

## CONTEXT FOR DELIVERY 2017-2018

“Youth work will play a vital role in improving the life chances of and inspiring young people. By working collaboratively, we can ensure that Scotland continues to be at the forefront globally of innovative work with young people and is the best place to be young”

National Youth Work Strategy 2014-2019

In 2017/18, Community Learning and Development Service (CLDS) worked within Nursery, Primary and Secondary schools across the Falkirk Council area. This is a new area of work for CLDS. CLDS’ work in schools seeks to improve pupil attendance, support pupil transitions and improving children’s, young people’s and families’ engagement with school. All CLDS work with schools is consistent with the CLDS learning offers relating to core skills and family learning.

**AIMS :** BY 31 March 2018, CLDS will have improved the outcomes for young people and their families by:

- Improving school attendance levels of children and young people working with CLDS  
Target: 50% of school children and young people working with CLDS will have improved levels of attendance
- Increasing cores skills of school children and young people working with CLDS  
Target: 50% of school children and young people working with CLDS will achieve accreditation

### METHOD

- Joint identification with schools of children, young people and their families who would most benefit from CLDS intervention
- Initial engagement with children, young people and their families to seek their agreement to work with CLDS
- CLDS & children, young people and their families jointly agree the CLDS learning curriculum
- Children, young people and their families offered opportunities for accreditation
- Families offered individual support to identify poverty issues, barrier removal, awareness raising of support services and support to access same
- Children, young people and their families offered opportunities for their wider involvement in learning and development

### ACHIEVEMENTS

- 241 children and young people have engaged with CLDS programmes in 8 High Schools & 6 Primary Schools<sup>(FIG 1)</sup>
- 89 families have engaged with CLDS as a result of work with schools<sup>(FIG 2)</sup>
- 53% of school children, young people and their families have taken up opportunities for involvement in wider school life as a direct result of the engagement with CLDS<sup>(CASE STUDY 1)</sup>
- All CLDS work in schools is aligned to school priorities and agreed as shared outcomes between schools & CLDS
- 82% of school children and young people participating in school “based” CLDS interventions that sustain and/or improve their attendance since engagement with CLDS<sup>(FIG 4)</sup>

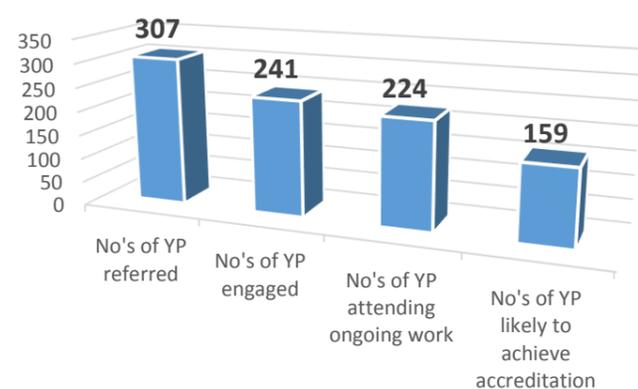
### NEXT STEPS

CLDS will:

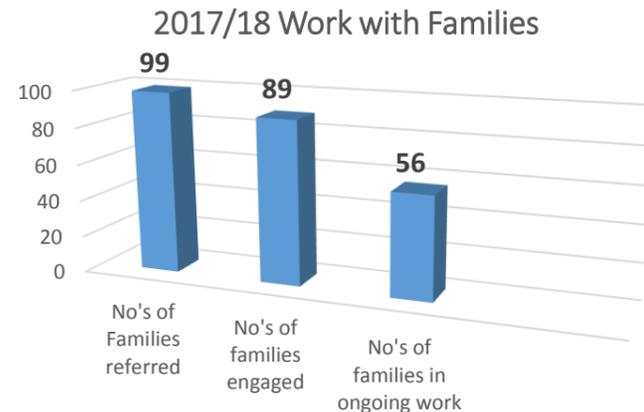
- Expand CLDS work in schools in 2018/19
- Further develop approaches with schools to mitigate the impact of poverty related attainment gap

### RESULTS

**FIG 1** 2017/18 Work with Young People



**FIG 2** 2017/18 Work with Families

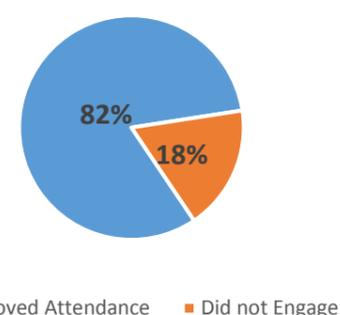


**FIG 3** 2017/18 CLDS Focus of Work in Schools



**FIG 4** 2017/18 School Attendance

2017/18 School Attendance



**Jon Reid Head teacher Larbert High School**

“We greatly appreciate the fact that we have CLD based within school and consider them to be part of the team, securing positive outcomes for the young people. We now see them as an integral and essential part of the school team rather than a ‘bolt-on’ service, with a shared drive and ambition in what we want to achieve

All in all, this is an absolutely essential and very welcome resource and way of working. It is an example of excellent partnership working which has delivered very real and tangible results for the young people involved and made a very significant impact on their experience in their latter stages of school.”

**Kerry Drinnan Depute Head teacher Braes High School**

“Our pupils are benefitting from CLD’s understanding of working with young people and the programmes and partnership contacts and opportunities.

We have seen an increase in attendance for some of our vulnerable learners as a result of participating on this programme.

Through CLD, there is improved communication about the community projects that we can get our school community involved in and make partnership links with people and projects in our local community”

**Case Study 1**

*LM – single mum of 2, lived here for 3 ½ years, kids are aged 8 and 9. Full time carer of child with additional support needs – ADHD, autism. Felt very isolated in previous school because of her child’s behaviour and the reaction of other parents. Had been working and wants to work but found it impossible to access affordable childcare because of her child’s needs. Met with CLD in November and initially became involved in a family group and then moved onto a cooking group and is now volunteering in the school.*

*“My weekly routine is completely different now, it’s having a positive impact on home life. The family group helped me to make friends with people in the area. It’s a time to communicate with other adults I wouldn’t get – I’d be a hermit otherwise. It’s easier to speak to other people. Talking to other parents has increased my knowledge of other support services and getting out and meeting people is easier now. I wouldn’t have done the cooking or volunteer in the school without that first meeting.*

*I’m more confident to throw leftovers together and make simple meals. It’s a reminder about changing eating habits and we now having less ready meals and more homemade healthier meals. I’m more aware of this now although it can still be a bit of a trial with the kids. It was expensive to start with until you get all the ingredients in (spices and herbs etc) but it spurred me on to try new recipes and have themed nights, e.g Indian and Chinese. It’s improved our health.*

*Coming into school to volunteer has boosted my confidence. My kids love it too – I feel we’re all more in touch with school. Put me more in touch with my old hobbies again e.g. art and it’s getting me thinking about projects in my house again.*

*I feel have less time at home now but I’m bringing more home and feeling more positive. I feel better about me. I’d put myself on hold as a mum. Helping out at school is something I do for me. It’s given me even more confidence and I feel I’m finding me again. It’s all reminding me of my strengths and I’m now starting to think about a change in direction for me work wise.”*

**Fiona Anderson Head teacher Head of Muir Primary School**

“I just wanted to let you know that our work with CLD has gotten off to a wonderful start. The worker has joined our team and already is having an impact on how we can improve our communication and partnerships with parents. “

**David Killin Depute Head Teacher Bo’ness High School**

“Having CLD in school has allowed us, at points to utilise their skills and expertise in order to support targeted groups of young people within the curriculum – especially those with Additional Support Needs.

With the delivery of awards such as Prince’s Trust, our kids are gaining qualifications in skills that are more tailored to meet their needs

It has opened another potential gateway to access the community and particular harder to reach parents in ways we would not have done already”