The team also support community groups to enhance their capacity through a range of means including committee skills training.
Home School Partnership Workers

Mums, dads and carers are their children’s primary educators. Children and young people spend only 15% of their time in school which leaves 85% of their time spent at home and in the community.

Home School Partnership (HSP) workers are based in schools and Learning Communities and offer a range of fun, interactive Parenting and Family Learning opportunities aimed at engaging mums, dads and other carers in their own and their children’s learning.

Examples of these include:

- **Curricular Programmes**
  - The Adventures of Ted
  - Story sacks
  - Fit Food
  - Literacy Boxes
  - Homework refreshers

- **Parenting Support Programmes**
  - Building Self Esteem in Your Child
  - Managing Children’s Behaviour
  - Speakeasy – talking to your child about growing up, sex and relationships

- **Family Learning Activities**
  - Family Fun time
  - Family Cookery

- **Transition Programmes**
  - Nursery to Primary
  - Primary to Secondary
3.0 Organisational Structure

Kathleen Colvan
ICS and CLHSP Manager

Debra Lindsay
ICS Coordinator
Hamilton

Fiona Robertson
Senior CLHSP Worker

Hamilton Inspection Area
ALN Worker
David McDonald

CLS Workers
Wendy Coull
Joe McCabe Smith

HSP Workers
Colin Ferris
(Hamilton Grammar LC)
Leigh Thomson
(Holy Cross LC)

Calderside Area Inspection Team
ALN Worker
Liz Jeffcott

CLS Worker
Anne Harvey – CLS Worker

HSP Workers
Gail McKillop
(John Ogilvie LC)
Karen Wallace
(John Ogilvie LC)
Rob Milligan
(Calderside LC)

ALN Worker
Janet Ward
Dorothy Thomson

CLS Workers
Jane Fraser
Iain Yuill

HSP Workers
Elaine Houston
Marie Jennings
Jayne Miller
Evelyn McGonagle
Tina McFadyen

ALN Worker
Ann Andrew

CLS Workers
Tracey Murray
Fiona Tait

HSP Workers
Shona Keenan
Nikki Hill
Caroline Stewart
Liz Highe- Gallagher

Val McIntyre
ICS Coordinator
Larkhall and Clydesdale

Doreen Jenkins
Senior CLHSP Worker

Susan Sandiands
Senior CLHSP Worker

Lianne Grieve
Senior CLHSP Worker

Elaine Walker
ICS Coordinator
Cambuslang and Rutherglen

ALN Workers
Julia Ross
Greta Fordyce

CLS Workers
Anne Glasgow
Dominique Stack-Daly

HSP Workers
Fiona McGubbin
Colin Venter
Karen Robertson
Debbie Robertson
Myra Robertson
Charlotte Hamilton

ESOL/ALN Tutors

ESOL/ALN Tutors

ESOL/ALN Tutors

ESOL/ALN Tutors

ESOL/ALN Tutors
4.0 Policy Context

The work of the Community Learning and Home School Partnership primarily sits within the context of South Lanarkshire’s Community Learning and Development Strategy 2011-14.

This strategy aims to take forward the 3 national priorities for Community Learning and Development:

- Achievement through learning for Adults
- Achievement through learning for Young People
- Achievement through Building Community Capacity

The work of the team however also contributes directly to a number of other local and national policies and strategies including:

- Connect (South Lanarkshire Council Plan)
- Getting our Priorities Right (Children’s Services Plan)
- Early Years Early Intervention
- Getting it Right for Every Child
- Lanarkshire Parenting Strategy
- Child Poverty Strategy for Scotland
- Adult Literacy and Numeracy Strategy
- ESOL Strategy
- Equally Well
- Well Connected
- Curriculum for Excellence

Staff from the team populates a number of multi agency area networks to support strategic planning, development, and evaluation of provision in order to maximise the impact and benefits for communities.

These include:

- Community Learning and Development Partnership Group
- Integrated Children’s Services Area Coordination Groups
- Community Learning and Development Locality Planning Groups
- Learning Community Meetings
- Practitioner Networks
- Early Years Forums
- Joint Action Teams
- Neighbourhood Management Groups
- Parent Forums
- GIRFEC Training groups
- Interagency Working Parties
- Area Action Teams (Leisure and Culture)
5.0 Evidence Base - Just 3 of the reasons why we do what we do.

There is an abundance of research and policy that supports the impacts of the work of Community Learning and Development Practitioners...

The Scottish Survey of Adult Literacies (SSAL) 2009

This represents the biggest survey of adult literacies levels undertaken in Scotland. The survey measured three dimensions of literacy skills (prose, document and quantitative) for almost 2000 people living in Scotland.

The survey found that:

- around one-quarter of the Scottish population (26.7%) may face occasional challenges and constrained opportunities due to their literacies difficulties, but will generally cope with their day-to-day lives; and
- within this quarter of the population, 3.6% (one person in 28) face serious challenges in their literacies practices.

SSAL found that one of the key factors linked to lower literacies capabilities is poverty, with adults living in 15% of the most deprived areas in Scotland more likely to have literacies capabilities at the lower end of the scale.

Childhood Poverty Strategy for Scotland 2011

The Scottish Government also recognises the important contribution that Community Learning and Development (CLD) can make to giving children the best start in life, in particular through work with their s, others who care for them and the wider community that contribute to children's earliest experiences.

Arrangements for supporting policy and practice in CLD are being strengthened by bringing together policy responsibilities in a more coherent way and through the establishment of a Communities team and a CLD Standards Council within Learning and Teaching Scotland.

National Literacy Trust Attitudes, family engagement and literacy October 2011

“...studies have provided ample evidence that s who promote reading as a valuable and worthwhile activity have children who are motivated to read for pleasure. Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills (Gest, Freeman, Domitrovich and Welsh, 2004), but also on pupils’ interest in reading, attitudes towards reading and attentiveness in the classroom (Rowe, 1991)“.

“Although s are the most important influence on children’s aspirations, their community can also play a very big part. As we have seen children living in areas of deprivation tend to have lower aspirations. This isn’t however universal; young people in some very deprived areas have high aspirations. The Cabinet Office’s Social Exclusion Task Force (2008) identified certain community characteristics that are associated with low aspirations. These include: close knit local social networks, low population mobility and a history of economic decline.
Additional research suggests “groups who have been located for longest within an area of social deprivation may feel more reluctant to embrace the educational aspirations that promise an escape from it” (McLeod 1995, in Strand and Winston, 2008). As the factors involved vary from community to community, a local, area-based approach is recommended to mobilise the community, change attitudes and behaviours and to allow a co-ordinated, multi-agency approach.”
6.0 Clydesdale Larkhall Area Focus

The Clydesdale Larkhall Area Team is divided into two geographically based sub teams who plan, develop and evaluate programmes around the needs of their communities i.e. rural Clydesdale and Larkhall

6.1 Statistical Information

Over the course of 2012 - 2013 the Clydesdale and Larkhall Area teams have facilitated over 236 learning programmes across the area. In total 1527 learning opportunities were accessed by adults and 1394 opportunities were accessed by children and young people (this does not include the number of people who participated in our International Women's Day/ Volunteer Celebration and Family Man Fun Day events.)

Of the total number of adult learners approximately 10% achieved nationally recognised certificates

The following graphs depict the characteristics of the adult learners accessing various opportunities. Please note that various learning opportunities will differ in length (i.e. where Adult Literacy and ESOL (English for Speakers of Other Languages) provision can be ongoing all year some Adult and Family Learning opportunities may run over the course of 6-8 weeks)

Note: The under 16 age group were involved in family Learning programmes.
Learning Opportunities Accessed by Adults: Clydesdale/ Larkhall

Gender Breakdown by Programme Type

ESOL Adult Literacy Adult learning Family Learning

Male Female
Example: The first column shows that approximately 60% of 16-29 year olds are involved in Family Learning. Note: All ESOL learners fall within the age range of 30 – 44.
6.2 Developments

This has been yet another productive and exciting year with a range of innovative practical programme developments being implemented by the team.

6.2.1 ASN Literacy Group Carluke Lifestyles: Science Museum Visit

The Additional Support Needs group had been doing a science project for a few weeks. This covered mainly a study of the planets. They learned that the sun is a star and about mars, Venus, Pluto, Jupiter and earth.

This visit enabled the group to take what they had learned from the classroom into an exhibition environment.

The group enjoyed taking part in all the various activities. The favourite of Jason and Robyn’s was “The Shocking Ball” but they said they had also enjoyed looking at magnets, solar systems and optical illusions which were all things they had found out about in class.

The visit brought to life what was taught in class and of course, assisted the learning process.

6.2.2 Kindle

This project was started in response to a request from the CL&HSP manager to introduce digital resources within the Clydesdale and Larkhall area. It was decided to use the Kindles in the area in an attempt to encourage Adult Literacy and Numeracy Learners to read more while at the same time giving them access to current resources.

Initially two Kindles were given to each ALaN group within the Clydesdale and Larkhall area. A selection of ‘quick read’ books was downloaded onto each Kindle and paper copies of each of the books was purchased. This was to allow the volunteer tutor assistant to read the book in order to support the learner without having to use a Kindle.

During Adult Learners Week we held the first meeting of the Kindle Book club, bringing together all of the learners to talk about a book of choice. At this meeting the learners fed back that they are reading more as a result of using the Kindle; they enjoy using them; they like the fact that they can carry many books at a time and also enlarge print size.

One of the group however said that she preferred “to read a book” as it was “safer to read in the bath”. She does, however, want to continue to be involved in the book club. It was agreed that the book club would meet once each term.

The next step for the group will be the introduction of SQA bite size communication modules in reading, writing, speaking and listening.

A Family Learning Programme was developed using the Kindles and was piloted in Craigbank Primary School, Larkhall. The programme was well received with feedback from mums/ dads/ carers wishing to continue; the numbers doubled from eight to sixteen on the second programme.
6.2.3 Rigsing

This is a group of mums/dads/carers and children from Rigside who have come together to sing. The group was started by the Service and members of the community in an attempt to engage with local people while at the same time beginning to build their confidence and skills. The group is aimed at all members of the community with no prior experience or skills level being necessary.

By allowing children to come along as well we hope to prevent childcare being a barrier but also use it to encourage families to spend valuable social time together.

The class tutor has covered many aspects of singing since the group started from how we sing (breathing, range, tonality intonation, and tempo) to song writing.

The group have also been introduced to many genres of song e.g. pop, folk – Celtic and American, Country and Western – Bluegrass to Nashville, Blues – acoustic to electric, Jazz – Trad/Modern to the Musical – American and British. More recently the group has concentrated on songs from the Musicals.

On speaking to members of the group they have expressed that their confidence has grown since they started attending the group. I have also witnessed this in many ways especially by witnessing the group perform to groups of residents in local Residential Care Homes and also by performing at an Adult Learners Week event.

6.2.4 Sign Language Forth

This came about after a discussion with a member of the Forth Initiative Group. It was in response to the fact that there are members of the community who are deaf. In response to this the Service provided funding for Levels One and Two of Stage One British Sign Language (BSL). In order to complete level three the group successfully made a bid for funding. The funding was to complete Stage One and also provide another Stage One Level One, Two and Three. The courses are open to anyone living or working in Forth and surrounding areas.

All in the group have said that they feel much more confident about communicating with deaf people and that they are more likely to initiate a conversation with them in future. They are also much more aware of the deaf community.

After the existing group complete all levels the group hope to identify suitable funding and work in partnership with the local Primary School to provide an introduction to BSL for Primary Seven pupils. It is anticipated that this will help the children when they move up to High School, work and the wider community and have the possibility of meeting people who are deaf.
6.2.5 Once Upon Our Time

The Once Upon a Time project was a collaborative piece of work which brought together Senior School pupils; the local Librarian; families in the Bookbug Group, Education staff, a writer; an artist; NHS Health Visitors; SLC Graphics and Print Room and the Cultural Co-ordinators' Team to produce a wonderful piece of creative writing that was then published for all to keep.

Pupils, children, mums, dads and carers worked and learned together. Relationships were built and strengthened. The numbers attending the Bookbug Group increased as fathers also began to attend. Feedback about the experience and the stories that were produced were freely shared by the families beyond the project. Facebook was also used to communicate feedback.

The families listened for pleasure, explored texts and used what they learned to create their own stories with the pupils and Tony Bonning, writer and Sarah Wakeford, artist. The activities promoted a sense of personal achievement; built resilience and confidence; developed practical skills in selecting and working with a range of materials, tools and musical instruments; problem solving and representing ideas in imaginative ways. The meetings promoted healthy family eating habits in the provision of fruit and healthy snacks and water and each family was presented with its own unique heirloom in storybook form as a result of solid partnership and collaborative working.

"It was a great project to be involved in and very worthwhile, we have been very lucky to be involved. It's given us another special memory for Isaac's first year." – Mum

"The finished story is fab and we will treasure it forever. Would highly recommend this project to class and others, we hope to take part in any future projects. A BIG THANK YOU!"

6.2.6 Bounce Back

The Bounce Back programme was designed by the Service in partnership with Netherburn Primary School Nursery as a key resource to be used at either Nursery or Primary one/two to support a child's learning and emotional resilience particularly during periods of loss/change.

The programme which was developed in partnership with mums, dads and carers, recognises that when loss/change affects families it can be a difficult and stressful time for s and that this can then impact on their child. Emotional resilience is about being able to bounce back from emotional challenges. This pack provides a framework for a group work approach which encourages mums and dads and carers to recognise the impact of their response to loss and change on the emotional resilience and learning of their child.

As a school it was essential to ensure that children beginning their educational journey were equipped with emotional resilience and that families had key strategies to use with their child.

The comments gathered from families have been fantastic and we have been overwhelmed by the impacts this has had them. Comments not only reflect their enjoyment of the programme but highlight that mums and dads and carers have increased their awareness of emotional resilience and are confident about putting strategies in place to support their child. They feel their valuable role as a key educator has been recognised and they have gained increased personal confidence and personal resilience.
Feedback:

"The group was fantastic. I learned a lot about myself and how to recognise different signs in my children’s emotions. I learned different ways to deal with situations and also listen more to how they are feeling and I also appreciate my children have feelings and emotions."

"Coming to the group has helped me to see loss/change through the eyes of my children and to understand things from their point. Being able to talk about personal experiences and listening to theirs. The group has been really supportive to each other and allows the opportunity to off load if need be. I think we have struck up a good friendship with every member of the group as well as Evelyn and Anne."

6.2.7 SQA Developments

As part of our teams Upskilling programme, two members of the team successfully completed their SQA A1 Assessor’s Award.

The training for this award included the delivery and assessment of two programmes from the SQA Core Skills Unit in Communications - Bite Size Adult Literacy & Numeracy.

The four adult learners who took part in the accredited programme successfully achieved SQA Certificates in Bite Size ALaN - Communications.

These learners have benefited from this provision of accreditation and have now gained a form of educational status, in other words a chance to show and be proud of themselves for the hard work needed to receive this certificate.

This opportunity is there for all learners in future, who would like to take up the challenge of accredited learning.

6.2.8 Learning Journey

As part of the 2013 Adult Learners’ Week celebrations held in the Clydesdale area, a dad from Lesmahagow was put forward for an individual learner's award to recognise the personal achievements he has accomplished throughout his adult life and in the last year through his involvement in our Service programmes and events.

After leaving school with only a few qualifications, the dad signed for a football club where he spent 2 years. Afterwards he spent a number of years trying his hand at various jobs and eventually took up volunteering opportunities within the Hare Krishna community which took him abroad to India and South Africa.

On his return to the UK, the dad continued to volunteer, this time in his local community with unemployed young adults. After battling with addiction issues, the learner began to build on his own skills and abilities and decided to get involved with some of the activities on offer in his sons primary school, and became involved with the Service when he responded to a flyer advertising the Building Self Esteem in Your Child programme. From there he attended the Mental Health First Aid course, Certificated First Aid, Introduction to Counselling Skills and Child Development.

Gaining in confidence and building so many new skills the dad has now decided to focus on his future career. Realising he has so much to offer other people, he is considering a career in social care and is looking to start a course at college in Social Sciences. It is due to his
dedication to his learning and the personal achievement he made, he was also nominated for a special achievement award.

### Events

Throughout the year the Service participates and stages a number of large scale celebration events across South Lanarkshire to which the Clydesdale and Larkhall Area Team contribute. Each of these events provides an opportunity to engage with potential new learners and promote activities that people can engage with, in their local communities.

#### 6.3.1 Adult Learners' Week (May – 2012)

Adult Learners’ Week is a national celebration of the diverse range of learning opportunities that are undertaken across Scotland throughout the year.

In May Frank Devine, a learner in the East Kilbride Area, beat off stiff competition to take the accolade of Scottish Adult Learner of the Year 2012 for his amazing learning journey.

The PROFF (Promoting the Role of Father Figures) group were also invited along to join in the National Celebration having received a group award the previous year.

In addition we held our own South Lanarkshire focussed event in Rutherglen Townhall, where learners from across the Authority had the opportunity to share their experiences, stories and recognise their success.

#### 6.3.2 Family Man Fun Day (June – 2012)

The Family Man Fun Day was seen as a means to promote the role and importance of male carers whilst also providing information in the types of activities that were available for them and their families from HSP. The initial event was held in October 2008 and attracted just fewer than 1000 registered participants. This year the event again coincided with Father’s Day, an association which appears to have paid off with just under 1700 registered participants.

Overall the event was highly successful and met its objectives:

- Promote the role of male carers in families
- Consultation with families regarding Community Based Learning Provision
- Promote the work of SLC Community Learning and Home School Service
- Promote community based activities that exist for families in SLC
- Provide an affordable, fun day out for local families (particularly targeting ROA communities)
- Promote partnership working between agencies
6.3.3 International Women’s Day (March – 2013)

2013 saw the 6th Annual International Women’s Day event staged at Hamilton Park Racecourse.

Though led by the Community Learning and Home School Partnership Service, like the Family Man Fun Day this is truly a partnership event with over 50 local groups, organisations and businesses inputting to the event.

Participants the opportunity to try their hand at a range of workshops and taster sessions which included: Beauty Therapy; massage; meditation; arts and crafts; cake decorating; flower arranging; fitness testing; drumming and much more. There were also local groups and organisations on hand to provide information and advice on a range of issues from financial management to learning opportunities.

A street dance display by young women from Danceworx was followed by a more mature selection of Line Dancers called ‘Jive County’ and the day was topped off by a fantastic ‘Dress for Less’ Fashion show which showcased the deals to be had from a selection of local charity shops all beautifully modelled by the store volunteers in keeping with our ‘real women’ theme.
6.4 Self Evaluation - So how good are we?

All projects and programmes are continually evaluated and measured to ensure that we maintain the highest level of service available. Within CLHSP there is a strong ethos of engaging all stakeholders in the evaluation process.

Staff utilise a number of tools to record the evaluation process which include Data Definition (DD) forms; evaluation forms and most recently video footage.

This material is used to evidence the self evaluation statements we make against How Good is Our Community Learning and Development? 2 (HGIOCLD2): the national framework used for assessing the effectiveness of CLD practice across Scotland.

**QI 2.1 – Impact on Participants:** Very Good

As a team we successfully engage a diverse range of learners from the local community. There is a reflective mix of age, gender and ethnicity in the composition of our groups. The team plan focuses on achieving outcomes for learners in the most deprived geographical areas of Clydesdale and Larkhall, which again is reflected in the postcodes of those participating in programmes.

The majority of learners regularly report feeling valued and included in the learning process. Almost all learners can identify their achievements and progress, with many able to vocalise how they have transferred and applied learning in other areas of their lives (e.g. saving money on ‘on-line’ and introductory IT programme or making small but significant healthy eating changes to their family’s diet.)

Nearly all learners now have the opportunity and confidence to progress on to further learning opportunities, some of which are accredited.

Many learners make significant progress through their engagement with CLHSP activities and whilst ad hoc, anecdotal evidence exists of further routes of progression out with CLHSP we have now implemented formal tracking mechanisms for learners who take up learning opportunities via the Practitioners’ group in Larkhall.

We will continue to constantly review and evaluate our work with a view of further progressing and developing learning opportunities in line with the identified needs of our learners and communities.
**QI 4.1 – Impact on the local community: Very Good**

The team work with a range of groups in the local community and provide effective support to help them develop their skills and confidence.

Most groups involved with Larkhall Practitioners’ successfully staged a community celebration event during the past year with support from members of the team. The groups were actively engaged and responsible for all aspects of the event planning and implementation.

The groups are at differing stages of development in terms of the level of services and activities that they provide within the local community. All receive levels of support from the team appropriate to their developmental stage.

All the groups are encouraged and supported to be open and inclusive in their membership and to promote the activities that have on offer within their areas. All participating groups have equal access to Practitioners’ funding and each is equally able to make decisions on what this funding is spent on.

The participating groups are involved in the early stages of planning, evaluating and quantifying their own impact on the community. In other words, all groups are able to reflect and self evaluate their progress and development over time and plan and work toward future goals.

Almost all groups are made aware of potential partnerships available to help support their activities, including engaging with other services and funding opportunities.

**QI 8.1 Partnership Working – Very Good**

The work of the CLHSP team is strongly influenced by partnership working. Planning structures ensure the best possible approach is taken to planning and delivering responsive service delivery and can be evidenced through participation, and the resultant action, from the Practitioners’ Groups, Strategic Groups (including Early Years Forum), Area Coordination, and the Community Learning and Development Locality Action Planning Group.

Work is further planned and delivered through participation in issue based groups that focus partnership activity on particular issues, including: Welfare Reform, International Women’s Day and Health events. This ensures the best possible practice between partners.

CLHSP also benefits from a multi disciplinary approach ensuring members of staff have the opportunity to plan and co-deliver with other agencies.

HSP staff work closely with Heads of Establishments to ensure activity is planned in accordance with School improvement Plans.

In addition to formal structures of partnership e.g. Practitioners’ Groups, work is planned taking
account of local information, informed by strong informal partnerships.

An area for further development would be to ensure open and transparent relationships continue to be fostered with partners to ensure any forthcoming budget constraints do not put pressure on the existing positive relationships.

6.5 Things to look forward to...

Already 2012/3 is shaping up to be an exciting and innovative year. We will continue to develop and strengthen partnerships both internally and externally to further enhance the service we offer adults, families and communities in the area.

Forthcoming projects include:

- Tackling Poverty focus in Strutherhill
- Adult Learner’s Week May 2012
- 5th Annual Family Man Fun Day (Sunday 17th June)
- Development of Strutherhill Job Club
- Use of the Bounce Back and Once Upon My Time Resources
- Have Pride in Rigside
- The new Child Safety and Health programme in Rural South Lanarkshire