

CLD Learning Community Partnership

Selkirk Learning Community

Plan 2018-21

Contents

Purpose of this Plan	Page 3
Profile of the Learning Community	Page 4
Mapping of CLD activity	Page 8
Details of consultation with learners and learning providers	Page 14
Plans for 2015-18	Page 16
Improvement planning	Page 19
Contact details	Page 24
Glossary of Terms	Page 24

APPENDICES

CLD activity mapping Excel spreadsheet	Page 24
---	----------------

Purpose of this plan

This plan details how organisations and community groups will provide partnership **community learning and development (CLD)** opportunities in the Selkirk learning community over the next three years. The plan supports the Scottish Borders Community Planning Partnership aim of **reducing inequalities** by providing learning opportunities that result in:

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

In Selkirk , people with an interest in CLD have been working towards this vision of Selkirk as a learning community:

"A learning community seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable young people and adults to achieve to their full potential. Learning communities use learning as a way to build community capacity, and to promote social cohesion, social inclusion, regeneration and economic development."

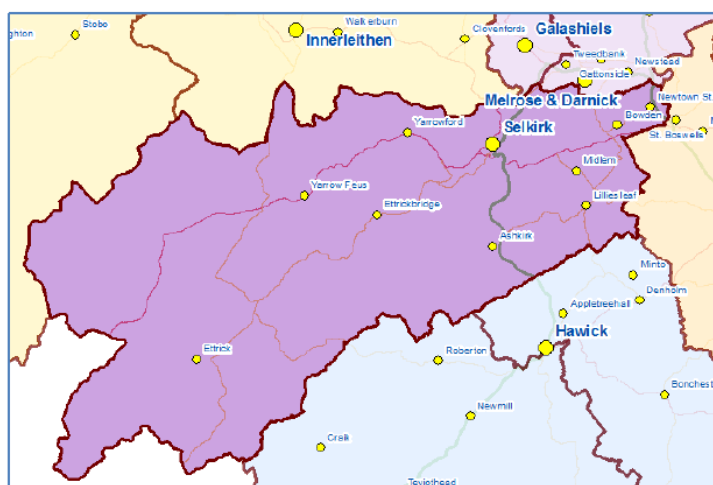
Learning in Scotland's Communities, 2011

CLD Guidance and Regulations (Scottish Government, 2012 &13) place a duty on Scottish Borders Council to provide a 3 year plan for CLD.

The plan that follows details how the CLD Learning Community Partnership will work together to use CLD learning to reduce inequalities in Selkirk.

Profile of the Learning Community

Selkirkshire – Overview of Population, Deprivation, Unemployment and Schools



Selkirkshire ward has a population of 9,624. The main settlements (population of 500 or more) in the ward are Selkirk and Newtown St Boswells.

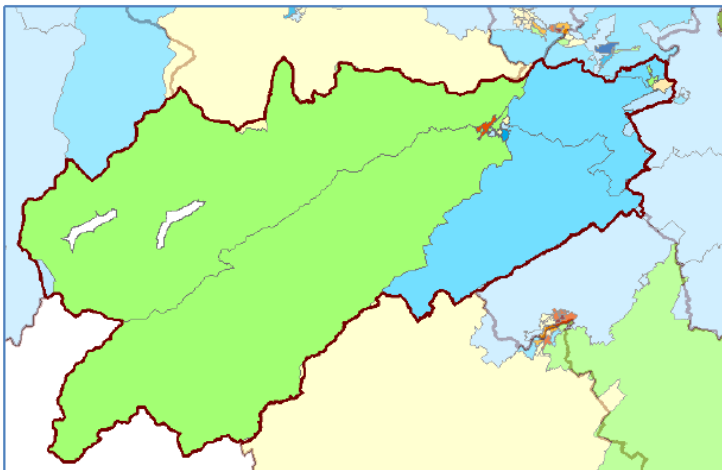
The 2015 population estimates were produced by the [National Records of Scotland](#).

The percent of children in low income families is produced by [HMRC](#).

Datazone Name (2011)	DZ2011 Code	Children Population 2015	Working Age Population 2015	Pension Age Population 2015	Total Population 2015
Ashkirk Lilliesleaf and Midlem Area	S01012376	174	608	228	1,010
Bowden and Lindean Area	S01012377	104	374	199	677
Ettrick Water and Bowhill Area	S01012378	61	347	144	552
Newtown St Boswells - North	S01012345	101	445	145	691
Newtown St Boswells - South	S01012344	112	415	123	650
Selkirk - Bannerfield	S01012386	210	567	224	1,001
Selkirk - Dunsdale	S01012384	73	282	138	493
Selkirk - Heatherlie	S01012385	89	455	131	675
Selkirk - Hillside Terrace	S01012382	120	543	252	915
Selkirk - Shawburn	S01012380	136	544	175	855
Selkirk - Shawpark	S01012383	103	446	259	808
Selkirk - Town Centre	S01012381	117	419	247	783
Yarrow Water and Sunderland Area	S01012379	103	279	132	514
Selkirkshire Total		1,503	5,724	2,397	9,624
Scottish Borders		18,975	68,307	26,748	114,030
Scotland		912,262	3,477,740	982,998	5,373,000
Selkirk		848	3,256	1,426	5,530
Newtown St Boswells		213	860	268	1,341

Datazone Name (2011)	% Children Population 2015	% Working Age Population 2015	% Pension Age Population 2015	% Children in Low Income Families (2014)
Ashkirk Lilliesleaf and Midlem Area	17.2%	60.2%	22.6%	12.5%
Bowden and Lindean Area	15.4%	55.2%	29.4%	4.8%
Ettrick Water and Bowhill Area	11.1%	62.9%	26.1%	4.0%
Newtown St Boswells - North	14.6%	64.4%	21.0%	8.5%
Newtown St Boswells - South	17.2%	63.8%	18.9%	22.0%
Selkirk - Bannerfield	21.0%	56.6%	22.4%	28.3%
Selkirk - Dunsdale	14.8%	57.2%	28.0%	13.6%
Selkirk - Heatherlie	13.2%	67.4%	19.4%	16.3%
Selkirk - Hillside Terrace	13.1%	59.3%	27.5%	13.4%
Selkirk - Shawburn	15.9%	63.6%	20.5%	12.5%
Selkirk - Shawpark	12.7%	55.2%	32.1%	9.4%
Selkirk - Town Centre	14.9%	53.5%	31.5%	20.9%
Yarrow Water and Sunderland Area	20.0%	54.3%	25.7%	19.4%
Selkirkshire Total	15.6%	59.5%	24.9%	14.3%
Scottish Borders	16.6%	59.9%	23.5%	14.0%
Scotland	17.0%	64.7%	18.3%	18.4%
Selkirk	15.3%	58.9%	25.8%	16.3%
Newtown St Boswells	15.9%	64.1%	20.0%	15.3%

Selkirkshire – Overview of Population, Deprivation, Unemployment and Schools

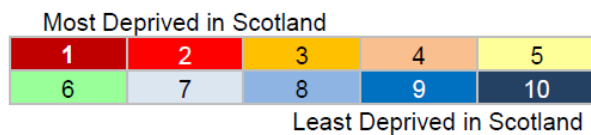


The Scottish Index of Multiple Deprivation (SIMD) is the official tool to identify small area concentrations of multiple deprivation across all of Scotland in a consistent way.

The SIMD2016 comprises of 28 indicators across 7 SIMD Domains: Employment, Income, Education, Health, Access, Crime and Housing.

Full details of the [SIMD2016](#) can be found on the Scottish Government's Website.

Scottish Index of Multiple Deprivation - Deciles



6 Fold Urban / Rural Classification

1	Settlements of 125,000 or more people.
2	Settlements of 10,000 to 124,999 people.
3	Settlements of 3,000 to 9,999 people and within 30 minutes drive of a settlement of 10,000 or more.
4	Settlements of 3,000 to 9,999 people and with a drive time of over 30 minutes to a settlement of 10,000 or more.
5	Areas with a population of less than 3,000 people, and within a 30 minute drive time of a settlement of 10,000 or more.
6	Areas with a population of less than 3,000 people, and with a drive time of over 30 minutes to a settlement of 10,000 or more.

Scottish Index of Multiple Deprivation 2016: 1 = Most Deprived, 10 = Least Deprived

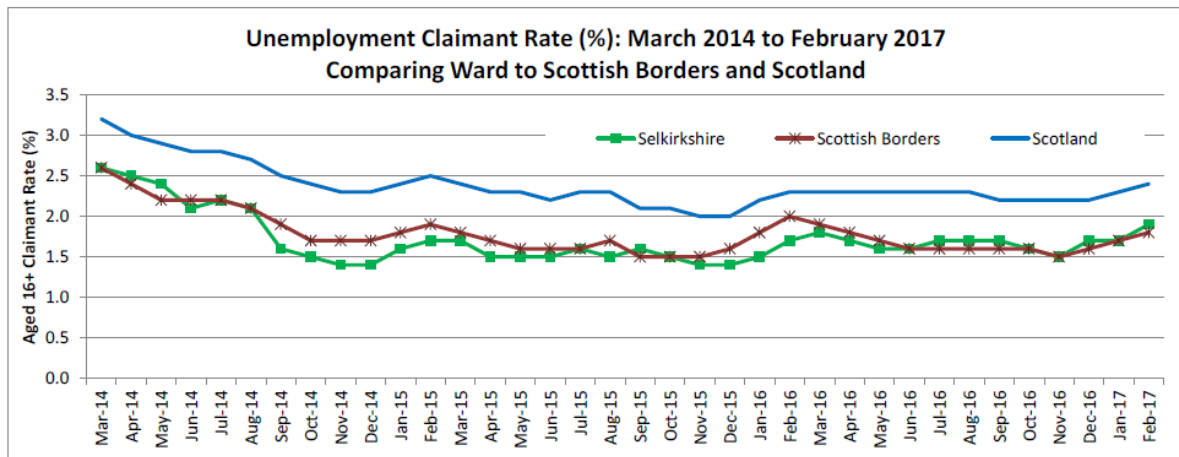
DZ2011 Name	Overall Decile	Income decile	Employment decile	Health decile	Education decile	Housing decile	Access decile	Crime decile	Urban / Rural
Ashkirk Lilliesleaf and Midlem Area	8	8	9	8	10	9	1	10	5
Bowden and Lindean Area	8	8	8	9	9	8	1	5	5
Ettrick Water and Bowhill Area	6	8	7	9	7	6	1	9	5
Newtown St Boswells - North	6	6	5	6	6	6	5	9	5
Newtown St Boswells - South	4	4	3	4	4	5	6	5	5
Selkirk - Bannerfield	2	2	3	2	2	3	3	3	3
Selkirk - Dunsdale	6	7	5	5	6	9	7	4	3
Selkirk - Heatherlie	7	6	6	6	7	7	8	5	3
Selkirk - Hillside Terrace	9	8	7	8	8	10	8	10	3
Selkirk - Shawburn	5	5	4	4	4	5	7	5	3
Selkirk - Shawpark	7	6	5	5	7	7	9	8	3
Selkirk - Town Centre	5	4	4	4	5	8	10	3	3
Yarrow Water and Sunderland Area	6	6	8	7	9	8	1	8	5

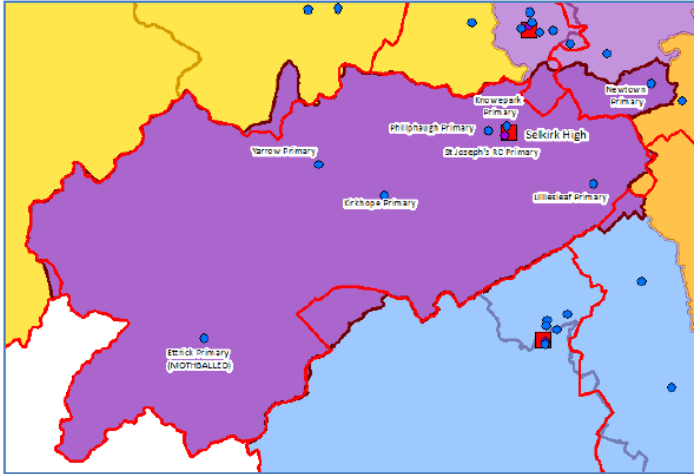
Selkirkshire – Overview of Population, Deprivation, Unemployment and Schools

The Unemployment Claimant Rate for Selkirkshire is similar to the rate for the Scottish Borders and below the rate for Scotland.

The Scottish Borders Economic Development team produces an [economic bulletin](#) each month.

Official labour market statistics provided by Office of National Statistics can be found on the [NOMIS](#) website.





According to the School Census September 2016 there were 987 pupils attending the various schools in Selkirkshire.

Most of the primary schools in Selkirkshire ward are 'feeder' schools for Selkirk High School; the exemption is Newtown St Boswells which is a 'feeder' school for Earlston High School.

Ward Name	School	High School Catchment	Female Pupils	Male Pupils	All Pupils
Selkirkshire	Kirkhope Primary	Selkirk High School	6	14	20
	Knowepark Primary	Selkirk High School	132	136	268
	Lilliesleaf Primary	Selkirk High School	29	34	63
	Newtown St Boswells Primary	Earlston High School	39	43	82
	Philiphaugh Primary	Selkirk High School	57	72	129
	Selkirk High School	Selkirk High School	195	197	392
	St Joesph's Primmary	Selkirk High School	11	8	19
	Yarrow Primary	Selkirk High School	6	8	14
Selkirkshire Total			475	512	987

Reduce inequalities and improve well being through early intervention and prevention approaches

Long term Outcome	Short Term Outcome	Mapping of CLD Activity in LC
<p style="text-align: center;">HEALTH AND WELLBEING</p>	<p>Individuals and groups will have the capacity and capability to take action to improve their own health and well-being</p>	<p>Food for Thought (Rowland's) Summer programme (Rowland's) P7s group (Rowland's) Animation group, drop-in, movie group, lunchtime café (Rowland's) LGBT (Rowland's) Tea and toast (Early Years Centre) Triple P parenting (EY Centre, CLDS, NHS) Stay and Play (Early Years Centre)</p>
	<p>Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people)</p>	<p>Peep Learning Together Babies (EY Centre, CLDS) Breastfeeding café, under ones group (EY Centre) Early Years summer programme for families (EY Centre, CLDS plus partners) Building Resilience programme (Philphaugh CS) Behaviour and rules polices reviewed (Philphaugh CS) Summer term trips (Philphaugh CS) Extra-curricular physical activity (Active Schools) Physical activity targeted to help inactive children become active (Active Schools) Wild Woodlanders (Nature Unlimited) Employability programme (Nature Unlimited) Selkirk Community Shed Family learning programmes (CLDS) Youth learning programmes (CLDS)</p>

Reduce inequalities and improve well being through early intervention and prevention approaches

Long term Outcome	Short Term OutcomeS	Mapping of CLD Activity	
<p>KEEPING PEOPLE SAFE</p>	<p>Targeted vulnerable groups(especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves</p>	<p>IT Drop in sessions (Rowland's and Community She</p>	
		<p>Driving Theory (Rowland's)</p>	
		<p>Behaviour and rules polices reviewed (Philphaugh C)</p>	
		<p>People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)</p>	

Reduce inequalities and improve well being through early intervention and prevention approaches

Long term Outcome	Short Term Outcomes	Mapping of CLD Activity
<p align="center">ATTAINMENT, ACHIEVEMENT AND INCLUSION</p>	<p>Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations</p>	<p>Food for Thought (Rowland's)</p> <p>Tea and toast (Early Years Centre)</p> <p>Triple P parenting (EY Centre, CLDS, NHS)</p> <p>Stay and Play (Early Years Centre)</p> <p>Peep Learning Together Babies (EY Centre, CLDS)</p> <p>Breastfeeding café, under ones group (EY Centre)</p> <p>Early Years summer programme for families (EY Centre, CLDS plus partners)</p> <p>Nursery nurse getting to know young children and parents at EY centre (Philiphaugh CS)</p> <p>Raising Confident Children programme for parents at Philiphaugh CS</p>
	<p>More Looked after Children and Vulnerable Young people from areas of deprivation will be supported through positive transitions at all stages of their learning</p>	<p>Young people volunteering and developing skills as sports leaders (Active Schools)</p> <p>Wild Woodlanders (Nature Unlimited)</p> <p>Employability programme (Nature Unlimited)</p> <p>Employability programmes (ESS)</p> <p>Adult Learning (literacy, numeracy and ESOL) CLDS</p> <p>Family learning programmes (CLDS)</p> <p>Youth learning programmes (CLDS)</p>
	<p>Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>

Reduce inequalities and improve well being through early intervention and prevention approaches

Long term Outcome	Short Term Outcomes	Mapping of CLD Activity
HOUSING AND NEIGHBOURHOOD	Partners will increase the opportunities for tenancy support	Regeneration and development of open spaces (SBHA)
	Partners will increase opportunities for improving financial capabilities to mitigate Welfare Reform	
	Partners will increase opportunities for digital inclusion to mitigate welfare reform	

Build the capacity and resilience of our 9 Learning Communities and the voluntary sector

Long term Outcome	Short Term Outcomes	Mapping of CLD Activity
BUILD CAPACITY to reduce inequalities	Partners will increase the capacity of organisations and community groups to support more volunteering opportunities	Rowland's links with Sainsbury's for fundraising Rowland's offering 1st Aid training to partners EY Centre available as a meeting space SBHA are looking for opportunities to work collaboratively on community projects
	Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages	
	Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion	
	Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill)	
	All Learning Communities have an increased awareness of the resources and opportunities provided by local partners	
	Effective networks will support referral of targeted groups to CLD LC opportunities and community groups	

Improve partnership working

Long Term Outcome	Short Term Outcomes	Baseline of CLD Activity in LC supporting outcomes
		Rowland's working in partnership with range of local services/agencies and sharing information about opportunities available locally
<p>Reduce inequalities through improved partnership working</p>	<p>9 CLD LC partnerships evidence the impact of achieving the CLD Key Objectives and use evidenced based evaluation to support joint improvements for the LC</p>	<p>SBHA Office is well used by community members and a good place to put posters/leaflets</p>
	<p>More partners confident in use of frameworks and tools that support implementation of CLD strategic guidance through joint planning and self evaluation</p>	

Summary of consultation with learners and learning providers

Who was consulted	How many people were involved	Main issues raised	Equalities Impact Assessment: protected characteristic where known?
Eildon Area Partnership (includes Earlston and Galashiels)		<ul style="list-style-type: none"> ▪ Digital participation and improve transport planning ▪ Careers advice and learning opportunities across a wider range of subjects / vocations ▪ Development of social spaces ▪ Impact of Brexit on local workforce ▪ School Estate: condition, community use and intergenerational projects ▪ Business/Community Hub model: tech start ups, small business centres ▪ Support town and village centre regeneration 	
Health and Social Care Partnership (includes Earlston and Galashiels)		<ul style="list-style-type: none"> ▪ 16.6% report accessibility to public transport as an issue ▪ Eildon has a proportion of its population living in each of the ten deprivation deciles, demonstrating the large degree of variance in deprivation profile within the locality ▪ Eildon has the highest rate of suicide 21.7 per 100,000 (Scottish Borders=15.7. Scotland =14.7) 	
Adult Learners (Border-wide)	62 adult learners	<p>Most important things for adult learners:</p> <ul style="list-style-type: none"> ▪ 1. Being with people who I can trust and who make me feel welcome ▪ 2. Learning in a group (equal 2nd) ▪ 2. Learning available close to where I live (equal 2nd) ▪ 3. Learning about IT, using the internet and online forms including online learning (equal 3rd) ▪ 3. Learning to improve reading, writing and number skills (equal 3rd) 	Adults (16+ left school) including: Males Females Older people (65+yrs) ESOL learner Parents/carers Disabilities
SHS Inclusion Group Survey	51 young people online 18 young people	<ul style="list-style-type: none"> ▪ During lunch 25% are going down the street, 21% are spending time with friends / family, 18% are using social media ▪ After school 52.9% watch netflix, amazon prime, Youtube etc, 49% using a gaming device, 45.1% using social media. 9.8% volunteer, 3.9% care for a relative, 3.9% go to work 	Young people

	focus group	<ul style="list-style-type: none"> ■ Reasons that prevent participation: 33.3% homework, joint 2nd at 17.6% - have chores, do too much already and cant be bothered. 7.8% said cost of equipment, 5.9% cant get a lift home <p>What yp would like to do:</p> <ul style="list-style-type: none"> ■ Sport – football, mountain biking, hockey, basketball, netball, cricket, spinning, badminton, volley ball, horse riding ■ Art, language clubs, technical clubs, internet café, coding, cooking club ■ Combat club, self defence club, thai chi, yoga, driving theory, mental health support group ■ Issues preventing participation identified in focus group included poor bus times, cost, laziness ■ Solutions suggested were Rowlands helping yp get a bus pass, help with [cost] kits and Rowlands running more after school clubs 	
Parents on family learning programmes		<ul style="list-style-type: none"> ■ A similar programme to the P1 Moving On Moving Up would be helpful at P7 so parents are more informed about what the learning at high school will involve 	Parents/carers

Equality characteristics

Age (Older or younger people or a specific age grouping)
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring
Gender (Males, Females, Transgender or Transsexual people)
Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)
People with Religious or other Beliefs: different beliefs, customs (including atheists and those with no aligned belief)
Sexual Orientation , e.g. Lesbian, Gay, Bisexual, Heterosexual
Marriage and civil partnership Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and Maternity (refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth),
Carers (those who have caring responsibilities for someone with an equality Characteristic)
Poverty (people who are on a low income including benefits claimants, people experiencing fuel poverty, isolated rural communities etc) (people who are on a low income including benefits claimants, people experiencing fuel poverty, isolated rural communities etc)
Employees (those employed by the Council including full time, part time and temporary)

Plans for 2018-21

Priorities for 2018-21 *(as identified at LCP self-evaluation June 2018)*

1. Support the roll out of the Growing Confidence programme to develop young people's emotional wellbeing and resilience, ensuring inclusion of targeted families
2. Increase parental engagement, especially of targeted families in the early years
3. Development of Philiphaugh Community Centre
4. Support the development of an intergenerational community shed in Selkirkshire

What is the area for improvement?	1. Support the roll out of the Growing Confidence programme to develop young people's emotional wellbeing and resilience, ensuring inclusion of targeted families				
CLD Strategic Partnership Key Objective	Key Objective 1: Reduce inequalities and improve the wellbeing of Borders Communities through early intervention and prevention approaches.				
Reducing Inequalities Theme	HEALTH and WELLBEING				
Outcomes	Individuals and groups will have the capacity and capability to take action to improve their own health and well-being				
Key Performance Indicators	1.2.1 Participation: Number of participants in opportunities to improve their health & wellbeing 1.2.2 Achievement: Number of participants reporting improved health and wellbeing 2.2 Participation: Number of joint training opportunities taken up by paid staff and volunteers				
1. What actions will we take?	Lead	Partners	2018/19	2019/20	2020/21
Roll out Growing Confidence programme across the Learning Community for children, young people, staff/volunteers and parents.	Philiphaugh and Knowepark Primary Schools	SHS CLDS	x	x	x

Deliver Building Resilience programme in Primary Schools	Philiphaugh and Knowepark Primary Schools		x	x	x
Train staff and CLD partners in Growing Confidence approach					

What is the area for improvement?	2. Increase parental engagement, especially of targeted families in the early years				
CLD Strategic Partnership Key Objective	Key Objective 1: Reduce inequalities and improve the wellbeing of Borders Communities through early intervention and prevention approaches.				
Reducing Inequalities Theme	ATTAINMENT, ACHIEVEMENT AND INCLUSION				
Outcomes	Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations				
Key Performance Indicators	1.4.2 Participation: Number of parents/carers participating in family learning opportunities in targeted communities 1.4.4 Achievement: Number of parents/carers achieving family outcomes in targeted communities				
2. What actions will we take?	Lead	Partners	2018/19	2019/20	2020/21
Home visits to all new ELC enrolments in 2018/19 session at Philiphaugh and Knowepark Primary Schools	Philiphaugh Knowepark and CLDS	Early Years Centre	x		
Evaluate home visit programme 2018/19 and plan next steps	Philiphaugh Knowepark and CLDS		x	x	x

What is the area for improvement?	3. Development of Philiphaugh Community Centre				
CLD Strategic Partnership Key Objective	Key objective 2: Build the capacity of our Learning Communities and the Voluntary Sector				
Reducing Inequalities Theme	DEVELOPING OUR COMMUNITY SUPPORT				
Outcomes	Partners will support more community groups to have active and influential roles in their local and wider communities Partners will increase the capacity of organisations and community groups to: <ul style="list-style-type: none"> • support more volunteering opportunities • provide opportunities to support learning through all life stages 				
Key Performance Indicators	2.1 Participation: Number of people volunteering in Community groups 2.3 Achievement: Number of community groups with confident, skilled and active members 2.4 Progression: Number of Community groups supporting learning 2.5 Progression: Number of community groups delivering services				
3. What actions will we take?	Lead	Partners	2018/19	2019/20	2020/21
Philiphaugh Community Centre Management Committee will consult with Centre users to identify priorities for change/development	Philiphaugh Management Committee	Philiphaugh Community School CLDS SBC Councillors	x		
Philiphaugh Community Centre Management Committee will work with key partners to create a development plan for the Centre	Philiphaugh Management Committee	Philiphaugh Community School CLDS SBC Councillors		x	x

What is the area for improvement?	4. Support the development of an intergenerational community shed in Selkirkshire				
CLD Strategic Partnership Key Objective	Key objective 2: Build the capacity of our Learning Communities and the Voluntary Sector				
Reducing Inequalities Theme	DEVELOPING OUR COMMUNITY SUPPORT				
Outcomes	Partners will support more community groups to have active and influential roles in their local and wider communities Partners will increase the capacity of organisations and community groups to: <ul style="list-style-type: none"> • support more volunteering opportunities • provide opportunities to support learning through all life stages 				
Key Performance Indicators	2.1 Participation: Number of people volunteering in community groups 2.3 Achievement: Number of community groups with confident, skilled and active members 2.4 Progression: Number of Community groups supporting learning 2.5 Progression: Number of community groups delivering services				
4. What actions will we take?	Lead	Partners	2018/19	2019/20	2020/21
tbc	Selkirk Community Shed	CLD partners			

Improvement Planning: *How will we know what we are doing is making a difference and how can we improve?*

Progress on Plans will be reported to the Partnership each quarter. The Partnership will carry out an annual review to see how the Plan is working and what needs to happen next.

CLD partners who have contributed to this Plan:

Rowlands
CLDS
NHS JHIT
Philiphaugh Community School
Knowepark Primary School
Kirkhope & Yarrow Primary Schools
St Josephs Primary School
Selkirk High School
Selkirk Parish Church
Police Scotland
SBC
Live Borders
Cedar
LGBT Youth Scotland
DYW
Penumbra
DWP
Volunteer Centre Borders

For more information about this plan contact:

cld@scotborders.gov.uk

For more information about the CLD Strategy contact:

Kevin McCall Quality Improvement Officer, Children and Young People's Services kmccall@scotborders.gov.uk
Oonagh McGarry CLD Team Leader (adult) omcgarry@scotborders.gov.uk
Norrie Tait CLD Team Leader (youth) ntait1@scotborders.gov.uk

Scottish Borders Council Headquarters, Newtown St Boswells, Melrose, TD6 0SA
Tel 01835 824000

GLOSSARY OF TERMS

CLD Community Learning and Development
CLDS Community Learning and Development Service
DWP Department of Work and Pensions
DYW Developing the Young Workforce
LGBT Lesbian Gay Bisexual Transgender
NHS JHIT NHS Joint Health Improvement Team
SBC Scottish Borders Council
SHS Selkirk High School

APPENDICES



Selkirk LCP CLD
activity mapping Ma