

2017/18 Annual Summary COMMUNITY LEARNING AND DEVELOPMENT (CLD) Jedburgh Learning Community Partnership

INTRODUCTION

Learners, community members, paid and volunteer staff worked together to plan and deliver learning opportunities that met the need for CLD that was identified in this Learning Community. This work formed part of the Scottish Borders CLD Strategic Plan 2015-18.

Total population: 9,197

Made up of:

- 1,419 children and young people (0-15yrs)
- 5,384 working age,
- 2,394 pensionable age (65+ yrs).

This Learning Community includes Ancrum and Lanton Area, Bonchester Bridge and Chesters Area, Denholm, Jedburgh – Abbey, Jedburgh – Doom Hill, Jedburgh - East Central, Jedburgh Howden, Jedburgh – West Central, Oxnam and Camptown Area.

WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY?

We gathered feedback from learners, community members, volunteer and paid staff. We gathered statistical data about community needs and what is working.

Community Planning Partnership Priorities for Reducing Inequalities:	What was needed:
Attainment, achievement and inclusion	Targeted approaches to working with most at risk families Collective approach to delivering awards
Health and wellbeing	Partnership approaches to prevention and support for young people's mental health
CLD Strategic Priorities:	
Partnership working	Partners shall increase the opportunities for learning and partnership working by

	continuing to meet regularly as a Learning Community Partnership, to deliver on the local Actions, to network and to share good practice.
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WHAT DID WE DO?

Attainment, achievement and inclusion

Fifteen targeted families benefited from early interventions and family partnership approaches. Of these:

- **3** young people participated in learning to increase their numeracy skills
- **22** young people participated in learning to increase their literacy skills
- **37** young People participated in learning to increase their Health and Wellbeing
- **3** families attended the Homework Supper Club
- **8** parents / carers attended Flying Start
- **4** parents participated in PEEP
- **15** young people gained a Youth Achievement or Dynamic Youth Award
- **6** young people gained SQA Personal Development Awards
- **32** young people gained Saltire Awards
- **2** young people gained Coaching Qualifications through Active Schools

Health and wellbeing

- **170** young people participated in learning which improved their emotional wellbeing
- **21** parents participated in learning which improved the support they give for their children's emotional wellbeing
- Penumbra produced a self-help guide for young people

Partnership working:

15 partners have participated in Jedburgh Learning Community Partnership workshops / meetings / actions since June 2017 including representatives from: SBC CLDS, The Bridge, Cheviot Youth, Jedburgh Grammar School, Penumbra, Parkside Primary School, Howdenburn Primary School, Volunteer Centre Borders, Scottish Borders Youth Voice, Active Schools, Youth Work in Schools (PEF), Skills Development Scotland, SBC Employment Support Service, SBC Building Community Capacity Team, Police and Jedburgh CARS Project

Community Capacity Building

Community projects developed/ in progress include:

- Townfoot Bridge Mural project
- Jedburgh Men's Shed
- Cheviot Youth gardening project

WHAT WAS THE IMPACT OF THE LEARNING COMMUNITY PARTNERSHIP?

Summer Activity Programme (SBC CLDS and Cheviot Youth)

Description: Cashback for Communities funding was secured to support 18 targeted S1 – S3 pupils to attend a six session programme over the summer school holiday period. Young people participated in activities aimed at building resilience, increasing confidence and developing self-esteem. Activities included Hillwalking, Canoeing, Zip Wire, Rock Climbing, low rope course over water, horse riding and horse care, team building activities.

Outcomes and impact:

Out of the 13 pupils who took part and provided feedback, 12 reported taking part in activities they had never tried before. On a scale of 1-10, eleven scored the programme as 8 for how much they had enjoyed the programme.

Quotes: When asked why they enjoyed the programme young people reported

“Because the activities that we did pushed us to see what we could do”

“Got out of the house and did exercise and had fun”

Next steps: The young people have continued to attend different groups and activities where appropriate over the school year. Two of them now sit on the Jethart Youth Hub committee and are participating in “Introduction to working with children and young people” accredited training’. Three young people are on the school’s Pupil Voice group.



WHAT WILL WE DO NEXT?

Our improvement priorities for 2018/21 are:

- Employability: Targeted Young People
- Life skills for young people
- Universal approaches for parents
- Intergenerational opportunities

HOW DO WE KNOW THE PARTNERSHIP IS MAKING A DIFFERENCE?

CLD partners shared information about progress to the Partnership each quarter. At the end of each academic year, partners looked at the evidence of need and the annual progress report. They used a Quality Improvement Framework* to decide what worked well and where improvements could be made. They used what they learned to create their improvement plan for 2018/21. In addition, a peer review team from the CLD Strategic Partnership visits Learning Communities to take a closer look at the quality of CLD. The Peer Review team validates good practice and makes recommendations for improvement. In 2018 the team visited the Hawick Learning Community.

* *How Good Is the Learning and Development In Our Community? Education Scotland, 2016.*

Glossary:

CARS	Community Area Regeneration Scheme
CLDS	Community Learning and Development Service
PEF	Pupil Equity Funding
SBC	Scottish Borders Council