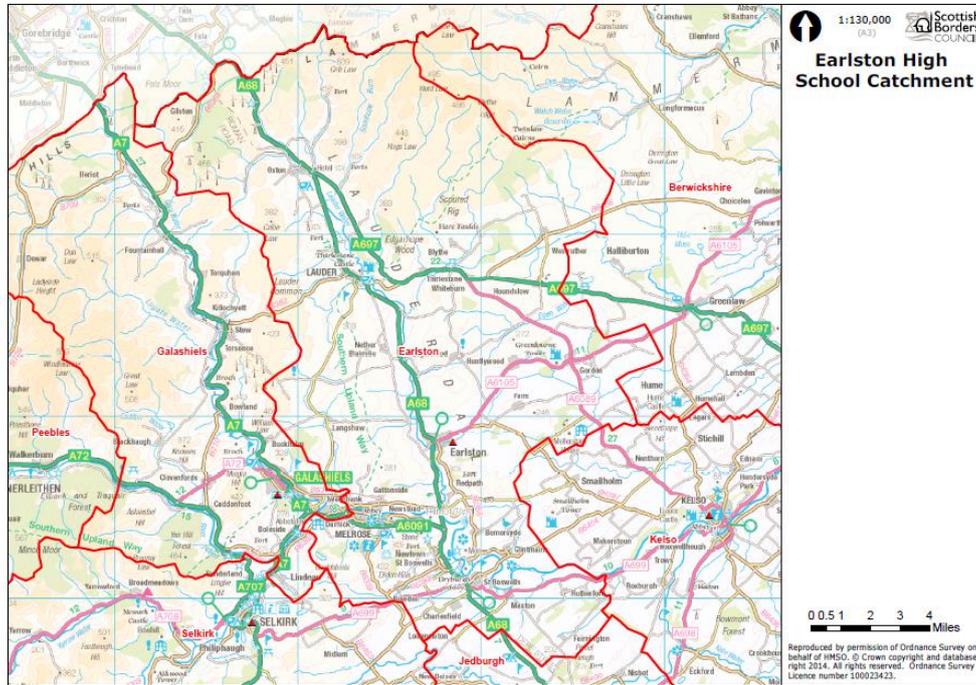


Earlston Learning Community



Community Learning & Development Learning Community Partnership

Plan 2015 -18

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Purpose of this plan

This plan details how organisations and community groups will provide **community learning and development (CLD)** opportunities in the **Earlston High School 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 the Earlston High School catchment area, people with an interest in CLD have been working towards this vision of 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.

As a Learning Community Partnership we endeavour to be inclusive of age, disability, gender reassignment, transgender, intersex and non-binary status, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. We recognise the diversity of the population we serve and we will plan and deliver services appropriately. This includes being inclusive of transgender and non-binary people. We aim to support young LGBT people by creating safe, inclusive, supportive communities and environments. We aim to ensure services delivering support also have access to continued professional learning to ensure all staff are informed, supported and confident about how best to meet the diverse needs of young people in relation to sexual orientation, sex and gender reassignment.

In Earlston Learning Community, our partnership group agreed that we would take forward the following 3 priorities (with no order of preference) during our first year. More information about how we plan to address these priorities is to be found page 22 onwards.

- 1. Education – number of people 16+ years with few or no qualifications**
- 2. Cost of and access to transport. Affects access for young people to extracurricular activities, access for all to work, work experience, cultural activities and services.**
- 3. Mental Health – promotion of healthy lifestyles, awareness of mental health issues and support for mental health issues.**

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

Summary of Earlston Learning Community

The Earlston Learning Community covers the area served by Earlston High School and its feeder primary schools. In 2012 it served a population of 12,794 and includes the towns, villages and surrounding areas of Melrose, Newtown St Boswells, St Boswells, Gordon, Oxton, Lauder, Earlston and Westruther. The area is divided amongst 15 data zones.

The population structure shows that we have a high proportion of working age people, whereas the population of children and those of pensionable age is much lower.

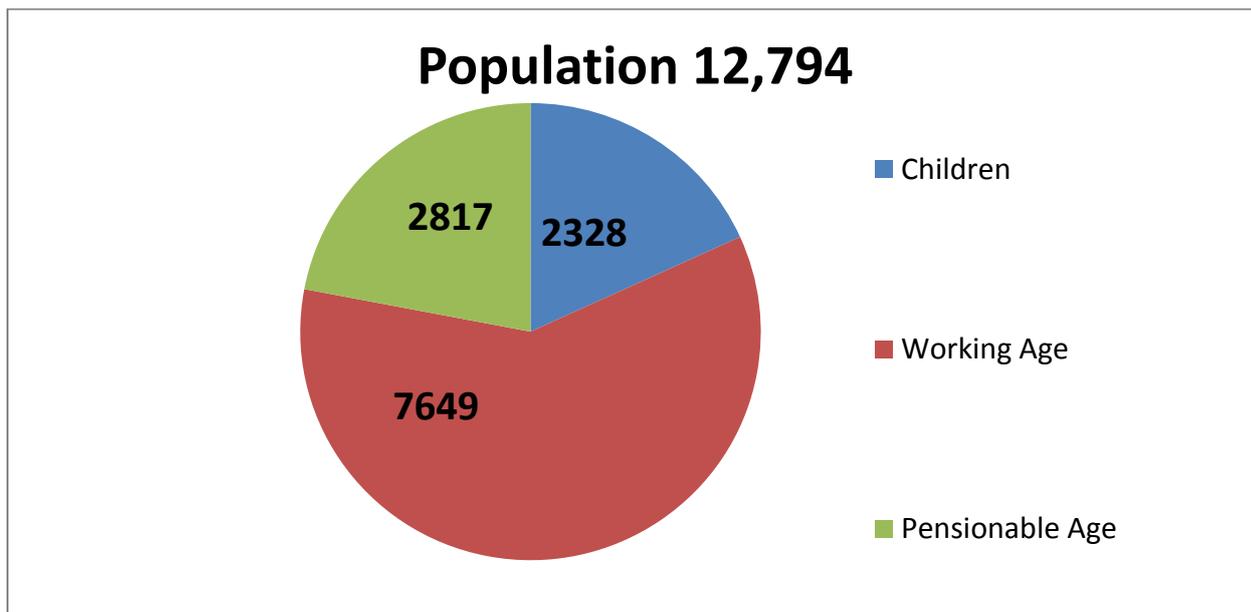
Earlston High School roll is rising and attainment levels remain consistently well above the Scottish Borders and Scottish average percentages for senior pupils. It is above average for attendance and staying on rates. Despite this, there is an indication that young people, specifically from 4 data zones in our learning community, show low level or no attainment at age of 16 and above. Key strengths identified in the last HMIE inspection of Earlston High School (2010) included 'young people's very positive attitudes to learning, stimulating and inclusive learning environment, high standards of attainment for senior pupils, wide range of partnerships enhancing learning experiences, capacity of staff and inspirational leadership from head teacher and senior managers'.

Particular strengths identified in the last HMIE Inspection of CLD Earlston Learning Community were –

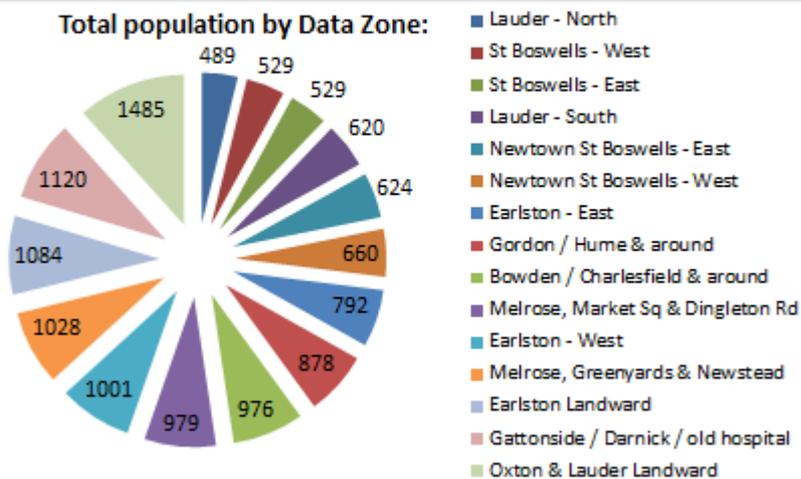
- Effective informal networks and relationships
- Very effective adult learning partnerships
- Commitment of volunteers to deliver local services
- Good use of the local environment for learning

Economically, there is a high level of our working population holding managerial, professional and skilled trade occupation status. Income indicators are mostly above average although some parts of the Learning Community are showing income and employment deprivation, particularly parts of Newtown St Boswells East and Earlston East. Access to services in this learning community is mostly relied on via private transport, own cars. Public transportation is available along the A68 corridor. Outwith this area it is much more limited.

Population of Earlston Learning Community



Population Breakdown



Profile of the Learning Community

Key Health Inequalities

- *Not all health and wellbeing inequalities are related to areas of deprivation.*
- *The Scottish Borders had a higher rate of admissions for all of the Big Three (coronary heart disease, stroke and cancer) but survival rates are improving and the link with deprivation in Scottish Borders is complicated by risk factors other than deprivation.*

Health & Wellbeing - Rate of hospital admissions per 100,000 (in 2011)

| | Coronary Heart Disease | Cerebrovascular Disease | Cancer |
|------------------|-------------------------------|--------------------------------|---------------|
| Scottish | 514 | 272 | 2692 |
| Scottish Borders | 597 | 349 | 3210 |

Health & Wellbeing Rate of hospital admissions per 100,000 (in 2011)

| | Coronary Heart Disease | Cerebrovascular Disease | Cancer |
|-------------------------------|------------------------|-------------------------|--------|
| Newtown St Boswells - East | 555 | 555 | |
| Earlston - West | 609 | | 3044 |
| Bowden/ Charlesfield & around | 698 | 299 | 3988 |
| Melrose Greenyards & Newstead | 846 | 484 | 3677 |
| Melrose Mkt Sq & Dingleton Rd | 1305 | 1068 | |
| Earlston Landward | 1577 | 394 | |
| St Boswells - West | 1928 | 551 | |
| St Boswells - East | | 685 | |
| Earlston - East | | | 8763 |
| Oxton & Lauder Landward | | 670 | 3571 |
| Newtown St Boswells - West | | 454 | 4683 |
| Gordon/Hume & around | | 679 | |

Health & Wellbeing - Smoking in pregnancy

- Scottish average 19.2 %, Scottish Borders average 23.1 %
- Three data zones with 30% or more women who were smoking at time of booking pregnancy.
- All data zones are higher than Scottish and Scottish Borders average. However, only Melrose Greenyards & Newstead indicates an increase from previous years' data; all other data zones percentages are showing decline.
- Mums smoking has increased in Newtown St Boswells East

Health & Wellbeing Smoking at Booking

| Data Zone | No of mums SMOKING 2006-08 | No of mums BOOKED 2006-08 | Percentage % | No of mums SMOKING 2008 - 10 | No of mums BOOKED 2008 - 10 | Percentage % | No of mums SMOKING 2010-12 | No of mums BOOKED 2010-12 | Percentage % |
|-------------------------------|----------------------------|---------------------------|--------------|------------------------------|-----------------------------|--------------|----------------------------|---------------------------|--------------|
| Melrose Greenyards & Newstead | 2 | 22 | 9.1 | 4 | 28 | 14.3 | 6 | 24 | ↑ 25 |
| Gordon/Hume & around | 7 | 25 | 28 | 7 | 22 | 31.8 | 6 | 23 | ↓ 26.1 |
| St Boswells - West | 4 | 14 | 28.6 | 5 | 12 | 41.7 | 3 | 10 | ↓ 30 |
| Earlston - East | 11 | 25 | 38.7 | 9 | 23 | 39 | 8 | 30 | ↓ 32 |
| Newtown St Boswells - East | 9 | 18 | 50.3 | 6 | 15 | 40 | 8 | 21 | ↓ 38.1 |

Education

– 4 data zones have an above Scottish Borders average rate for people over 16yrs with no or low qualifications

Education, Qualification and Attainment People over 16 with no / low and L3 or L4 attainment (2011 Census)

| Data Zone | All people aged 16 and over | All people aged 16 and over: No qualification | % No or Low | % L3 or L4 | Data Zone | All people aged 16 and over | All people aged 16 and over: No qualification | % No or Low | % L3 or L4 |
|-------------------------------|-----------------------------|---|-------------|------------|--------------------------------|-----------------------------|---|-------------|------------|
| Lauder - North | 433 | 112 | 43.9 | 39.3 | Melrose Mkt Sq & Dinglston Rd | 720 | 171 | 39.7 | 48.6 |
| St Boswells - West | 474 | 113 | 43.0 | 45.4 | Gallowrie/ Demick/old Hospital | 949 | 173 | 31.1 | 37.2 |
| Lauder - South | 490 | 116 | 42.4 | 43.5 | Newtown St Boswells - West | 506 | 174 | 55.6 | 50.4 |
| Bowden/ Charlzfield & around | 827 | 144 | 35.4 | 31.6 | Oxton & Lauder Landward | 1,090 | 176 | 36.4 | 48.9 |
| Newtown St Boswells - East | 463 | 145 | 54.2 | 31.5 | Gordon/Hume & around | 691 | 179 | 50.2 | 37.9 |
| Berlston Landward | 614 | 161 | 37.5 | 47.2 | Berlston - East | 626 | 206 | 58.5 | 27.6 |
| Melrose Greenyards & Newstead | 835 | 164 | 36.9 | 49.9 | Berlston - West | 830 | 244 | 49.6 | 36.6 |
| St Boswells - East | 460 | 169 | 58.7 | 26.5 | | | | | |

- The Scottish statistical data states Level 3 was 49.9% and for Level 4 it was 35.8%
- In Scottish Borders, Level 3 was 50.6% with 35.7% for Level 4
- In 2011 Census we had 4 data zones with a high percentage of people aged 16+ who had no or low attainment ... and below Level 3 and 4 percentage in relation to Scottish Borders averages.
- Very positive 'positive destination' data overall ... should we be focusing further attention on the amount of yp heading into unemployed status?
- In 2012/13 - 85% of S5 pupils stayed on at school compared to 78% in Scotland (75% in Scottish Borders).
- In January 2015 - 7.80 % of pupils receive free school meals - this is lower than Scottish Borders and Scotland average, but its beginning to reveal an upward trend
- An average 4% of absences are unauthorised each year. Although absences are below the average percentage for Scottish Borders and Scotland, please note that holidays during term time are recorded as unauthorised absences.

Keeping People Safe

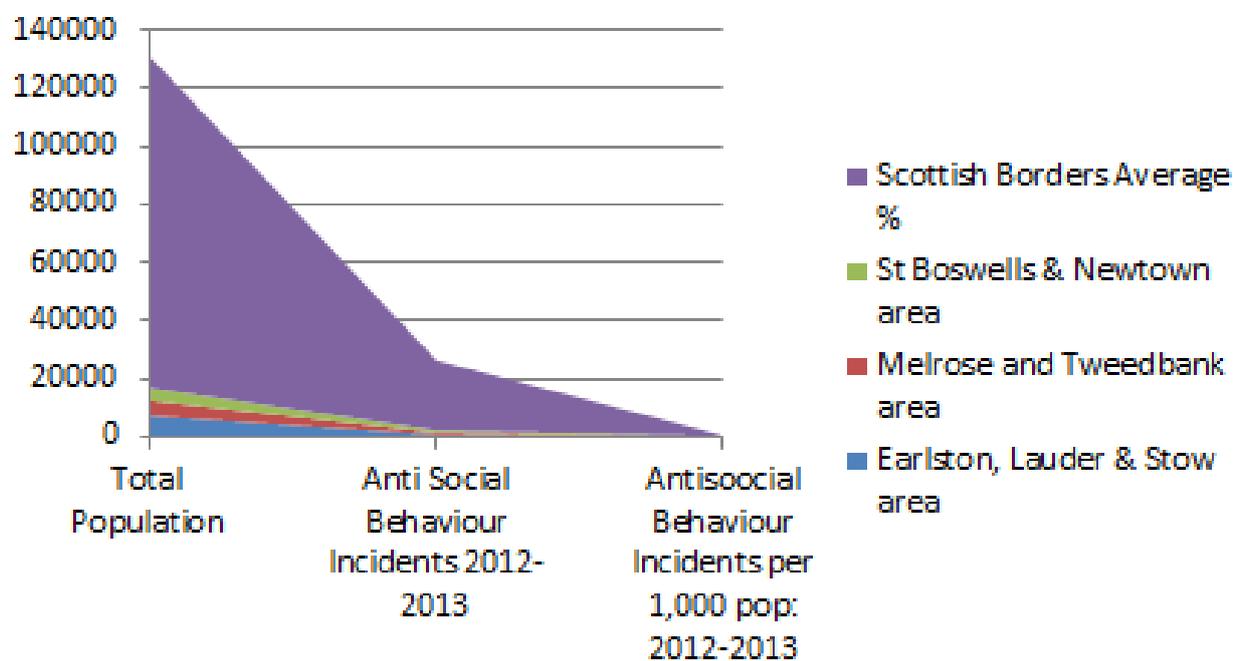
In general, key areas within our learning community are well below average of Anti-Social Behaviour Incidents, although specifically in relation to youth calls, (Dec 2014)

Number of Anti Social Behaviour incidents in Earlston, Lauder and Stow area

Youth calls went down in December, but the overall trend is upward.

Alcohol related incidents evident in last 3 months, but decreasing

Keeping People Safe Anti-Social Behaviour Incidents – Earlston, Lauder & Stow Area



Geographical Access – although not a Reducing Inequality, our partnership group considered that owing to the rural location of our community, access to services could be restrictive if they had no access (or funding) to use their own private transport.

Geographical Access

| Date | Zone | Drive time (in minutes) to a GP : 2012 | Drive time (in minutes) to a Post Office : 2012 | Drive time (in minutes) to a Petrol Station : 2012 | Drive time (in minutes) to a Primary School : 2012 | Drive time (in minutes) to a Secondary School : 2012 | Drive time (in minutes) to Shopping Facilities : 2012 |
|------|---------------------------------|--|---|--|--|--|---|
| | Bowden/Charkefield & around | 7.0 | 6.5 | 6.7 | 9.0 | 12.5 | 10.0 |
| | St Bonville - West | 5.5 | 1.1 | 1.7 | 1.9 | 11.4 | 8.7 |
| | St Bonville - East | 4.5 | 1.7 | 2.5 | 3.4 | 12.4 | 9.7 |
| | Newtown St Bonville - East | 1.9 | 2.5 | 4.1 | 3.4 | 11.0 | 8.2 |
| | Newtown St Bonville - West | 2.4 | 3.2 | 4.6 | 1.7 | 11.0 | 8.0 |
| | Melrose Mkt Sq & Dingleton Rd | 2.9 | 3.2 | 2.8 | 6.9 | 10.5 | 2.8 |
| | Melrose Greenyards & Newstead | 3.0 | 3.4 | 3.0 | 3.1 | 9.5 | 3.1 |
| | Gattonside/Carrick/old hospital | 4.5 | 4.4 | 3.4 | 6.5 | 8.5 | 4.6 |
| | Earlston - West | 2.2 | 1.5 | 2.5 | 3.2 | 4.2 | 9.6 |
| | Earlston - East | 2.9 | 1.7 | 3.1 | 1.6 | 2.9 | 10.5 |
| | Earlston Landward | 7.4 | 6.7 | 7.4 | 10.5 | 8.5 | 12.7 |
| | Gordon/Hume & around | 10.1 | 9.1 | 13.2 | 5.5 | 11.4 | 15.5 |
| | Lauder-South | 1.6 | 1.2 | 2.5 | 1.7 | 12.5 | 17.6 |
| | Lauder-North | 2.7 | 2.0 | 1.8 | 3.3 | 13.5 | 18.8 |
| | Orton & Lauder Landward | 10.1 | 9.4 | 8.9 | 9.4 | 16.6 | 24.7 |

| MAPPING OF CURRENT CLD ACTIVITY: EMPLOYABILITY & INCOME | | | |
|---|---|--|--|
| CLD KEY OBJECTIVE 1: Reduce inequalities and improve the well-being of Borders Communities through early intervention and prevention approaches | | | |
| SOA RI theme: Reduce Economic inequalities in most deprived communities | | | |
| CLD Long term Outcome: Reduce inequalities in employment and income in 9 Learning Communities | | | |
| CLD Short Term Outcome | Baseline of current CLD Activity in LC supporting outcomes | Service / Group / Organisation | |
| People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work | Capacity building with groups and organisations can support / result in individual development in respect of transferrable skills | Bridge | |
| | Duke of Edinburgh Scheme | Sport & Physical Activity | |
| | Sports Academy | Sport & Physical Activity | |
| | UKCC Coaching Support Programme | Sport & Physical Activity | |
| | Adult Literacies | CLDS | |
| | My World of Work – CV Job Search / career choice (access through internet) | Libraries | |
| | PSE - Employability / confidence for learning | Earlston High School | |
| | Extra-curricular trips - confidence | Earlston High School | |
| | Presentation Skills | Earlston High School | |
| | Bespoke individualised support for Young Adult carers to develop the necessary skills to improve employability | Borders Carers Centre – YAC service | |
| | Access to ESOL Beginners classes | CLDS | |
| Access to ESOL Certificated Classes | Borders College | | |
| Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work | Volunteering - higher profile – would like to improve profile – positive destination | Earlston High School | |
| | Computer beginners class | Libraries (Melrose) | |
| | Access to internet | Libraries (Melrose/Earlston) | |
| | Universal job match | Libraries (Melrose) | |
| | Adult Literacies | Community Learning and Development Service | |
| | Young Coach Programme | Sport & Physical Activity | |
| | Sports Leaders Programme | Sport & Physical Activity | |
| | Certificated learning - YAW, (Youth Awards?) Dynamic Youth Award, Saltire, etc. | Vol Youth Work Sector | |
| | Individualised support plans and goal setting for Young Adult Carers | Borders Carers Centre – YAC service | |
| | Activity Agreements (pre and post school) | Emma Fairley | |
| | Introduction of Opportunities for All school group, termly meetings to compliment Transition meetings | Emma Fairley and Earlston High School | |
| | OTHER POINTS MENTIONED / OPPORTUNITIES | | |
| | Reading Room (meeting space) | Earlston High Street | |
| | Voluntary library, no charges, donated books, well used. | Lauder – underneath Jail | |
| More people will engage in volunteering opportunities (with a specific focus on young people) | Young person's volunteer pack to record learning - advertise and raise awareness of this to orgs/ yp | Vol Youth Work Sector | |
| | Information available through libraries | Libraries (Melrose/Earlston) | |
| | Link to wider achievement or Awards for visible impact for volunteers LGBT youth | LGBT Youth Worker | |
| | Young Ambassadors Programme | Sport & Physical Activity | |
| | Club Development Programme | Sport & Physical Activity | |

| | | |
|--|---|---|
| | Employability job offer look for tenants to support them to go to Borders College for a course – 12 weeks – skills for work – young people aged 18-25 years. (Short term) | Scottish Borders Housing Association |
| | Friday afternoon offer, work experience support and qualifications offered. | Earlston High School and Borders College in partnership |
| | Supported volunteer activities for young adult carers within the Carers Centre | Borders Carers Centre – YAC service |
| | Employability Officer promoting work experience – 6 month programme. | SBC (via SBHA) |

| MAPPING OF CURRENT CLD ACTIVITY: HEALTH AND WELLBEING | | |
|--|--|--|
| CLD KEY OBJECTIVE 1: Reduce inequalities and improve the well-being of Borders Communities through early intervention and prevention approaches | | |
| SOA RI theme: Reduce Health & Wellbeing inequalities in most deprived communities | | |
| CLD Long term Outcome: Reduce inequalities in health and wellbeing in 9 Learning Communities | | |
| CLD Short Term Outcome | Baseline of current CLD Activity in LC supporting outcomes | Service / Group / Organisation |
| Individuals and groups will have the capacity and capability to take responsibility for their own health and well-being | Input from protected characteristic groups; disability, LGBT, religion | LGBT |
| | Stressed Out Sessions | Libraries |
| | Information available from LGBT Youth | LGBT |
| | Sessions from the Community Health Worker | Earlston High School |
| | Capacity building in communities | The Bridge |
| | Adult Literacies | Community Learning and Development Service |
| | Access to information - available in libraries | Libraries |
| | H&WB/PSE/HE - progressive learner journey | Earlston High School |
| | Health and well-being handbook | Borders carers centre – YAC service |
| | Mentoring Programme | Sport & Physical Activity |
| | Healthy Living Network | Sport & Physical Activity |
| | Sports & Leisure Activity Programme | Sport & Physical Activity |
| | Access to workshops – managing stress, confidence building etc | Borders carers centre – YAC service |
| | School Nursing Service Primaries and High School | NHS |
| 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) | Senior Citizens Party | Earlston High School |
| | Buddies | Earlston High School |
| | Leadervale Leisure Centre | |
| | Youth Clubs and Projects | Vol Youth Work Sector |
| | Support groups/residentials /activitiesfor young adult carers | Borders carers centre – YAC service |
| | Club Sport Borders | Sport & Physical Activity |
| | Community Sports Hubs | Sport & Physical Activity |
| | Community Mental Health Nurse | NHS |
| | School Nurse Drop In Clinics | NHS |
| | Under 5's Health Visiting Service | NHS |
| | Positive Parenting Programme | NHS |

| MAPPING OF CURRENT CLD ACTIVITY: SKILLS AND ATTAINMENT | | |
|---|---|--|
| CLD KEY OBJECTIVE 1: Reduce inequalities and improve the well-being of Borders Communities through early intervention and prevention approaches | | |
| SOA RI theme: Reduce attainment inequalities in most deprived communities | | |
| CLD Long term Outcome: Reduce inequalities in skills and attainment in 9 Learning Communities | | |
| CLD Short Term Outcome | Baseline of current CLD Activity in LC supporting outcomes | Service / Group / Organisation |
| Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations | More Choices More Chances | Earlston High School / CLDS |
| | Multi Agency Transition Joint Agency Action Team | Earlston High School and partners |
| | Activity Agreements | Earlston High School / Opportunities for All |
| | Home School Link Workers | Earlston High School |
| | Information and opportunities for young people to engage in youth work opportunities | Vol Youth Work Sector |
| | Carers Assessments | Borders Carers Centre – YAC service |
| | Sport & Culture Partners engaged in LCP Sports Policy Impact Assessment | Sport & Physical Activity Sport & Physical Activity |
| More Looked after Children and Vulnerable Young people from areas of deprivation will be supported through positive transitions at all stages of their learning | More Choices More Chances | Earlston High School / CLDS |
| | Multi Agency Transition Joint Agency Action Team | Earlston High School & partners |
| | Skills Development Scotland (SDS) / guidance staff more aware of Opportunities For All | Earlston High School / SDS |
| | Home School Link Workers | Earlston High School |
| | Targeted support for vulnerable young people | Police LIO |
| | Partnership Working | LGBT |
| | Carers Assessments | Borders carers Centre – YAC service |
| | Prioritised places on activity programmes Casual Sport & Recreation facilities in targeted communities | Sport & Physical Activity Sport & Physical Activity |
| Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations | Access to Early Years Centre at Langlee for vulnerable families | Community Learning and Development Service |
| | Incredible Years Parenting Programme (early years) | Community Learning and Development Service |
| | Carers assessments/personal support plans/individualised goal setting for young adult carers | Borders Carers Centre – YAC service |
| | Carers assessments/personal support plans/individualised goal setting for young adult carers | Borders Carers Centre – YAC service |
| | Bookbug sessions | Libraries (Melrose/Earlston) |

| MAPPING CURRENT CLD ACTIVITY: KEEPING PEOPLE SAFE | | |
|--|---|--|
| CLD KEY OBJECTIVE 1: Reduce inequalities and improve the well-being of Borders Communities through early intervention and prevention approaches | | |
| SOA RI theme: Reduce inequalities in keeping people safe in most deprived communities | | |
| CLD Long term Outcome: Reduce inequalities in keeping people safe in 9 Learning Communities | | |
| CLD Short Term Outcome | Baseline of current CLD Activity in LC supporting outcomes | Service / Group / Organisation |
| Targeted vulnerable groups (especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves | More Choices More Chances group | Earlston High School & Community Learning & Development Service |
| | Looked After Children / AIN - very well supported through multi agency work | Earlston High School |
| | Activity Agreements | Community Learning & Development Service (Opportunities for All) |
| | H&WB Community Partnership working | LGBT |
| | H&WB curriculum eg drugs and alcohol, sexual health and relationships | All Schools in Learning Community |
| | Internet safety | Police |
| | Increase knowledge of inclusion of protected characteristics | LGBT |
| | Health and well-being handbook, workshops on stress management, anger management, managing guilt | Borders Carers Centre – YAC service |
| | Fit 4 Girls Programme | Sport & Physical Activity |
| | Disability Sport Programme | Sport & Physical Activity |
| People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people) | S3 & S4 Disaster Planning | Earlston High School SBC Resilient Communities & Community Learning and Development Service |
| | Carers Assessment, support planning, early intervention and anticipatory care planning. Emergency card scheme | Borders Carers Centre – YAC service |
| | Diversionsary Sports Programme | Sport & Physical Activity |
| | | |

| MAPPING CURRENT CLD ACTIVITY: HOUSING / TENANCY | | |
|--|---|---------------------------------------|
| CLD KEY OBJECTIVE 1: Reduce inequalities and improve the well-being of Borders Communities through early intervention and prevention approaches | | |
| SOA RI theme: Reduce Housing inequalities in most deprived communities | | |
| CLD Long term Outcome: Reduce inequalities in Housing (maintaining tenancy) in 9 Learning Communities | | |
| CLD Short Term Outcome | Baseline of current CLD Activity in LC supporting outcomes | Service / Group / Organisation |
| Partners will increase the opportunities for tenancy support | Partnership Information Sharing | LGBT |
| | Individualised support plans/carers assessments | Borders Carers Centre – YAC services |
| | OTHER POINTS MENTIONED / OPPORTUNITIES | |
| | | |
| | | |
| Partners will increase opportunities for improving financial capabilities to mitigate Welfare Reform | Citizens Advice outreach | Citizens Advice Bureaux |
| | Awareness sessions / information sharing | LGBT |
| | Key partner contacts | LGBT |
| | Adult Literacies | CLDS |
| | Welfare benefits advice – help with form filling | Borders Carers Centre – YAC service |
| | OTHER POINTS MENTIONED / OPPORTUNITIES | |
| | | |
| | | |
| Partners will increase opportunities for digital inclusion to mitigate welfare reform | 1:1 internet sessions | Libraries |
| | Access to universal credit through library public access machines | Libraries |
| | Libraries key in the community | LGBT |
| | Basic computing sessions | Libraries |
| | IT classes | Borders College |
| | IT classes | CLDS |

| MAPPING CURRENT CLD ACTIVITY: CAPACITY BUILDING | | |
|---|---|---------------------------------------|
| CLD KEY OBJECTIVE 2: Build the capacity and resilience of our 9 Learning Communities and the voluntary sector | | |
| SOA RI theme: Reduce inequalities in most deprived communities | | |
| CLD Long term Outcome: Reduce inequalities in in 9 Learning Communities | | |
| CLD Short Term Outcome | Baseline of current CLD Activity in LC supporting outcomes | Service / Group / Organisation |
| Partners will increase the capacity of organisations and community groups to support more volunteering opportunities | Support for community groups | The Bridge |
| | Support for community groups | Volunteer Centre Borders |
| | Active Schools and Sports Club/Community Links | Borders Sport & Leisure Trust |
| Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages | Support for community groups | The Bridge |
| | Support for community groups | Volunteer Centre Borders |
| | Help for Sports Clubs Programme | Borders Sport & Leisure Trust |
| | Target Sport / Pathways Programme | Borders Sport & Leisure Trust |
| Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion | Community Development (Sports Facility Projects) | Borders Sport & Leisure Trust |
| | | |
| | | |
| | | |
| 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) | Melrose Skate Park | Earlston High School |
| | Community Development | The Bridge |
| | Sports Development Programme | Borders Sport & Leisure Trust |
| | Sports Communication Network | Borders Sport & Leisure Trust |
| | Capacity Building Support | The Bridge |
| All Learning Communities have an increased awareness of the resources and opportunities provided by local partners | Hall of Fame - link to website | Earlston High School |
| | Communication and partnership work with CLDS and others in the community | Vol Youth Work Sector |
| | Use Library as Information Point | Libraries |
| Effective networks will support referral of targeted groups to CLD LC opportunities and community groups | More Choices More Chances | Earlston High School |
| | Transition Joint Agency Action Team | The Bridge |
| | The Bridge being part of network strengthens partnership working | The Bridge |
| | ESOL Partnership: single point of contact supports access to ESOL provision | ESOL Partnership |

| MAPPING CURRENT CLD ACTIVITY: PARTNERSHIP WORKING | | |
|--|---|---------------------------------------|
| CLD KEY OBJECTIVE 3: Improve Partnership Working | | |
| SOA RI theme: Reduce inequalities | | |
| CLD Long term Outcome: Reduce inequalities in Employment, Income, Health & Well being, Keeping People Safe, Attainment, Housing through improved partnership working | | |
| CLD Short Term Outcome | Baseline of current CLD Activity in LC supporting outcomes | Service / Group / Organisation |
| 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 | Sports Performance Framework | Sport & Physical Activity |
| | | |
| | | |
| More partners confident in use of frameworks and tools that support implementation of CLD strategic guidance through joint planning and self evaluation | Education Scotland Grant delivering training for partners, esp Third Sector | Third Sector Partnership/ CLDS |
| | How Good is Our Culture and Sport | Sport & Physical Activity |
| | | |

Priorities

To identify areas of priority and action points to work from we drew information from our mapping data, profile data and local partnership knowledge from within our learning community.

Key points were drawn from the summaries identified within each Reducing Inequality strand and additional factors were added from partners' professional practice, observation and experience and from this collective data, the majority of partners took time to prioritise their top 3 areas to focus on and create action points.

| KEEPING PEOPLE SAFE | | |
|--|--|--|
| SUMMARY POINTS | A number of anti social behaviour incidents in Earlston, Lauder (& Stow) area | |
| | Youth calls went down in December, but the overall trend is upward | |
| | Alcohol related incidents evident at end of last year, but decreasing | |
| OTHER POINTS / PRIORITIES SUGGESTED | | |
| | | |
| | Reporting to Police | |
| | Response Time | |
| | Physical Presence of Police | |
| | Cold Calling | |
| | | |
| HEALTH & WELLBEING | | |
| SUMMARY POINTS FROM DATA | Smoking in pregnancy (?) | |
| | Emergency admissions 65+ | |
| | Big Three, Cancer rate in Earlston 2011 (?) | |
| | Admissions for respiratory disease | |
| | Admissions for accidents (Melrose?) | |
| OTHER POINTS / PRIORITIES SUGGESTED | | |
| | | |
| | Smoking in Pregnancy | |
| | Mental Health | |
| | Post Natal Depression | |
| | Dementia | |
| Self Harm | | |
| | | |
| ECONOMIC & EMPLOYMENT | | |
| SUMMARY POINTS FROM DATA | Recurring data zones Newtown St Boswells East and Earlston East showing income and employment deprivation | |
| | 4 key data zones reliant on key benefits | |
| OTHER POINTS / PRIORITIES SUGGESTED | Cost of / access to transport | |
| | <ul style="list-style-type: none"> - Young people accessing extra curriculum - Other people accessing services | |
| | | |
| | | |
| | | |

HOUSING

| | | |
|---------------------------------|--------------------------------------|--|
| SUMMARY POINTS FROM DATA | Proportion of houses in fuel poverty | |
|---------------------------------|--------------------------------------|--|

| | | |
|--|---------------------------------------|--|
| OTHER POINTS / PRIORITIES SUGGESTED | OTHER POINTS / PRIORITIES SUGGESTED - | |
| | | |
| | | |

EDUCATION, QUALIFICATION AND ATTAINMENT

| | | |
|---------------------------------|--|--|
| SUMMARY POINTS FROM DATA | In 2011 Census we had 4 data zones with a high percentage of people aged 16+ who had no or low attainment ... and below Level 3 and 4 percentage in relation to Scottish Borders averages. | |
|---------------------------------|--|--|

Education, Qualification and Attainment
People over 16 with no / low and L3 or L4 attainment (2011 Census)

| Data Zone | All people aged 16 and over | All people aged 16 and over: No qualifications | % No or Low | % L3 or L4 | Data Zone | All people aged 16 and over | All people aged 16 and over: No qualifications | % No or Low | % L3 or L4 |
|-------------------------------|-----------------------------|--|-------------|------------|----------------------------------|-----------------------------|--|-------------|------------|
| Lauder - North | 433 | 112 | 43.9 | 39.3 | Melrose MKC Sq & Dingleton Rd | 790 | 171 | 39.7 | 48.8 |
| St Boswells - West | 474 | 113 | 45.0 | 45.4 | Galtonside/ Demrick/old hospital | 949 | 173 | 31.1 | 37.2 |
| Lauder - South | 490 | 116 | 42.4 | 45.3 | Newtown St Boswells - West | 588 | 174 | 35.6 | 30.4 |
| Bowdon/ Charlefield & around | 827 | 144 | 35.4 | 31.8 | Oxton & Lauder Landward | 1,090 | 178 | 36.4 | 48.9 |
| Newtown St Boswells - East | 483 | 143 | 34.2 | 31.8 | Gordon/Hume & around | 891 | 179 | 30.2 | 37.9 |
| Belfon Landward | 814 | 161 | 37.3 | 47.1 | Belfon - East | 828 | 208 | 35.5 | 27.8 |
| Melrose Croonyards & Newstead | 835 | 164 | 36.9 | 49.9 | Belfon - West | 830 | 244 | 49.8 | 38.8 |
| St Boswells - East | 480 | 169 | 35.7 | 28.9 | | | | | |

| | | |
|---|---|--|
| OTHER POINTS / PRIORITIES SUGGESTED AT MEETING | Very positive 'positive destination' data overall ... should we be focusing further attention on the amount of yp heading into unemployed status? | |
|---|---|--|

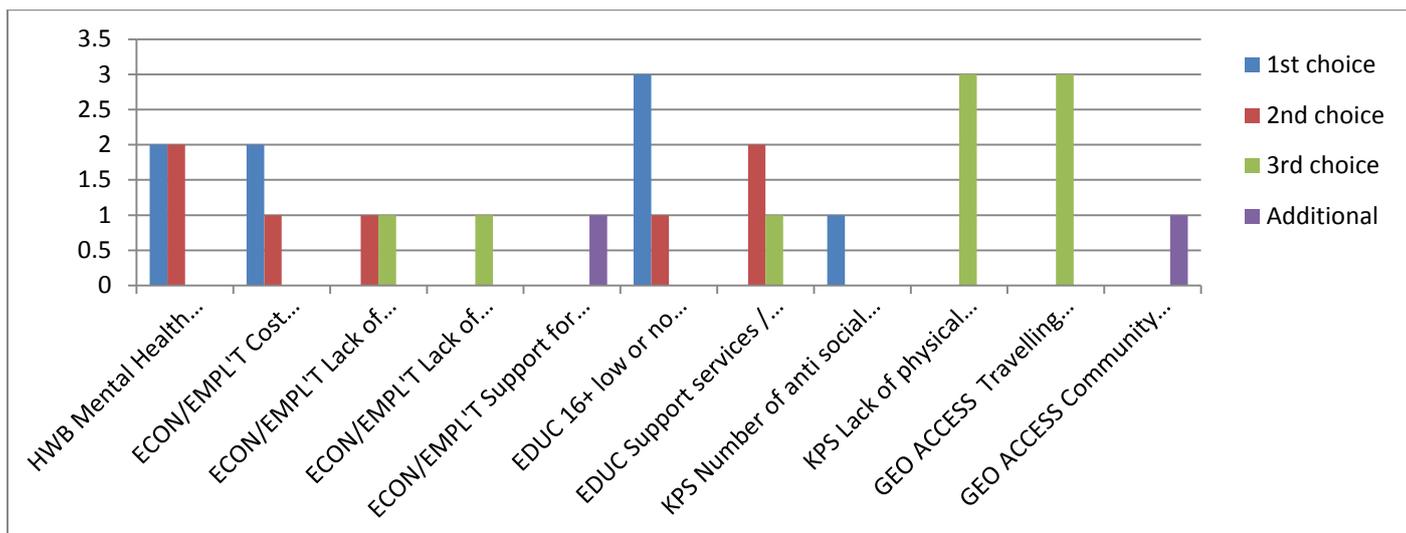
| | | |
|---|--|--|
| OTHER POINTS / PRIORITIES SUGGESTED AT MEETING | Accessing services (means tested) / encouraging engagement | |
| | Supportive services to provide life skills for young people pre and during tenancies | |
| | | |

GEOGRAPHIC ACCESS

| | | |
|---------------------------------|---|--|
| SUMMARY POINTS FROM DATA | Not a reducing inequality theme, but indicative of travelling distance (time) from services. Possibly a barrier to accessing services relating to reducing inequalities though? | |
|---------------------------------|---|--|

| | | |
|--|---|--|
| OTHER POINTS / PRIORITIES SUGGESTED | Improve transport ... cost / provision (with/without a car) | |
| | A minibus ... to support community need – everyone's investment | |
| | | |

Our Priorities



| EARLSTON LCP PRIORITIES 13 March 2015 | 1 st choice | 2 nd choice | 3 rd choice | Additional |
|---|------------------------|------------------------|------------------------|------------|
| HWB Mental Health (promote attention and support for) | 2 | 2 | 0 | |
| ECON/EMPLT Cost of/access to transport - extra curric (yo) and services (all) | 2 | 1 | 0 | |
| ECON/EMPLT Lack of paid apprenticeships | 0 | 1 | 1 | |
| ECON/EMPLT Lack of transport to work place at approp times | 0 | 0 | 1 | |
| ECON/EMPLT Support for those in poverty across number of welfare concerns | 0 | 0 | 0 | 1 |
| EDUC 16+ low or no attainment | 3 | 1 | 0 | |
| EDUC Support services / life skills for yp pre & during tenancies | 0 | 2 | 1 | |
| KPS Number of anti social behaviour incident in Earl/Lauder (& Stow area) | 1 | 0 | 0 | |
| KPS Lack of physical presence of Comm Beat Police Officers | 0 | 0 | 3 | |
| GEO ACCESS Travelling distance from services | 0 | 0 | 3 | |
| GEO ACCESS Community transport to access work, work exp, cultural activities | 0 | 0 | 0 | 1 |

Our Priorities and Plan of Action

Priority ONE: Education – number of people 16+ years with few or no qualifications

What actions are needed?

- High School is exploring development of an accredited award programme for vulnerable, disengaged and disaffected S4s. This would include work on employability, health and wellbeing, leadership skills, personal finance, internet safety. Partner contributions would be needed around: volunteering opportunities (third sector youth work), intergenerational learning (Lauder Community Council), maintaining tenancies (SBHA, Police). Learning support, guidance and CLDS would be involved in delivery of key elements of programme.
- Issue with young people's behaviour in Gordon out of school at the moment. Police are responding to this.
- It would be useful to know what spaces are available for community groups to hire across the community. Council currently developing a facility on the SBC website: SBLocalview which will give residents the facility to look up a range of facilities near where they live. SBC owned community centres will feature on this in the first instance.
- There is a need to develop some work in Newtown St Boswells, which contains 2 of the 4 more deprived datazones in the learning Community. There is potential for work with families in partnership with NSB primary School.

Agreed actions

1. **SQA Award programme for vulnerable S4s.** High School to lead, but this will only be successful if full range of partners support this programme to prepare these young people to make a successful transition into independent living.

Outcomes:

- vulnerable young people will be supported to increase their employability through an accredited partnership learning programme.
- vulnerable young people will be supported to increase their health and wellbeing through an accredited partnership learning programme
- increased number of SQA Awards

2. **Families project in Newtown St Boswells** (to be discussed with Margaret Nailen). The aim is to increase aspirations for families. CLDS to lead, supported by Primary School.

Outcomes:

- Parents will be more confident and skilled to support their children's learning.
- Parents will be more confident and skilled to support their children's transitions from ELCC to P1 and P7 – S1.
- Parents will be more confident in their parenting role.
- More families in 2 of the most deprived datazones will engage in learning

Priority TWO: Cost of and access to transport. Affects access for young people to extracurricular activities, access for all to work, work experience, cultural activities and services.

What actions are needed?

- Access to work if you don't have a car (young people starting work, adults on a low income)
- Do we know how many people are affected? Are there enough people affected to make it viable to put another bus/minibus on?
- What is the current bus service like? (time, shift working, costs)
- Services do offer outreach eg libraries, CAB, but is this sufficient?
- What access do people have to learning opportunities eg learning relevant IT skills?
- We need to know more about how this issue affects people in the learning community.
- Could we find out more from key communities/ communities of interest who we imagine this may affect? Eg families through- Newtown St Boswells Primary School; older people through – community council, church, health centre.

Potential action:

1. **Survey** of key communities/communities of interest in Newtown St Boswells to see if/how issues of transport affect them and to identify potential solutions. No lead identified, or capacity to drive this. Coreen to see if this is something that Resilient Communities may wish to be involved with. Gap for this year – potential action for following year? Consultation will help determine if/how to take this forward eg consultation planned with community council.

Outcome: increased awareness of the needs of residents of Newtown St Boswells in relation to access to services eg libraries, CAB and learning opportunities.

Priority THREE: Mental Health – promotion of healthy lifestyles, awareness of mental health issues and support for mental health issues.

What actions are needed?

- Do we know what is available in the community – support for those affected by mental health issues?
- Do we know how people access support and how best to encourage them to do this? Different services have different roles.
- Issues are often hidden. Stigma is still a barrier.
- What action can we/should we take if we suspect an adult is at risk?
- There seems to be more support available to young people at school. What about adults?
- GPs are promoting a campaign “small change, big difference”
- We would like to promote, appropriately, the supports that are available in the community, to people affected directly and to their families, friends, community members
- Some work has been done through Youth Borders (Simon) that we could build on.
- There are significant gaps in our knowledge

Agreed action:

1. **Increase awareness of CLD partners of mental health issues in the community** and how partners, individually and as a partnership, can improve access to support services and promote good mental health. Coreen to approach NHS to see what training/awareness raising they can do for the partnership. This will be an action under improving partnership working.

Outcomes:

- CLD partners have increased knowledge of mental health issues
- CLD partners agencies provide improved support/signposting for people affected by mental health issues
- CLD partners raise the profile of good mental health by coordinated promotion across the Learning Community.

Earlston Learning Community Partnership Consultation Plan

| Learners/Community Groups | Lead | |
|---|------------------------------|--|
| Literacy/numeracy learners | CLDS (Adult Learning) | Community Learning and Development (Adult Learning) |
| Faculty Heads in Curriculum Support Team | EaHS | Earlston High School |
| More Choices More Chances Group | CLDS | Community Learning and Development (Youth Work) |
| Newtown St Boswells Community Council | CLDS | Community Learning and Development (Youth Work) |
| 2012 Young People's Survey | CLDS | Community Learning and Development (Youth Work) |
| Young people's survey (CLDS/Third Sector) | CLDS / VOL YOUTH WORK SECTOR | Community Learning and Development (Youth Work) Voluntary Youth Work Sector |
| Parents evenings | CLDS | Community Learning and Development (Adult Learning) |
| Wider community | Joint Lead – CLDS/Lauder CC | CLDS./ Lauder Community Council |
| 1:1 Consultations with front line service providers | CLDS | Police Scotland Local people School staff |
| | | |

CLD Activity 2013-2014 Academic Year: Quantitative Data

LEARNING COMMUNITY - LC5 EARLSTON HIGH SCHOOL CATCHMENT AREA

| | | | CLDS (adult) | Activity Agreement | CLDS (youth) | SBC Libraries | Newtown Community Wing | ESOL (BC) | Borders College | Adult Literacies | Org 9 | Org 10 | Org 11 | Org 12 | Org 13 | Org 14 | TOTALS | |
|--|--|---------------|--------------|--------------------|--------------|---------------|------------------------|-----------|-----------------|------------------|-------|--------|--------|--------|--------|--------|--------|----|
| | TOTAL NUMBER OF LEARNERS | | 8 | 1 | 285 | 2457 | 0 | 9 | 193 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2953 | |
| | NUMBER OF YOUNG PEOPLE (16-25YRS) | | 0 | 1 | 285 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 286 | |
| | NUMBER OF PARENTS | | 0 | 0 | 0 | 1096 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1096 | |
| | NUMBER OF LOOKED AFTER CHILDREN | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Reduce Inequalities in Employment and Income in 9 Learning Communities | People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work | Participation | | | | | | | | | | | | | | | 0 | |
| | | Achievement | 6 | 1 | 0 | 0 | 0 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| | | Progression | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| | Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work | Participation | | | | | | | | | | | | | | | | 0 |
| | | Achievement | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | | Progression | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | More people will engage in volunteering opportunities (with a specific focus on young people) | Participation | | | | | | | | | | | | | | | | 0 |
| | | Achievement | | | | | | | | | | | | | | | | 0 |
| | | Progression | 1 | 1 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Reduce inequalities in Health and Wellbeing in 9 Learning Communities | Individuals and groups will have the capacity and capability to take action to improve their own health and well being | Participation | | | | | | | | | | | | | | | 0 | |
| | | Achievement | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| | | Progression | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | 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) | Participation | | | | | | | | | | | | | | | | 0 |
| | | Achievement | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| | | Progression | | | | | | | | | | | | | | | | 0 |

BUILD THE CAPACITY AND RESILIENCE OF OUR 9 LEARNING COMMUNITIES AND THE VOLUNTARY SECTOR

| | | | CLDS (adult) | Activity Agreement | CLDS (youth) | SBC Libraries | Newtown Community Wing | Org 6 | Org 7 | Org 8 | Org 9 | Org 10 | Org 11 | Org 12 | Org 13 | Org 14 | TOTALS | |
|--|--|---------------|--------------|--------------------|--------------|---------------|------------------------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|----|
| Reduce inequalities in Employment, Income, Health and Well Being, Keeping People Safe, Attainment, Housing | Partners will increase the capacity of organisations and community groups to support more volunteering opportunities | Participation | 0 | 0 | 8 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | |
| | | Achievement | | | | | | | | | | | | | | | | 0 |
| | | Progression | | | | | | | | | | | | | | | | 0 |
| | Partners will increase the capacity of organisations and community groups to provide opportunities to support | Participation | | | | | | | | | | | | | | | | 0 |
| | | Achievement | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| | | Progression | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| | Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate | Participation | | | | | | | | | | | | | | | | 0 |
| | | Achievement | | | | | | | | | | | | | | | | 0 |
| | | Progression | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 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 | | | | | | | | | | | | | | | | 0 |
| | | Achievement | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| | | Progression | | | | | | | | | | | | | | | | 0 |
| | All Learning Communities have an increased awareness of the resources and opportunities provided by local partners | Participation | | | | | | | | | | | | | | | | 0 |
| | | Achievement | | | | | | | | | | | | | | | | 0 |
| | | Progression | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Effective networks will support referral of targeted groups to CLD LC opportunities and community groups | Participation | | | | | | | | | | | | | | | | 0 | |
| | Achievement | | | | | | | | | | | | | | | | 0 | |
| | Progression | | | | | | | | | | | | | | | | 0 | |

Consultation with learners and learning providers to assess need for Community Learning and Development in the Earlston Learning Community

What is the need for CLD?

Learners tell us:

- The bus service could be reviewed
- More thought to provide events/clubs for the teenage population within the town
- More responsibilities for Community Council devolved from local authority.
- Difficulty knowing what is happening and how to access information.
- Learning for those who are furthest removed from the employment market is something that needs a lot of focus and dedicated approach to encouraging people to engage in learning for their own benefit and that of their families to give them better life chances.

Learning providers tell us:

- Transport barriers in accessing extra-curricular & CLD activities (EHS & CLD Youth)
- Distance to travel to access learning (CLDS Adult Learning)
- Young people would benefit from more life skills pre & during tenancy (SBHA/EHS)

Agreed partnership priorities for CLD for next three years

The CLD Learning Community Partnership has agreed that the local priorities for reducing inequalities through CLD are:

- 1. Education. The number of people 16+ years with few or no qualifications**
- 2. Cost of and access to transport. Affects access for young people to extracurricular activities, access for all to work, work experience, cultural activities and services.**
- 3. Mental Health. Promotion of healthy lifestyles, awareness of mental health issues and support for mental health issues.**

Plans for 2015-18

Earlston Learning Community Action Plan Summary 2015-18

| | |
|--|---|
| Link to Corporate Priority No. or CPP Priority | What do we want to achieve? (CLD Objectives and short term outcomes) |
| CP2 SOA2 | Key Objective 1: Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches. |
| Reducing Inequalities Strand | EMPLOYMENT and INCOME |
| CLDS & CLD partners Business plans | CLD short term outcomes <ul style="list-style-type: none"> • People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work • Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work • More people will engage in volunteering opportunities (with a specific focus on young people) |
| High Level Generic Key Performance Indicators | |
| SOA measures: % of people aged 16-64 yrs in employment Reduction in gap between most employment deprived and least employment deprived communities. Current gap 19.6% Gross Weekly Earnings (residents and workplace) Reduction in gap between most income deprived and least income deprived communities. Current gap 25.1% % of children in poverty: reduction in gap between most income deprived and least income deprived communities. Current gap 33.7% % of people aged 16-64 years claiming out of work benefits (eg Incapacity Benefits but not including Job Seekers Allowance) % of people aged 16-64 yrs claiming Job Seekers Allowance because they are out of work % of young people aged 18-24 yrs years claiming Job Seekers Allowance because they are out of work | |

CLD Intermediate outcome measures: This is the range of measures that partners will use for projects delivering outcomes linked to reducing inequalities in employment and income: each project should have at least one participation, achievement and progression measure

1.1.1 Participation: Number of participants in opportunities to improve employability and/or financial capability

1.1.2 Achievement: Number of participants reporting increased employability

1.1.3 Achievement: number of participants reporting increased financial capability

1.1.4 Achievement: Number of participants gaining accreditation and/or nationally recognised awards

1.1.5 Progression: Number of participants progressing into/through work

1.1.6 Progression: Number of participants progressing into further learning/training (young people and others)

1.1.7 Progression: Number of participants progressing to volunteering (young people and others)

| | | | By whom? | | | By when? | | |
|---------------|---|---|-----------------------------------|---------------------------------------|-----------|----------|-------|-------|
| Action | How we will achieve our objective? (Action Plan) | KPI ref | Owner | Partners involved in delivery | Resources | 15/16 | 16/17 | 17/18 |
| Cross cutting | Establish/strengthen multi-agency Opportunities For All Group with clear links to senior phase planning group | 1.1.1 1.1.2 1.1.5 1.1.6 1.1.7 | Opportunities For All Coordinator | CLDS, High Schools, | | x | | |
| 1 | Partnership SQA Award programme for vulnerable S4's | | EHS | EHS, CLDS, SBHA, Police Scotland, SDS | | X | | |

| | |
|--|---|
| Reducing Inequalities Strand | HEALTH and WELLBEING |
| CLDS & CLD partners Business plans | CLD short term outcomes <ul style="list-style-type: none"> • Individuals and groups will have the capacity and capability to take action to improve their own health and well-being • 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) |
| High Level Generic Key Performance Indicators | |
| <p>SOA Measures: Smoking during pregnancy at booking: reduction in gap between most and least health deprived communities: current gap 32% Newborns exclusively breastfed 6-8weeks: reduction in gap between most and least health deprived communities: current gap 45.3% % First time mothers under 19: reduction in gap between most and least health deprived communities: current gap 35.2% % children with a healthy P1 weight: - gap figures not available Life expectancy males and females Emergency admissions to hospital (both sexes, all ages) rate/1,000 People claiming gateway health related benefits, rate/1,000</p> <p>Early Years Collaborative stretch aims: % of children within the catchment area of each Early Years Centre reaching their expected developmental milestones at the time of the 27-30 month health review 2 years after the opening of each centre % of children who will reach their expected developmental milestones at the time the child starts P1 by 2017 % of all children who will reach their developmental milestones and learning outcomes by end of P4 by 2020</p> <p>CLD Intermediate outcome measures: This is the range of measures that partners will use for projects delivering outcomes linked to reducing inequalities in health & wellbeing: each project should have at least one participation, achievement and progression measure. 1.2.1 Participation: Number of participants in opportunities to improve their health & wellbeing 1.2.2 Achievement: Number of participants reporting achievement of health and wellbeing outcomes 1.2.3 Progression: Number of participants making a lifestyle change 1.2.4 Progression: Number of participants volunteering in community led health and peer support groups and networks (older people and others) 1.2.5 Progression (capacity building) : Number of community led health and peer support groups and networks supporting Health and</p> | |

| Wellbeing outcomes (older people and others) | | | | | | | | |
|--|---|---|---------------------------------------|-------------------------------|-----------|----------|-------|-------|
| | | | By whom? | | | By when? | | |
| Action No | How we will achieve our objective? (Action Plan) | KPI ref | Owner | Partners involved in delivery | Resources | 15/16 | 16/17 | 17/18 |
| Cross cutting | Promotion of emotional health and wellbeing in each Learning Community | 1.2.1 1.2.2 1.2.3 1.2.4 1.2.5 | Health Improvement : Allyson McCollum | CLD partners | | x | X | x |
| Cross cutting | Development of a Health Inequalities Action Plan for Scottish Borders for 2015 – 18 and actively engage with partners and communities to develop and implement this plan. | 1.2.1 1.2.2 1.2.3 1.2.4 1.2.5 | Health Improvement | | | x | | |
| 2 | Promote emotional health and wellbeing through awareness raising and by building capacity to connect people to sources of support and opportunities within the community that enhance emotional health and wellbeing, | | CLDS/Health Improvement | School Nurse tbc | | x | | |
| | | | | | | | | |

| | |
|---|--|
| Reducing Inequalities Strand | SKILLS and ATTAINMENT |
| CLDS & CLD partners Business plans | <p>CLD short term outcomes</p> <ul style="list-style-type: none"> • Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially Looked After Children and vulnerable young people) into positive destinations • More Looked after Children and young people from areas of deprivation will be supported through positive transitions at all stages of their learning • Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations |
| High Level Generic Key Performance Indicators | |
| <p>SOA measure: % of people aged 16-64 yrs with low or no qualifications at SCQF or lower Positive destinations (6months) of looked after children: reduction in gap between most and least deprived communities: current gap 33.6% % School leavers going into HE: reduction in gap between most and least deprived communities: current gap 48.6% % School leavers going into FE: reduction in gap between most and least deprived communities: current gap 29.5% % S4 pupils with 5 awards at SCQF5 and above: reduction in gap between most and least deprived communities: current gap 29.5%</p> <p>CYPPSP: Increase the % of S4 LAC attaining SCQF level 3 or better in English and Mathematics by 3% for session 14/15 Following implementation of senior phase benchmarking tool, identify appropriate measures and establish baseline to inform performance improvement Following introduction of (Durham) assessment tool establish baseline of attainment in literacy and numeracy in all schools at key (assessment) stages (P1, P4, P7 and S2) to inform future performance improvement Increase % of young people at end of S4 who achieve 5 or more awards at levels 3, 4 and 5 Increase % of young people at end of S5 who achieve 1, 3 and 5 awards at level 6 Increase % of young people at end of S6 who achieve 1 award at level 7 and/or 5 awards at level 6 Increase in % of the proportion of care leavers receiving aftercare going into positive destinations Increase % of parents/carers participating in CLDS family learning programmes by Sep 2015 from baseline Increase % in achievement of family outcomes by parents/carers participating in CLDS family learning programmes by Sep 2015 from baseline increase % in the number of families using SDS from baseline</p> <p>RAfA Stretch aims Achievement>Number of P7 secure in Literacy, Numeracy and Health& wellbeing at Level 2 (target 85%)</p> | |

Achievement>Number of S3 secure in Literacy, Numeracy and Health& Wellbeing at Level3 (target 85%)

Progression>Number of 16+ YP progressing to positive destinations (increase to target of 95%)

CLD Intermediate outcome measures: This is the range of measures that partners will use for projects delivering outcomes linked to reducing inequalities in Attainment & Skills: each project should have at least one participation, achievement and progression measure.

1.4.1 Participation: Number of partners providing opportunities for positive destinations for targeted young people

1.4.2 Participation: Number of parents/carers participating in family learning opportunities in targeted communities

1.4.3 Achievement: Number of learning opportunities providing positive destinations for targeted young people

1.4.4 Achievement: Number of parents/carers achieving family outcomes in targeted communities

1.4.5 Progression: Number of young people 16+ progressing to positive destinations

| | | | By whom? | | | By when? | | |
|---------------|--|----------------|----------------------|---------------------------------------|--------------------------|----------|-------|-------|
| Action No | How we will achieve our objective? (Action Plan) | KPI ref | Owner | Partners involved in delivery | Resources | 15/16 | 16/17 | 17/18 |
| Cross cutting | Increase the number of parents of 3-4yrs confident to manage their children's behaviour through Incredible Years 14 week programme (8 courses/year) | 1.4.2 1.4.4 | SBC Early Years Team | CLD partners | IY Course & facilitators | x | x | x |
| 1 | Partnership SQA Award programme for vulnerable S4's | | EHS | EHS, CLDS, SBHA, Police Scotland, SDS | | x | | |
| 3 | Families partnership working in Newtown St Boswells / Earlston | | CLDS | Primary School staff | Venue hire cost | x | | |
| | | | | | | | | |
| | | | | | | | | |

| | |
|------------------------------------|---|
| Reducing Inequalities Strand | HOUSING |
| CLDS & CLD partners Business plans | CLD Short Term Outcomes <ul style="list-style-type: none"> Partners will increase the opportunities for tenancy support Partners will increase opportunities for improving financial capabilities to maintain tenancies and mitigate Welfare Reform Partners will increase opportunities for digital inclusion to mitigate welfare reform |

High Level Generic Key Performance Indicators

CLD Intermediate outcome measures: This is the range of measures that partners will use for projects delivering outcomes linked to reducing inequalities in Housing: each project should have at least one participation, achievement and progression measure.

1.5.1 Participation: Number participants engaged in tenancy support
1.5.2 Participation: Number of participants in learning opportunities to improve financial capabilities
1.5.3 Participation: Number of participants in learning opportunities to develop ICT skills
1.5.4 Achievement: Number of participants increasing financial capabilities
1.5.5 Achievement: Number of participants increasing ICT skills
1.5.6 Progression: Number of participants maintaining tenancies

| | | | By whom? | | | By when? | | |
|---------------|--|----------------|----------|--|-----------|----------|-------|-------|
| Action No | How we will achieve our objective? (Action Plan) | KPI ref | Owner | Partners involved in delivery | Resources | 15/16 | 16/17 | 17/18 |
| Cross cutting | Financial inclusion: delivery of locality based partnership training | 1.5.2 1.5.4 | WBS/CLDS | Welfare Benefits Service, CABx, SB Customer Services, CLDS, Libraries plus | | x | | |

| | |
|---|--|
| Link to Corporate Priority No. or CPP Priority | What do we want to achieve? (CLD Objectives and short term outcomes) |
| CP4 | Key Objective 2: Build the capacity and resilience of Earlston Learning Community and the voluntary sector |
| Reducing Inequalities Strands | EMPLOYMENT & INCOME, HEALTH & WELLBEING, KEEPING PEOPLE SAFE, SKILLS & ATTAINMENT, HOUSING |
| CLDS & Partners Business Plans | CLD short term outcomes <ul style="list-style-type: none"> • Partners will increase the capacity of organisations and community groups to support more volunteering opportunities • 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 partner • Effective networks will support referral of targeted groups to CLD LC opportunities and community groups |
| High Level Generic Key Performance Indicators | |
| CLD Intermediate outcome measures: This is the range of measures that partners should use for projects delivering outcomes linked to building community capacity to reduce inequalities 2.1 Participation: Number of people volunteering in Community groups 2.2 Achievement: Number of community groups with confident, skilled and active members 2.3 Progression: Number of Community groups supporting learning 2.4 Progression: Number of community groups delivering services 2.5 Progression: Number of community groups supporting opportunities that mitigate welfare reform and digital inclusion 2.6 Progression: Number of community groups which have active and influential roles in local and wider decision making 2.7 Progression: Number of productive networks and relationships with other agencies | |

| | | | By whom? | | | By when? | | |
|---------------|--|---------|---------------------------|-------------------------------|-----------|----------|-------|-------|
| Action No | How we will achieve our objective? (Action Plan) | KPI ref | Owner | Partners involved in delivery | Resources | 15/16 | 16/17 | 17/18 |
| Cross cutting | Volunteering: develop a strategic approach to building capacity across CLD partners to adopt and implement relevant volunteer guidelines | 2.1 | Volunteer Centre Borders | | | X | X | X |
| Cross cutting | Make use of existing networks to enhance practice sharing and referral across partners | 2.7 | CLD Strategic Partnership | CLD partners | | x | x | x |
| | | | | | | | | |

Gaps

All of the following points were identified by partners but weren't picked up as first, second or third choice priorities.

| Gap | Rationale for not addressing in plan |
|--|---|
| Housing - Accessing services (means tested) / encouraging engagement | <i>This will be taken on board generally, with support of partners where appropriate.</i> |
| ECON/EMPL'T Cost of/access to transport - extra curric (yo) and services (all) | <i>Research is being undertaken by other services and SBC 3 year research plan which will inform us of action required.</i> |
| ECON/EMPL'T Lack of paid apprenticeships | <i>Strategic Group looking at implementation of Wood Commission Recommendations Borderswide</i> |
| ECON/EMPL'T Lack of transport to work place at approp times | <i>Awaiting research findings.</i> |
| ECON/EMPL'T Support for those in poverty across number of welfare concerns | <i>Address this on ongoing basis as it is identified.</i> |
| EDUC Support services / life skills for yp pre & during tenancies | <i>SBHA involvement as partners in SQA modules being offered within school setting will support this.</i> |
| KPS Number of anti social behaviour incident in Earl/Lauder (& Stow area) | <i>Ongoing work, addressing issues and corresponding with community police in areas our partners can support.</i> |
| GEO ACCESS Travelling distance from services | <i>Awaiting research</i> |

Consultation

| Who was consulted | How many people were involved | Main issues raised | Equalities Impact Assessment: protected characteristic where known? |
|---|-------------------------------|--|---|
| More Choices More Chances group | 3 | Young people from More Choices More Chances group reported that transport was a challenge to access, due to where they lived (Gordon and Oxton respectively). From Gordon, access to Galashiels where most of their friends meet is challenging if you wish to travel after 7.00 pm. Although they deemed it positive that there were buses available to travel to central as well as Berwick area, they mostly relied on lifts from parents / carers to take and pick up there are few buses. | Female (all 16 years) |
| Survey Monkey, Council website | 3 | Life in general is positive. More communication on what is available should be shared. More support is required for learning in ur own community. | Male, 65+ Female, 25-64 yrs Male, 25-64 yrs |
| Earlston High School Survey (Nov 2014) | 780 | There are 30 extra curricular activities and groups in EHS which a high percentage of pupils attend. | Young people, mixed gender 11-18 years |
| Young People Survey (2012) | 301 | More young people (S1&S3) would become involved in volunteering if they were more aware of opportunities available and had someone to support them in engaging in this. A high percentage of young people (S1&S3) have an adult/advocate in their life that they would trust to talk on their behalf and represent their interests in a fair way. | Young people, mixed gender, 11-18 years |

(EIA: The groups listed relate to the new statutory requirements of the legislation i.e. the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation, together with equality and diversity themes particularly relevant to The Scottish Borders - health, human rights, rurality and deprivation.

Improvement Planning:

- **Progress on plans will be reported regularly to the Partnership using the logic model format.**
- **The Partnership will carry out an annual self evaluation to see how the Plan is working and what needs to happen next.**

CLD partners who have contributed to this Plan to date :-

Borders Carers Centre – YAC service
Borders Sport and Leisure Trust
The Bridge
Citizens Advice Bureau
Community Learning and Development Service (Youth/Adult Learning)
Earlston Community Council
Earlston Primary School
Earlston Youth Catchment, Voluntary Youth Work Manager
Libraries
LGBT Youth Scotland
Lauder Community Council
Lauder Primary School
NHS, School Nurses
Opportunities for All, Community Learning and Development
Police Scotland
Scottish Borders Housing Association
Skills Development Scotland
Volunteer Centre Borders

For more information about this plan contact:

Coreen Knight, Community Learning and Development Worker

Tel 01896 849 282 Email:

For more information about the CLD Strategy contact:

Oonagh McGarry CLD Team Leader (adult)
Norrie Tait CLD Team Leader (youth)
Scottish Borders Council Headquarters, Newtown St Boswells, Melrose, TD6 0SA
Tel 01835 824000

Glossary of Terms

| | |
|---------------|--|
| CAB | Citizens Advice Bureau |
| CLD | Community Learning and Development |
| CLDS | Community Learning and Development Service |
| CLD LC | Community Learning and Development Learning Community |
| HI | Health Improvement |
| LGBT | Lesbian, Gay, Bisexual, Transgender |
| NHS | National Health Service |
| PSE | Personal and Social Education |
| RI | Reducing Inequalities |
| SDS | Skills Development Scotland |
| SQA | Scottish Qualification Authority |
| VCB | Volunteer Centre Borders |