Item 6

24th November 2026

Glasgow Community Planning Partnership.

Dennistoun Area Partnership.

Report by Head of Policy and Corporate Governance

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2025/26 AREA BUDGET: EVALUATION REPORT.

Purpose of Report:

To inform the Area Partnership of the details of projects selected to complete an Evaluation Report.

Recommendations:

The Area Partnership is asked to note the report in relation to the Dennistoun Area Budget in 2025/26.

Background

1. The City Administration Committee on 13th February 2025 allocated £65,665 to the 2025/26 Dennistoun Area Budget.

Expenditure

2. £65,665 (100%) of the allocation has been awarded for projects that were delivered by 31st March 2026.

Evaluation

3. Projects funded through the Area Budget are required to comply with the Council's Standard Conditions of Funding which states that organisations must comply in full with evaluation requirements.

4. 10% of projects funded during 2025/26 were identified and asked to complete an Evaluation Report. Details of the projects and of the evaluations are included in Appendix 1.

Recommendation

5. The Area Partnership is asked to note the report in relation to the Dennistoun Area Budget 2025/26.

Appendix 1

Dennistoun Area Partnership Budget 2025/26

Budget: £65,665	**Allocated: £65,665**	**Unallocated: £0**

Total Number of Awards: 30	**Awards under delegated authority: 6**	**Awards to GCC/ALEOs: 6**

<table>
<tr><th>Client/Project</th><th>Evaluation Submitted by Deadline Y/N</th><th>Summary Findings (please include how the project contributed to the investment priorities, the impact on the community and the wider area and the number of beneficiaries). Please also include any information relevant to breach of conditions of grant e.g. non/late submission of documentation or amendments.</th></tr>
<tr><td>Spire View Housing Association

Environmental Project

PRN 508/23</td><td>Yes</td><td><u>Summary of Project</u>

Through this project, we delivered a creative programme of work to tackle environmental issues in the Royston area. We ran workshops with 52 individual children across St Roch's and Royston Primary Schools and consulted with 72 people for the design of our community heritage mural. The engagement dates were as follows:

<table>
<tr><td>20/01/2026</td><td>Mural Consultation Breakfast</td><td>G21 2LG</td><td>28</td></tr>
<tr><td>20/01/2026</td><td>St Roch's Primary Signage Workshop</td><td>G21 2BS</td><td>30</td></tr>
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21/01/2026	Royston Primary Signage Workshop	G21 2NU	22
27/01/2026	St Roch's Primary Signage Workshop	G21 2BS	28
28/01/2026	Royston Primary Signage Workshop	G21 2NU	21
03/02/2026	St Roch's Primary Signage Workshop	G21 2BS	28
04/02/2026	Royston Primary Signage Workshop	G21 2NU	21
12/05/2026	Children and Parents Artwork Tour	G21 2EH	28

Date Details Postcode Attendance

Our project had two main strands of activity:

Community Heritage Mural

Graffiti has been an ongoing issue in Royston, particularly of a sectarian nature. Spire View Housing Association identified a site at the corner of Roystonhill, James Nisbet Street and Rhymer Street that has been targeted repeatedly. Using artworks created by over 200 people in the Royston area as inspiration, we worked with local artist Annemarie Devlin to design a mural that reflected the ideas and opinions of people living in the area. She designed five mural options. We then held a consultation across community groups and schools to vote on the final mural design, we had 72 responses to this consultation. The work was installed at the end of March 2026.

Just a few weeks after the install of this mural, we had an unfortunate example of the vandalism that our project had been trying to reduce. Due to the quite extreme nature of the damage the mural was removed from site. However, after an incredible response from local people through a self organised crowdfunding

		campaign, we now have plans to have this mural repaired and reinstalled at a new location over the next few months.  **Creative Dog Fouling Signage** Working across St Roch's Primary school and Royston Primary School, we ran a series of 6 workshops to design creative signage around dog fouling in Royston's greenspaces. The children came up with slogans, created their own fonts and used printmaking to design bright and eye-catching dog fouling signage for greenspaces across the area. These designs were then printed onto long-lasting di-bond signage and attached to new signposts. We installed 20 signs in total across the following greenspaces: The Star, The Triage, The Greenie, Glenbarr Street and Royston Community Hub. To celebrate the child's work, we held a tour around the signage and mural for parents, teachers and pupils. We had 28 people in attendance at this event with great feedback from both adults and children involved.





<u>Impact of Project</u>

This project sought to address the Community Safety, Neighbourhood Management/Environmental Issues and Activities at Community Facilities priorities for Ward 22 Area Partnership.

Community Safety

We set out to reduce examples of antisocial behaviour in the Royston area, particularly regarding sectarian graffiti and vandalism, by installing public artworks that people would be proud.


Bin it
Leave NO
DOG POO!

		part of. Although we did still experience vandalism as part of this project, we feel that the rallying support of people in the local area to reinstate the mural has really opened a conversation about the issue and made people in the community more aware of how it impacts the safety of the area. Neighbourhood Management/Environmental Issues The dog fouling campaign we produced with local children aimed to directly reduce instances of dog fouling across the greenspaces in the Roystonhill community. We have noticed a reduction in this, particularly at the Roystonhill Community Hub which has been our most successful site. The project also increased understanding for young people in the area about how dog fouling affects our local environment. We would hope in the long-term, this may enact behaviour change. Activities at Community Facilities This project ran a series of workshops and consultation sessions across education and community facilities. In addition to this, young people and parents have gone to our public greenspaces to enjoy the artworks, both as part of our event and on their own. <u>Spend</u> £6,490 spent in full.
St Roch's Childcare Service Steam Project and Toy Library PRN 203/22	Yes	<u>Summary of Project</u> Part 1 The Toy Library — Project delivery Toy Library Evaluation Statistics The Toy Library element of the project provided families supported by St Roch's Childcare Service with free access to a wide range of toys and learning resources. It reduced financial pressure on parents and carers, supported children's play and development, and created a practical way for families to borrow,

		share and reuse resources. Evaluation evidence shows strong engagement, with 31 children listed, 63 loans recorded and 139 toys borrowed. Families also reported positive benefits including friendly staff support, flexible borrowing, reduced isolation, more opportunities for family play, and improved confidence in children's learning and development. The project also generated an estimated 267.3 kg of carbon savings, showing clear social, educational and environmental value for families in the Dennistoun area. We began by hiring a room at Spire View and invited parents for a stay and play session with our parents and our partners Make Do and Grow. 23 rd October 2025 —Stay and Play Session at the spire view community Hub to introduce parents to the Toy Library with make do and grow. Make Do and Grow. Make do and Grow brought a selection of toys along with them to play with. Make do and Grow also were available to talk through how the toy library would work and to fill out registration forms with the parents and demonstrate how they can order the toys. 7th November 2025 — March 2026 — The community liaison officer attended every week for 2 hours and was available for families to drop off, collect and order new toys. (12 sessions in Total) Thursday March 12th filming and photos by the Centre for Civic Innovation (GCC). They helped us record some feedback, took a few photos to show the impact of the trial. March 2026 — July 2026 — Make Do and Grow have extended their trial period with us and a community Liaison officer continues to come every week at no extra cost to us on our families as they have additional funding themselves to continue. July 2026 — A further stay and play/Art session has been booked because as part of the project that we were unable to facilitate during the reporting period, however the community liaison officer has attended weekly for two hours instead of every two weeks for three hours.

Progress meetings with Make do and Grow — There has been several meetings regarding the trial of the toy library, and it is hoped that there will be further plans to continue.

Toy Library Evaluation Statistics

The information below collates the toy library evaluation data shown in the table. It summarises children reached, loans made, toys borrowed and estimated carbon savings.

Overall statistics

Measure	Statistic
Children listed	31
Children with recorded loans	18
Total loans recorded	63
Total toys borrowed	139
Total estimated carbon savings	267.3kg
Average toys borrowed per child listed	4.5
Average toys borrowed per child with loans	7.7
Average carbon saving per toy borrowed	1.9kg

Breakdown by age

Age in 2026	Children listed	Total loans	Total toys borrowed	Carbon savings recorded
1	2	1	4	8.8 kg
2	2	8	14	8.4 kg recorded, with one carbon saving entry missing
3	5	13	32	35.2 kg
4	9	20	32	52.5 kg
5	4	2	8	14.0 kg
6	3	16	41	86.3 kg
7	2	2	8	19.0 kg
8	2	1	4	4.0 kg
9	1	7	17	43.2 kg
10	2	5	9	16.0 kg

Our Key Findings from the project

- The toy library recorded 63 loans and 139 toys borrowed across the evaluation data.
- The highest number of toys borrowed was by children aged 6, with 41 toys recorded.
- Children aged 4 had the highest number of children listed and the highest total loan count, with 9 children and 20 loans.
- The total estimated carbon saving shown in the data is 267.3 kg.

Family Feedback Survey Summary

(6 family responses collected March 2026)

Accessibility

100% of families reported the Toy Library is easy to access

Key Features Valued by Families

Families identified these features as making the service easier to use:

Friendly staff support — cited by all 6 respondents (100%)

No cost (free memberships) - cited by all 6 respondents (100%)

Delivery to Partner organisation — cited by 5 respondents (83%)

Flexible borrowing — cited by 3 respondents (50%)

Impact on Families

Statement	Strongly Agree/Agree
Helps family save money on toys	5 of 6 (83%)
Helps think differently about borrowing/sharing/reusing	6 of6 (100%)
Helps reduce buying new toys	6 of6 (100%)
Helps reduce clutter and waste	5 of6 (83%)

		Without Toy Library, harder to access toys	5 of6 (83%)
		Toys support child's learning & development	6 of 6 (100%)
		Noticed positive changes in child	6 of (100%)
		Helps feel more supported as parent/carer	6 of 6 (100%)
		Helps reduce feelings of isolation	6 of 6 (100%)
		Important for families experiencing financial pressure	5 of 6 (83%)

Family Testimonials

"It's like Christmas every time we collect toys. It makes me happy to see my child trying new toys without the need to buy. He struggled with returning toys to begin with but quickly improved when he realised he can borrow more toys.

'My child took interest in the idea of sharing resources and looking after borrowed toys. 'i' means everything, because it makes my child happy.

"It means that we can get toys that we can play as a family — so it means more family time.

"It's a great learning experience, especially the fact they have to look after toys, keep them nice and clean.

		"The Toy Library really helps in terms of new stuff or my neurodivergent child " "There are not enough resources for parents in Glasgow, Me and my partner are working, therefore it's practically impossible to get any help. The Toy Library definitely helps me feel more supported as a parent. Observed Child Development Outcomes Parents reported these positive changes: IT skills development (choosing toys online) Exposure to new experiences and toys Learning about sharing and caring for borrowed items Creativity and imagination (e.g., fixing puzzles) • Increased happiness and engagement Support for neurodivergent children Environmental Impact 267.3 kg of carbon savings achieved through toy sharing/reuse at St Roch's Together, the Toy Library and STEAM activity formed two connected parts of the same project. The Toy Library helped families access play resources, reduce costs and build confidence through borrowing, sharing and reuse. The STEAM project then extended this approach within the nursery by strengthening children's everyday learning experiences and giving families practical ways to continue learning at home. Part Two: STEAM Project Building on the project's focus on accessible play and family learning, the STEAM project used the science, technology, engineering, art and mathematics resources purchased through the grant to create practical, play-based learning experiences across the nursery. These resources were embedded into everyday play rather than used as one-off activities, giving children repeated opportunities to revisit materials, develop

		ideas, build confidence and extend their learning over time. Staff planned experiences around children's interests and used observations, learning stories, floor books, area big books and numeracy trackers to record children's participation, progress and next steps. The resources helped us increase children's awareness of STEAM by making science, technology, engineering, art and mathematics visible, accessible and enjoyable within everyday nursery play. Children were encouraged to investigate, ask questions, make predictions, test ideas. observe carefully, compare outcomes and talk about what they noticed. This supported early skills in curiosity, problem solving, communication, creativity, cooperation and confidence. We have included examples from children's journals to show how staff track progress over time. These observations demonstrate how children engaged with the resources, the skills they practised, the language they used, and the next steps identified by staff. Children's interests were also followed and extended into further learning projects, including outings, science investigations and the butterfly kit, where children were able to observe change over time and develop their understanding of life cycles and the natural world. The nursery playrooms were upgraded to create clearer, better-resourced learning areas, including a dedicated block play area. Staff and children explored the stages of block play together, and staff used observations to document how children developed their construction skills over time. The area has been very well used and has supported a wide range of mathematical and engineering concepts, including balance, shape, size, symmetry, pattern, measuring, comparing, estimating, stability, design and problem solving. We use a planning system linked to the Curriculum for Excellence Early Level overview to document children's progress. For this project, we focused on numeracy outcomes over two terms so progress could be tracked in areas such as sorting, matching, recognising size, exploring patterns, counting, comparing, building, measuring and enjoying mathematics through play. These outcomes are recorded on children's numeracy trackers and compared with baseline assessments. The evidence gathered so far shows that the children are developing confidence, becoming more willing to explore mathematical ideas and making progress in early numeracy skills.

		At Home Learning Bags — Family Learning Impact The at-home learning bags extended the impact of the STEAM project beyond the nursery setting and created a stronger bridge between children's learning in nursery and their learning at home. The packs gave parents and carers practical resources, simple activity ideas and clear opportunities to take part in their child's learning in a relaxed and enjoyable way. They supported children to revisit nursery learning, practise early skills, share their thinking with family members and continue exploring STEAM concepts through everyday play, conversation and problem solving. Evaluation from the home packs questionnaire shows a very positive impact on both children and parents. All parents who responded agreed that taking part made a positive difference to their child's learning. All parents also said that the home packs helped them gain a better understanding of what their child was learning in nursery, and all parents confirmed that they felt more confident supporting their child's learning at home. In addition, 90% of parents said the packs helped them spend more time having fun and learning together with their child. This demonstrates that the packs supported both educational outcomes and positive family relationships. This feedback demonstrates that the project did not only provide resources for children; it also strengthened family engagement and parental confidence. Parents were supported to understand the purpose of play-based learning and to recognise how everyday activities can support early development. The home learning activities encouraged families to talk, count, sort, build, investigate, notice changes, ask questions and use new vocabulary together. This helped reinforce children's learning across early numeracy, science awareness, language development, creativity, problem solving and confidence. The home learning element also helped families understand that STEAM learning does not need to be complicated, expensive or restricted to specialist equipment. Parents were able to see that children can develop early science and mathematical thinking through simple shared experiences such as counting objects, sorting household items, noticing patterns, observing nature, building structures, comparing sizes, exploring materials and talking about what they see. This made STEAM learning feel more achievable and inclusive for families who may not previously have felt confident supporting these areas at home.

		Overall, the home learning bags increased parental confidence, encouraged shared family learning and helped children experience consistent support between nursery and home. Alongside the Toy Library and nursery-based STEAM resources, this created a joined-up project that improved access to high quality play, reduced financial barriers, strengthened family engagement and supported children's curiosity, confidence, communication, creativity, problem solving and early numeracy. The project also promoted borrowing, sharing and reuse, helping families access resources in a more sustainable way. By giving children rich learning experiences and giving parents practical resources and ideas, the funding has supported children's development through meaningful play-based learning and created lasting benefits for families connected to St Roch's Childcare Service In summary, the Area Budget funding enabled St Roch's Childcare Service to deliver a practical, inclusive and sustainable project for children and families in the Dennistoun area. The combined Toy Library and STEAM activity improved access to resources, supported families who may be experiencing financial pressure, strengthened home and nursery links, and created new opportunities for children to learn through play. The evidence gathered through loan data, parent feedback, observations, learning stories and home learning questionnaires shows that the project made a positive difference to children's learning, parental confidence, family engagement and environmental awareness. The project has also created a strong foundation for continued partnership working with Make Do and Grow and for the ongoing use of the STEAM and home learning resources within the nursery, helping to sustain the benefits of the funding beyond the reporting period. <u>Impact of Project</u> The priorities for the area partnership were as follows (i) Improve Health and wellbeing (iii) Services for Young Children and people

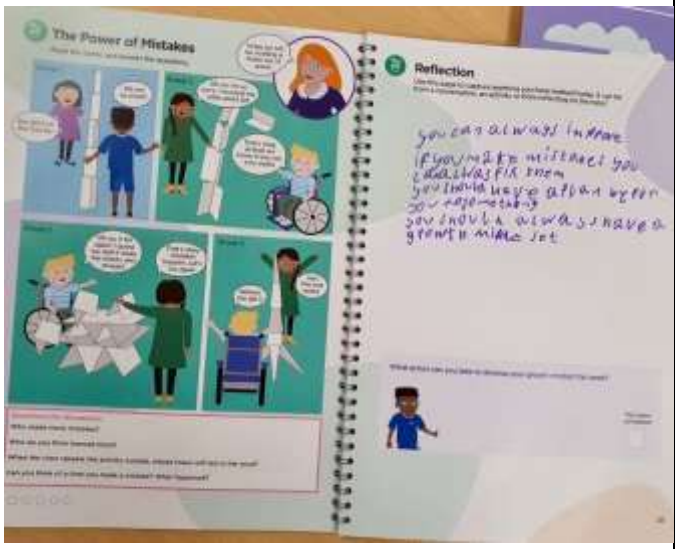
		The Toy library users were given Residency Priority and families that used the service lived in Royston and had at least one child that attended the service. The toy library provided support families who may face financial challenges. This includes those who may not have easy access to toys and educational resources. Our responses from parents confirmed that children were able to play and learn without financial barriers. Examples of Family Engagement Family engagement was also strengthened through regular conversations between staff and parents at drop-off and collection times, parent participation in stay and play sessions, Toy Library borrowing, home learning activities and feedback questionnaires. Staff were able to explain the purpose of activities, share what children had been exploring in nursery and suggest simple ways families could continue learning at home. These conversations and activities helped parents understand that skills such as counting, comparing, questioning, predicting, observing, building, sharing, listening and taking turns are all important parts of early learning and development. In addition, the Toy Library and stay and play sessions provided further opportunities for families to engage with play-based learning. Parents were able to see different types of toys and learning resources being used, ask questions, complete registration forms, learn how to borrow resources and take part in play alongside their children. These sessions helped reduce barriers for families by making the service familiar, friendly and easy to access. They also supported parents to see the value of borrowing, sharing and reusing resources, while still giving children access to varied, high-quality play experiences. Overall, these examples show that family engagement was built into the project rather than added on separately. Families were supported to borrow resources, use them at home, talk with staff. share feedback, attend sessions and take part in learning with their children. This strengthened the connection between home and nursery and helped children experience consistent encouragement, curiosity and support across both settings. The project therefore contributed directly to the Area Partnership priorities by improving health and wellbeing, supporting services for young children and families, reducing barriers to participation and increasing access to high-quality play and learning resources for local families.

		The project enhanced access to high-quality play resources for families under financial strain, strengthened family engagement with play and learning at home, and reduced stigma and barriers to participation by embedding the Toy Library within a familiar and trusted childcare setting. We also worked in partnership with Strathclyde University, who supported us to organise a nursery event at Re: Hope Royston, University staff worked with specialists to plan science, literacy, art and physical activities suitable for early years children. The activities were delivered by adults from the local community, with support from university staff. This was a valuable opportunity to strengthen community links and extend children's learning. Sixteen children took part, moving around the different activity stations and exploring themes such as the body, space, investigation and active play. We were then able to use the resources from our budget to continue and extend this learning within the nursery. We purchased 70 tickets for a family visit to Glasgow Science Centre, with four nursery staff attending to support families. Tickets were offered to nursery families on a first-come, first-served basis. The trip gives families valuable opportunities to learn alongside their children, make the most of the experience and build on the learning supported by the resources purchased through the project. It also helps children and families spend quality time together, strengthen relationships and enjoy a positive shared experience. For many families in Royston, this is an opportunity they may not otherwise be able to afford or have experienced before. <u>Spend</u> £5,471.50 with un underspend of £48.50 which has been returned.
Wise Mentoring CIC Character Mentoring Programme PRN 508/23	Yes	<u>Summary of Project</u> The WISE Character Mentoring Programme (Autumn/Winter term) ran for 18 sessions from October 2025 to March 2026 across St Roch's Primary School, Royston Primary School, and Barmulloch Primary School. It supported 45 children aged 9-11 who had been referred by school staff as benefiting from additional social, emotional, or wellbeing support.

		Each child was paired with a trained volunteer mentor, most of whom were university students, for weekly one-to-one mentoring within a supportive group setting. Sessions were overseen by three paid Project Leaders, who managed delivery, safeguarding, volunteer supervision, and communication with schools and families. During this part of the programme, children: • Took part in induction activities and created group agreements to establish safety and belonging. • Explored self-knowledge by identifying their strengths, values, interests, and growth areas. • Developed a growth mindset by learning to reframe mistakes, use the “power of yet,” and view challenges as opportunities to learn. • Set personal SMART goals and created practical plans for overcoming obstacles. • Participated in group games, team building, outdoor play, creative reflection, and arts and crafts. Mentors received training in safeguarding, developmental relationships, trauma-informed practice, PACE, emotion coaching, attachment awareness, communication, and supporting neurodiverse children. They also attended weekly supervision and a mid-year refresher and reflection session. Families were kept involved through individual updates about their child’s participation and progress. Feedback from parents was shared with mentors and Project Leaders so that support could remain responsive to each child’s needs. Schools received regular updates and a detailed report which included a progress update on every single child in sessions. Each Project Leaders also joined a progress meeting with headteachers and class teachers to discuss children’s engagement and progress. <u>Impact of Project</u>

		The project directly addressed the Area Partnership priorities of improving health and wellbeing and providing services for children and young people. It offered free, accessible support within local schools, reducing barriers for children and families living in communities experiencing high levels of disadvantage. This project is the first part of a two-term programme which continued with a Spring/Summer term from April to June 2026. Full evaluation data is only collected at the end of the academic year. However, feedback from the period of this project showed significant positive progress. **Confidence, strengths, and engagement** During the autumn and winter term, children developed language for describing their strengths and were encouraged to recognise qualities they could be proud of. Mentors helped children move from identifying strengths to applying them through personal goals and everyday challenges. Parents reported noticeable increases in confidence and willingness to persevere: “I can see a difference in her since she started. She has more confidence in herself and even when she finds things hard, she still tries.” (January 2026)  Another parent, whose child could find it difficult to speak positively about himself, said in February that it was “great to hear he’s engaging” and that he looked forward to each next session.

Positive attitudes towards learning and growth



Growth mindset activities taught children that abilities are not fixed and that mistakes can provide useful feedback. Through practical challenges, reflection, and the language of "yet," children learned to approach difficulty more positively.

In February, one head teacher told us that the greatest difference they had seen so far was the children's positive attitudes towards their futures and their own growth.

Children then applied this learning through SMART goals, identifying practical steps and planning how to respond to obstacles. This supported motivation, self-belief, and ownership over their own development.

Emotional wellbeing and practical coping skills

The programme provided children with a consistent, emotionally safe relationship with a trusted adult. Parents frequently reported that their children looked forward to the sessions and enjoyed sharing what they had learned afterwards.

In December, one parent described the sessions as their child's "favourite part" of the school week. Another said:

"It's great to see her excited to go to school… she's always excited to tell me what you have been doing together." (November 2025)

		Children also began to use practical wellbeing strategies outside the sessions. In March, one parent reported that their child had been taking a stress ball made with her mentor on the walk to school and was now “calmer going into school in the morning.” **Relationships and community benefit** Weekly contact enabled children to form trusting relationships with mentors who listened to them, remembered what they shared, and offered consistent encouragement. Parents highlighted both the children’s connection with their mentors and their enjoyment of the wider group. The programme also strengthened links between children, families, schools, university volunteers, and the wider community. Providing support in familiar school settings allowed children to access additional wellbeing provision without cost, travel, or stigma. The benefits extend into classrooms and homes as children become more confident, engaged, reflective, and able to persist through difficulty. As one parent summarised: “She looks forward to her sessions every week… Your mentors are a credit to the project.” (January 2026) <u>Spend</u> £5,904 spent in full.
Sighthill Youth Centre Workshops & Learning & Physical Activity PRN 194/10	No	<u>Summary of Project</u> Following consultation with young people, Sighthill Youth Centre extended its opening hours to and delivered a programme of sports, dance, DJ and media activities. The project responded directly to needs identified through a community survey, which highlighted the lack of weekend opportunities for young people in the local area.

		The sports and dance programme provided regular opportunities for young people to participate in physical activity in a safe and supportive environment. In addition, DJ and media production sessions were delivered in partnership with a local recording studio, enabling young people to explore music production, develop creative skills and gain hands-on experience of studio-based technology. The activities were supported by experienced youth work staff who encouraged young people to contribute ideas, shape activities and work collaboratively with their peers. Approximately 50 young people participated across the various sessions. <u>Impact of Project</u> The project has enhanced the range and quality of opportunities available to young people attending Sighthill Youth Centre and has increased the use of the service. The extended opening hours provided a positive, safe and structured environment for young people at times when there are limited local recreational opportunities. The DJ and media sessions proved particularly popular, bringing together young people from diverse backgrounds to work on shared creative projects. As a result, participants developed new friendships, demonstrated increased confidence and creativity, and showed greater mutual respect and appreciation for one another's talents and abilities. The sports and dance activities contributed positively to young people's health and wellbeing by encouraging regular physical activity, teamwork and social interaction. Staff played a key role in supporting and developing young people's ideas, ensuring activities remained engaging, relevant and youth-led. Overall, the project has strengthened the Youth Centre's ability to meet the needs and interests of local young people, increased participation in positive activities, and fostered greater social inclusion, confidence and community connection.

		Spend £5,017 spent in full.
Rosemount Lifelong Learning Collaborative Learning Space PRN 140/25	No	Summary of Project The Area Budget award supported the design, manufacture and installation of bespoke collaborative learning desks at Rosemount Lifelong Learning, 102 Royston Road, Glasgow, during the 2025/26 funding period. The project replaced fixed IT-suite furniture that had restricted how the adjoining learning rooms could be used. The new desks can be reconfigured quickly for classroom teaching, small-group work, workshops and community activities. The improved space is now used across RLL programmes including ESOL, literacy and numeracy, the Online Job Club, employability and skills development, Click n Connect digital learning, and activities for children and young people such as DigiBite and IgniteGEN. It also allows the partition between the IT suite and main classroom to be opened more effectively, creating additional capacity for larger sessions and events. Each year, Rosemount Lifelong Learning supports and engages with more than 1,400 children, young people and adults across its wide range of learning, employability, family support and community programmes. The collaborative learning space is used throughout the year by participants from across these services, ensuring the investment delivers lasting benefit to a significant number of local residents.



Impact of Project

The project has created a more flexible, modern and welcoming learning environment for community members and those who use the space for learning. Learners can now work more easily in pairs and groups, while staff can adapt the room to the needs of different ages, learning styles and activities. The new layout makes better use of the limited space in the IT suite but also enables RLL to accommodate a wider range of digital, employability, educational and youth-focused sessions thought the ability of being able to 'move' the desks and open the partition wall creating a much larger space.

The investment directly addressed the Dennistoun Area Partnership priority relating to activities at

		community facilities and services for children and young people. It has strengthened homework support, digital inclusion, STEM activities and trusted community learning, while also enhancing ESOL, employability and skills provision for adults. As an organisation, Rosemount Lifelong Learning has two core charitable objectives: promoting lifelong learning to improve life chances and reduce household poverty and tackling social isolation and exclusion through stronger community connections. The flexible collaborative workstations have enabled us to deliver both objectives simultaneously by encouraging learners to work with different people throughout activities, reflecting our *Curriculum for Life* approach and supporting the principles of the UN Sustainable Development Goals. Facilitators have observed increased interaction between participants, with learners forming new friendships, supporting one another during sessions and continuing these connections during breaks. Our Chess Club and LEGO Learning (STEM) groups have particularly benefited from the collaborative layout, with both activities now operating waiting lists due to increased demand. The workstations are a durable, long-term community asset that provide excellent value for money while supporting learning, reducing social isolation and strengthening community cohesion. <u>Spend</u> £5,357 spent in full.