

CLD Learning Community Partnership

Jedburgh Learning Community

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 **Jedburgh 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 Jedburgh , people with an interest in CLD have been working towards this vision of Jedburgh 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 Jedburgh.

Summary of the Jedburgh Learning Community

The Jedburgh Learning Community covers the area served by Jedburgh Grammar School and its feeder primary schools. It is the second smallest Learning Community in the Scottish Borders with a 2012 population of 7,455 and includes the town of Jedburgh as well as the smaller settlements of Denholm, Nisbet, Oxnam, Ancrum, Lanton, Bonchester Bridge, Chesters and Minto. The population structure is older than average with lower proportions of children and working age people and a higher proportion of pensioners than the Scottish Borders norm. With only 392 high school pupils in 2012, Jedburgh Grammar has the second smallest secondary school community in the Scottish Borders. (Eyemouth High School is the smallest with 389 pupils).

N.B. In the 2014/15 Academic Year, Jedburgh Grammar School became the smallest high school with a roll of 345 pupils.

Attendance rates are generally in line with the Scottish Borders Average but staying on rates are generally below the Scottish Borders averages. S4, S5 and S6 average tariff scores in 2011/2012 were all below the Scottish Borders Average, but these figures may be slightly skewed by the relatively low number of candidates. Despite this, the proportion of school leavers going into a positive destination is well above average. Great improvements were made in the 2012/2013 academic year for the S5 & S6 tariff scores with the learning community average now being above the Scottish Borders Average. Much of the rural area surrounding the town of Jedburgh has a high Access Deprivation rating due to its long drive times and poor public transport connectivity to services.

Profile of the Learning Community

Identified need to reduce inequalities:

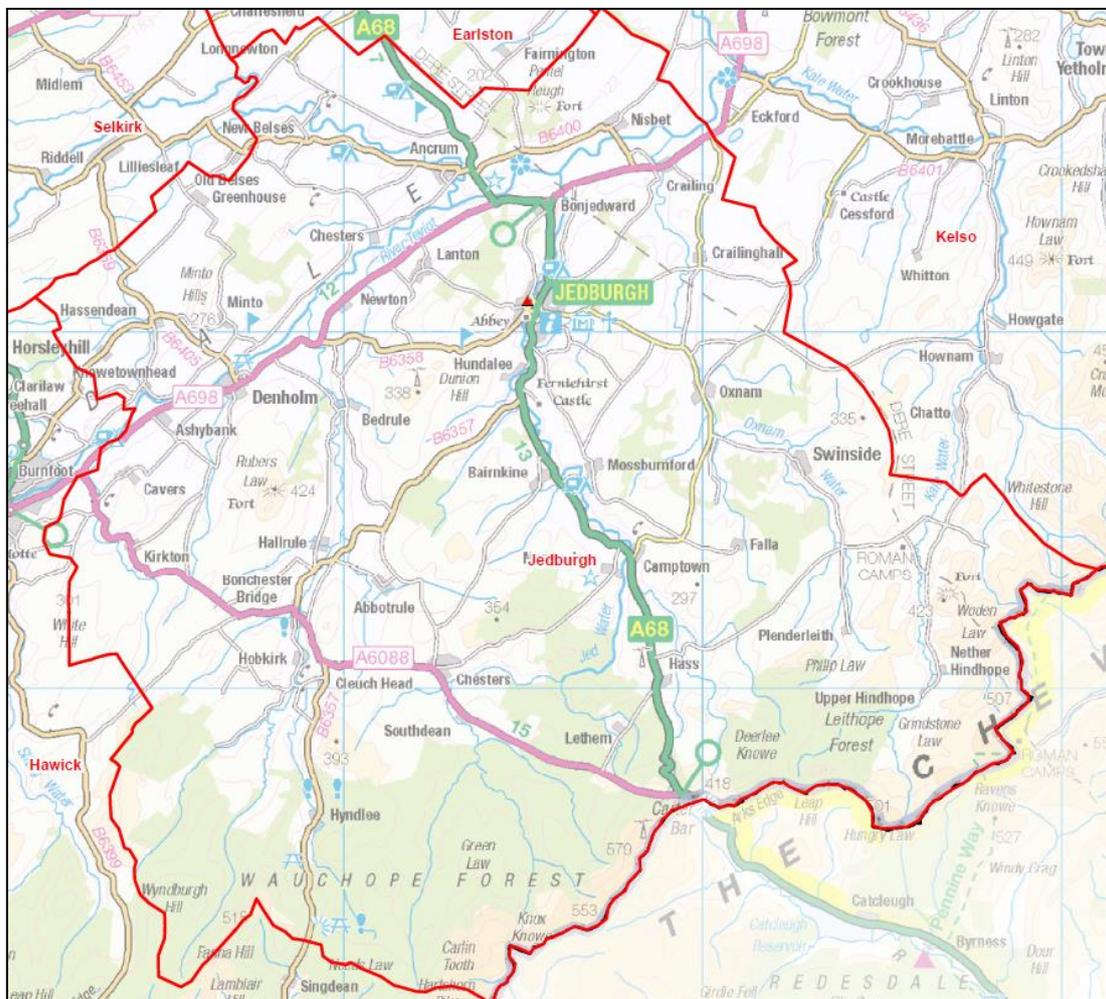


Figure 1 Map of the Jedburgh Learning Community

The profile of the Jedburgh Learning Community has been created using the Community Planning Partnership's Reducing Inequalities themes to identify where attention should be focused.

The themes are:

- Health and Wellbeing
- Skills and Attainment
- Employment and Income
- Housing
- Keeping people safe

The following sources of data have been used to create the profile:

- SIMD
- SNS
- SCOTPHO
- SBC produced profiles

Scottish Index of Multiple Deprivation & Data Zones

The Scottish Index of Multiple Deprivation (SIMD) divides Scotland into 6,505 small areas, called data zones, each containing around 350 households/ average of 800 people. Each data zone has a ranking, from 1 (most deprived) to 6,505 (least deprived).

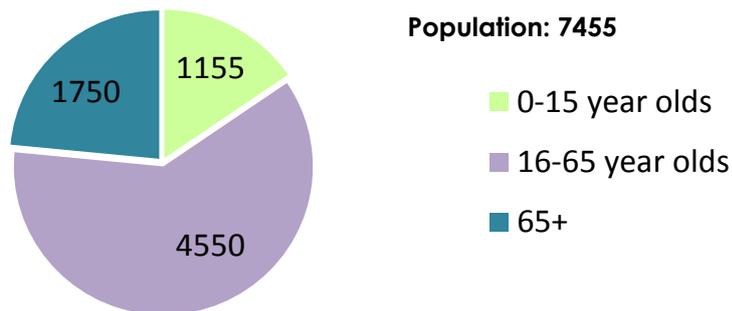
In identifying which Data Zones would make up the Jedburgh learning Community, Scottish Borders Council identified the best fit secondary school for each Data Zone. In using this approach the following 10 Data Zone were identified as making up the Jedburgh Learning Community.

Data Zone Number	Data Zone Name
S01005364	Bonchester Bridge/Chesters
S01005384	Minto/around (not inc) Denholm
S01005385	Nisbet/Oxnam
S01005386	Denholm
S01005387	Jedburgh – Howden
S01005388	Jedburgh – Doom Hill
S01005389	Jedburgh – Abbey
S01005390	Jedburgh – East Central
S01005391	Jedburgh – West Central
S01005393	Ancrum/Lanton

In using this approach there are a few Data Zones in which the young people will live in the Jedburgh learning community but attend the high school in a neighbouring learning community. If in creating our learning community plans there is an identified need which arises for those young people living in one learning community but attending school in another, the 2 learning community partnerships will look to address this need jointly.

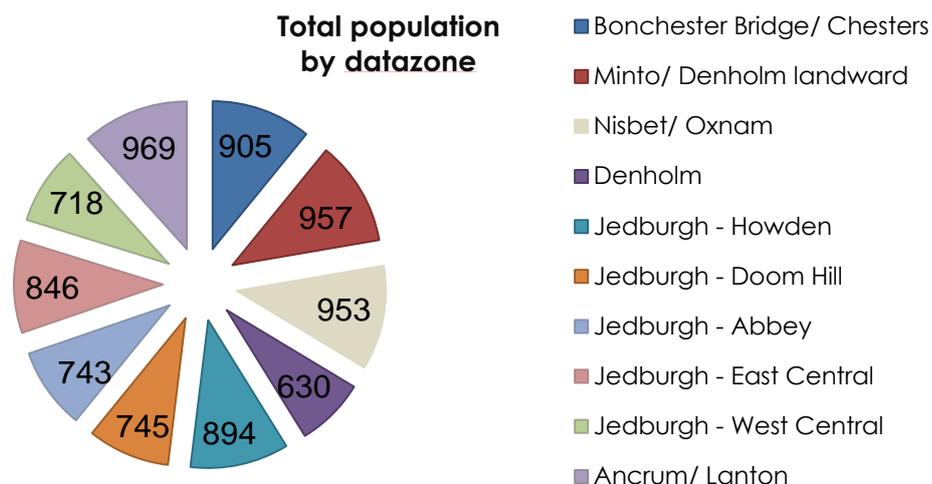
Who lives in the Jedburgh Learning Community?

Population has been broken down into 3 main groups; children, working age and pensionable age. The breakdown of these is shown in the chart below.



In comparison with the Scottish Borders averages the Jedburgh Learning Community has a slightly higher than average proportion of pensionable-age people and a slightly lower than average proportion of children and working age people. This is reflected in the falling school roll for Jedburgh Grammar School which currently stands at 345 pupils making it the smallest high school in the Scottish Borders.

The population breakdown across all of the data zones is shown below.



Introduction

The Jedburgh Learning Community is overall a very safe, healthy and happy place to live. It was recently voted by the Sunday Times newspaper as number 22 out of 50 of the best places to live in rural Britain. This along with the generally positive SIMD rankings has proven to be a challenging issue for the partnership to address and identifying significant areas of deprivation through statistics has been difficult. As with any rural community the SIMD rankings begin to lose validity and are opened up to wider scrutiny when interpreting due to the small population size. Often when a percentage suggests there is an issue, once analysed this is only representative of 2 or 3 people which doesn't necessarily represent a major issue. The partnership has chosen to combine the use of SIMD data with identified needs from service users and organisational data to determine the areas to work towards.

During the formation of this plan the partnership drew up a list of opportunities and threats to the success and sustainability of the plan. These can be seen below.

Opportunities	Concerns
<ul style="list-style-type: none"> • Network • Joint working on local issues • Strategic direction • Facilitation of introductions & small groups for future joint working/funding opportunities • Prevent youth offending in locality (reduce public spending(court, vandalism etc) • Parenting classes • Skill Share – Problem solving • More knowledge of area + needs • Training opportunities • Adult learning • Youth Work links • Get clicking/Book Bug • Assertive outreach • Early Years Centres – Visibility of service for women • Delivery of training on Domestic Abuse & effects on Women, Children & young people. Available to CLD Groups • Volunteering opportunities • Aid with YP Awards • Increased Work experience opportunities 	<ul style="list-style-type: none"> • Inability to complete intended outcomes due to reduction in services. • Inability to draw down funding due to low levels of deprivation • Available spaces at reasonable prices • Transport • Not enough volunteers/already volunteering • Low Employment opportunities • Time • Small Representation on partnership • Not everyone interested • Convincing groups/agencies of the value/benefit of joint working • Giving community council's more control – monitor – own agenda • 1 board/2 learning communities “misrepresentation” • Distribution of services across the locality • Staffing + Capacity • Knowledge & understanding of service & confidence • Tracking of impact • Changing mindset of staff & management • Volunteering Board

One of the areas causing the greatest concern for the Partnership is the gradual reduction in services and agencies serving the area mainly due to not having a large enough population of households living in deprivation. This has brought with it the issue of people having to leave the area to access the services they require, thus reducing the population and resulting in a negative impact upon the economy. What the statistics do show is that although in 2012 there were no major issues of deprivation there has been an increase in overall deprivation levels within the Jedburgh Town Data Zone in the last 10 years as shown in the table below.

JEDBURGH (Town) DATA	2004	2006	2009	2012
Howden	3928	4101	3969	3403
Doom Hill	3752	3975	3435	3352
Abbev	4023	3186	2977	2838
East Central	4370	4286	3541	3241
West Central	4632	4475	4621	4590
SURROUNDING AREAS				
Bonchester Bridge/Chesters	3746	4085	3682	3719
Minto/Denholm Landward	4957	4916	4756	5070
Nisbet/Oxnam	4508	4782	4475	4573
Denholm	4792	4440	4667	5008
Ancrum/Lanton	4379	4737	4400	4489

What follows in the next section of this report is a summary of the Reducing Inequalities Themes that the partnership have identified as having needs which should be addressed.

RI Strand: Employment an Income

The number of young people leaving Jedburgh Grammar School with a positive destination (95.7%) is above the Scottish Borders average (94.2%). This is a good improvement from the previous year when it was below the Scottish Borders Average (SB = 92% and JGS = 89.2%)

Current statistics from Skills Development Scotland show that only 1 person is currently unemployed and 1 person has an unknown status.

This is clearly a positive story, where the issue lies in this theme is the range of opportunities available to the young people in Jedburgh.

The percentage of young people who went onto Higher education in 2013/14 was above average with SB = 41.6% and Jedburgh GS = 44.3%. However out of the 9 high schools in the Scottish Borders this places it as the 4th ranked school for sending young people onto higher education. This is obviously not a negative comment on the school. However if you look at the main occupations of the people who live in this learning community a Higher Education is not necessarily required for the employment opportunities in the area, resulting in young people going to university and not coming back due to the opportunities not being there.

SIMD occupations which have the highest representations in this learning community are Category 4. Administrative and secretarial occupations, Category 5. Skilled trades occupations, 6. Caring, leisure and other service occupations, Category 7. Sales and customer service occupations, Category 8 Process, plant and machine and operatives and Category 9 Elementary Occupations.

The partnership have chosen to focus on Employment and Income as one of its priorities over the next 3 years in order to widen opportunity within the learning community, grow the local work force and widen partnerships with employers in the area. The identified outcomes to achieve this are set out below. It is hoped this will be to make Jedburgh an excellent place to live, work and play for current and future families.

Employment and Income Outcomes

- 1. Increase the number of young people (S3-S6) with outcomes of increased employability through early intervention and youth work approaches to remove barriers to learning*
- 2. Increase the number of young people involved in volunteering in the learning community (Target age 12 to age 24yrs) through youth work approaches with Jedburgh Grammar School*
- 3. Increase young people's aged 12 – 25yrs knowledge and understanding of employment opportunities both locally and nationally.*
- 4. Introduction of Opportunities for All school group, termly meetings to compliment Transitions meetings*
- 5. Enhanced partnership working to develop Activity Agreements (pre/post school)*

RI Strand: Health and Wellbeing

The Jedburgh Learning Community has a generally healthy population. However there is an issue over access to a GP via public transport in the area. 93% of households in this learning community have access to one or more cars making the public transport issue not too much of a problem. However, there is an issue if someone becomes too unwell to drive and either needs to get public transport or is waiting on an ambulance or doctor to come to see them at home. This is a particular issue in the Bonchester Bridge/Chesters area where they are ranked 14th in Scotland as most deprived in terms of access to services via public transport. (See Geographic Access Section)

- **Alcohol and Drugs**

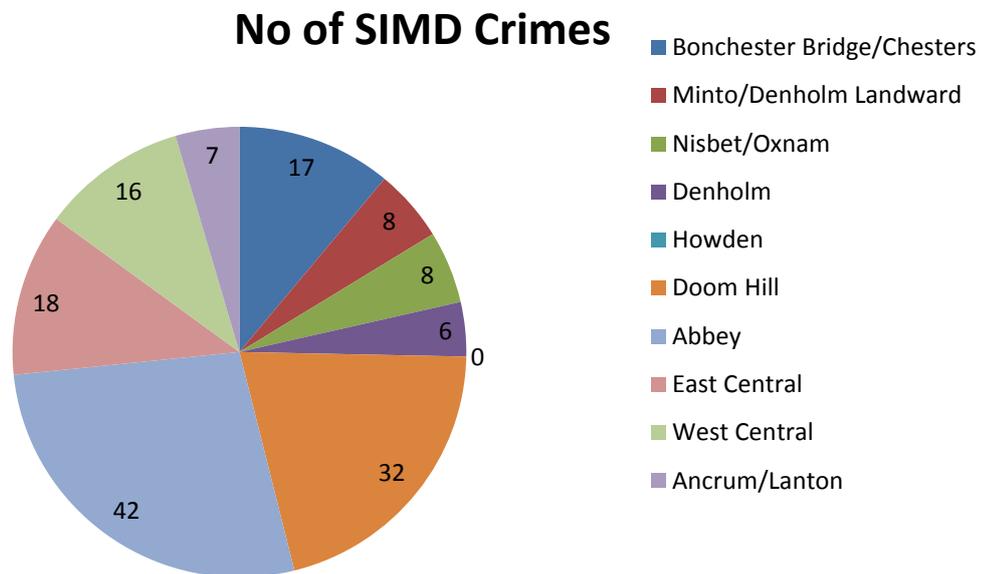
Another area which is a rising concern is the number of alcohol related discharges from hospital in Jedburgh Town. This is the area in the catchment with the highest number of public houses and shops which sell alcohol, so this isn't too surprising. At present the rate of 5.3 per 100,000 of the population is just below the Scottish Borders Average of 5.4 per 100,000.

There is a particular concern in the Jedburgh - Abbey Data Zone where both the alcohol and drugs related hospital episodes have been on the increase since the 2006 SIMD and are above the Scottish Borders average as shown in the charts below.

The table shown below shows a comparison of the deprivation crime ranks by data zone for 2006 and 2012.

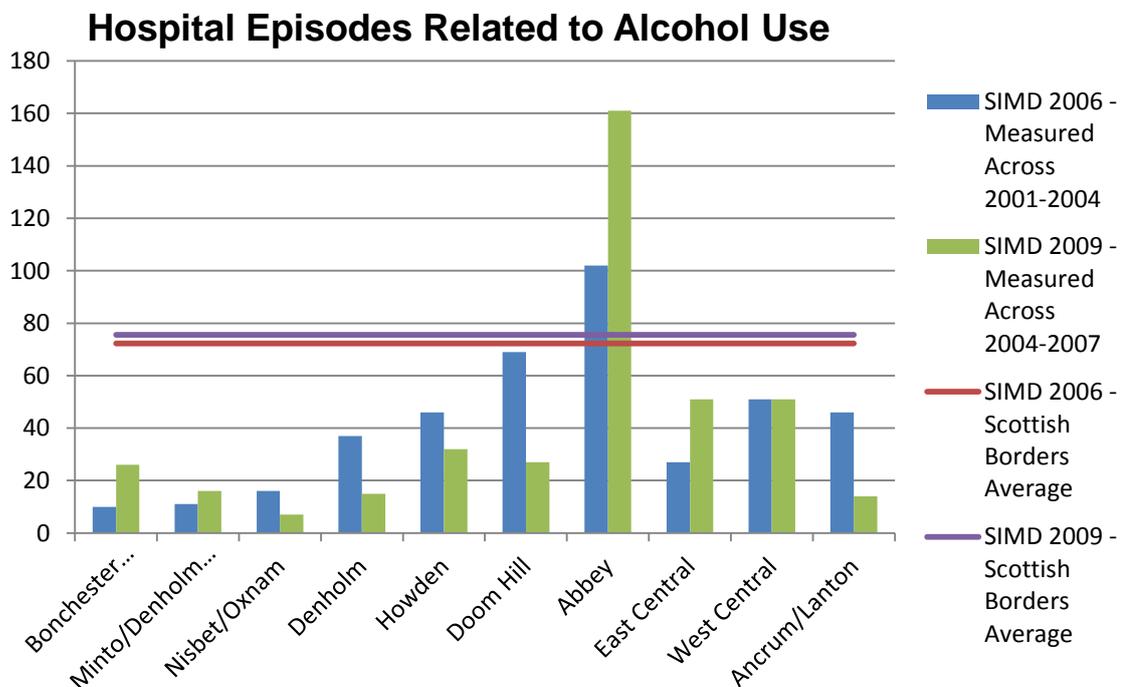
JEDBURGH (Town) DATA	2006 RANK	2012 RANK	Increase or Decrease
Howden	5314	6142	Decrease in crime
Doom Hill	1280	2159	Decrease in crime
Abbey	840	1622	Decrease in crime
East Central	4539	3858	Increase in crime
West Central	895	4249	Decrease in crime
SURROUNDING AREAS			
Bonchester	6173	4311	Increase in crime
Minto/Denholm Landward	5746	5600	Increase in crime
Nisbet/Oxnam	6046	5782	Increase in crime
Denholm	4762	5446	Decrease in crime
Ancrum/Lanton	6260	5856	Increase in crime

In order to move the data into the realm of what this looks like in reality the actual crime figures for 2012 which were used to calculate the above ranking can be seen in the chart below.

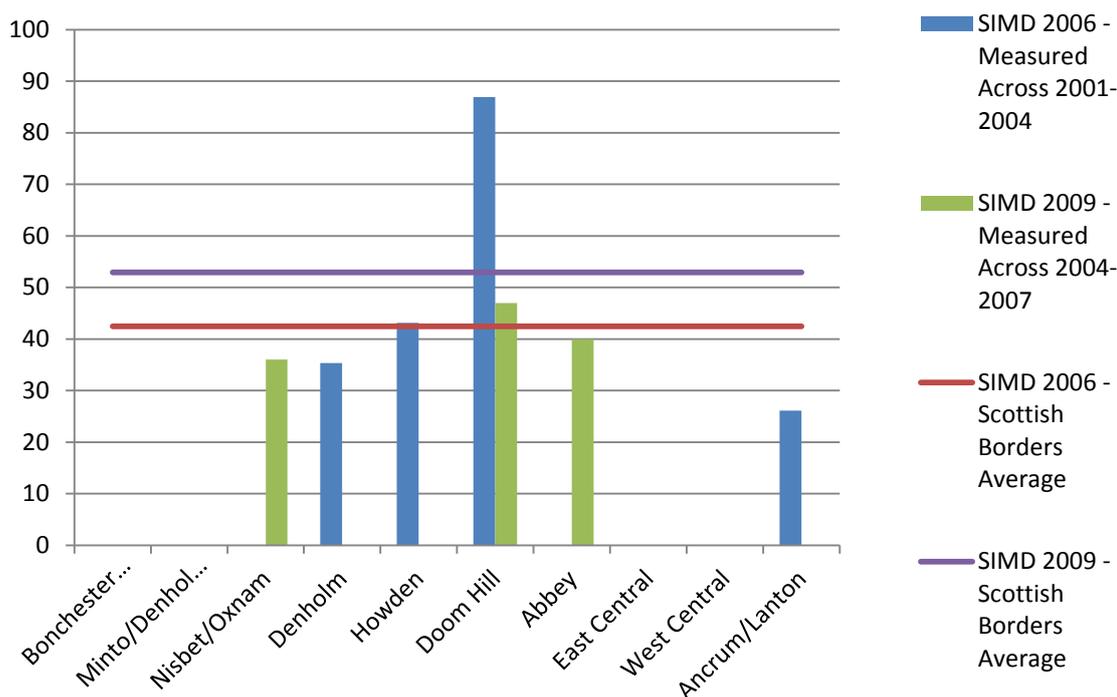


As you can see from the charts and tables, crime has been on the decrease in this area but is still highest in Jedburgh – Abbey so to ensure a continued improvement, the partnership has chosen to focus on early intervention around drug and alcohol misuse.

The Jedburgh – Abbey Data Zone also has the majority of the crime in this learning community and it is felt that some of this may be alcohol related.



Hospital Episodes Related to Drug Use



As you can see from the chart above there are only 3 Data Zones in Jedburgh which have Hospital Episodes relating to drug use. Once again the Abbey area has shown to be an area of concern however the Doom Hill Data Zone is showing greater concern around this.

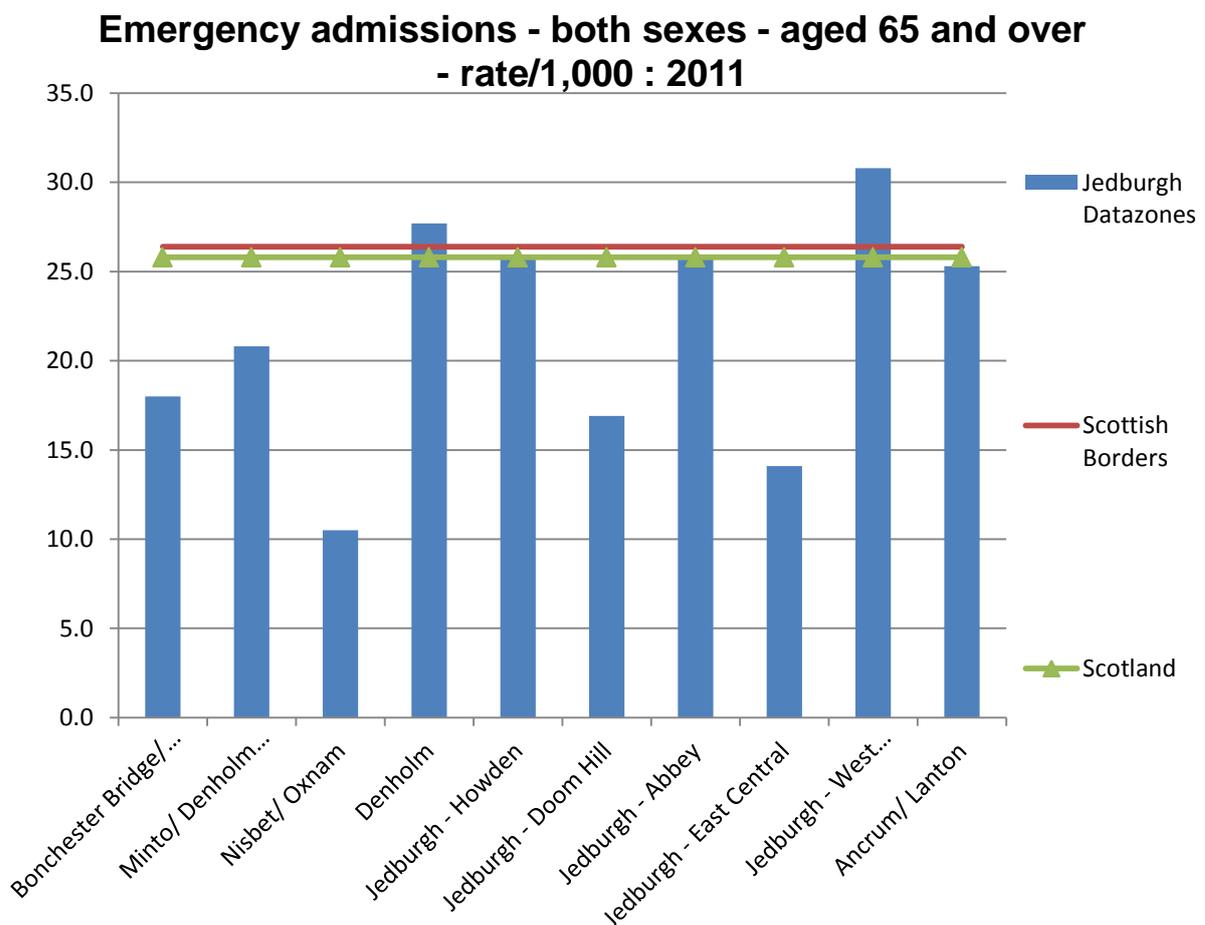
The best approach when tackling current or potential issues around alcohol and drugs misuse is early intervention and prevention. In order to gain statistical information around alcohol and drugs use in young people we have to look to the Scottish Schools Adolescent Lifestyle and Substance Use Survey 2013 (SALSUS). The data currently in the public domain around the results in this survey are for a Borders wide perspective of 13 and 15 year olds. In this the areas which have shown a significant change are;

1. The number of **13 and 15 year olds** who thought it was **ok for someone their age to try drinking alcohol to see what it's like** is above that of the Scottish average. For 13year olds this is 8% higher and for 15year olds this is 7% higher. There has been a significant decrease in both of these groups since the 2010 SALSUS however it is still higher than the Scottish Average.
2. The number of **15 year olds reported using drugs in the last month** has increased by 4% since the 2010 SALSUS and is now 1% above the Scottish Average.
3. Another increase since 2010 is the number of **15 year olds** reported **usually taking drugs at least once a week** (including those taking drugs 'most days'). This has increased by 3% since 2010.

- **Emergency Admissions for those 65yrs+**

As mentioned previously the Jedburgh Learning Community has a slightly higher than average proportion of pensionable-age people in the population and unfortunately at present we only have one representative on the group who works with older adults within the partnership. This has meant that much of the focus of the partnership has been drawn to young people and the working age population. The partnership would like to address this over the coming year and target consultations will take place with the various groups for older adults in the Jedburgh area to ensure that their voice is not being missed, underrepresented or that there is a need that is not being addressed which is of high importance for this group.

As you can see from the chart below along with the higher proportion of older adults, two of our Data Zones also have a higher proportion of emergency admissions in the over 65yrs population. Three other Data Zones also sit very close to the Scottish average emergency admission rate. For this reason it is of high importance that we grow stronger representation in our partnership to understand the needs of this group in our community and find out if there are ways through community learning and development activity we can reduce the emergency admission rates in this age group.



- **Participation of Rural Communities in Decision making processes**

In undertaking the process of the response to the CLD Strategic Guidance the decision was taken to formerly split the Cheviot Learning community into its two respective high school clusters and create individual learning communities. Thus giving focus to the very different needs each community has and allowing their voices to be heard and addressed.

This has brought with it some challenges, particularly around the boundaries of each learning community. There are a number of villages that sit on that boundary line and the young people may attend Kelso or Hawick High Schools instead of Jedburgh Grammar. Giving rise to a concern that using the traditional educational routes of consultation through school time, parents evening etc voices may get lost.

This is why it is a priority of the CLD Partnership in Jedburgh to look at different ways of consulting with each community over the next year to ensure equal representation.

There are also a number of initiatives about to come into place over the next 12 months which will aid this work e.g. young people represented by young people on the Education Executive, which will help broaden Scottish Borders Youth Voice and also the Community Planning Partnership pilot project which will take place in Cheviot allowing the community to have their say and needs reviewed across multiple services.

It is hoped that by increasing the voice of the people of Jedburgh we will help to increase the pride people have of this learning community and show people outside of the area why Jedburgh is a great place to live.

The partnership have chosen to focus also on Health and Wellbeing as one of its priorities over the next 3 years. The identified outcomes to achieve this are set out below.

Health and Wellbeing Outcomes

- 1. Increase the number of parents and children with the knowledge and confidence to make healthier life choices through learning.*
- 2. Increase Young People's resilience and active participation in the community*
- 3. Decrease the number of older adults reporting to GP's/A&E as a result of an emergency admission.*
- 4. Increase participation in decision making processes by those living in rural communities, to reduce isolation*

RI Strand: Qualifications, Skills and Attainment

Educational attainment in the Jedburgh Learning Community has seen a significant improvement over the last few years. The deprivation figures gathered in 2012 are the most recent publicly available statistics for the area and as you can see from the table below do not necessarily show this improvement.

For Example in 2014, the percentage of pupils who applied to Edinburgh University and were offered a place was higher from Jedburgh Grammar School than any other Borders school. 92.3% compared to a Borders average of 49.1%.

When calculating Education Deprivation for the SIMD the following statistics are used:

- School Pupil Absences
- Pupil Performance on SQA at Stage 4
- Working age people with no qualifications
- 17-21 year olds enrolling into full time higher education
- School leavers aged 16-19 not in education, employment or training

Data zone SIMD Ranks

JEDBURGH (Town) DATA	2004 RANK	2012 RANK	Improvement or Decline
Howden	2234	2593	Improvement
Doom Hill	2981	3148	Improvement
Abbey	4009	2879	*Decline
East Central	2481	2380	*Decline
West Central	3770	4169	Improvement
SURROUNDING AREAS			
Bonchester Bridge/Chesters	5041	4932	Decline
Minto/Denholm Landward	5701	4710	Decline
Nisbet/Oxnam	5152	4790	Decline
Denholm	3427	3126	Decline
Ancrum/Lanton	5035	4171	Decline

As shown in the table above the 2 data zones* which are possibly showing a cause for concern are the Jedburgh – Abbey (largest decline in performance) and Jedburgh – East Central (most educationally deprived) data zone.

All of the rural areas, albeit in the top 50% in Scotland for performance, have shown a decline in performance. Particularly in the Minto/Denholm Landward, Denholm and Ancrum/Lanton data zones, with the Denholm data zone being the lowest performing of the surrounding areas. As mentioned at the beginning of this profile

the 2 Denholm data zones are covered by both Hawick High and Jedburgh Grammar Schools.

There are 5 primary schools and one high school in the Jedburgh Learning Community. Pupils within 3 of the primary school areas have an option to attend Hawick High School depending upon home address. There is also 1 additional support needs school for 16 – 19year olds with complex needs.

Overall attendance rates at both primary and secondary school are good. (The Jedburgh – Abbey area has the lowest attendance rates in both Primary (93.3%) and Secondary School (89.9%). This is below the local and national average.

There are increasing opportunities for qualifications outside of the classroom through Duke of Edinburgh, Youth Achievement Awards, Dynamic Youth Awards, Sports Leaders etc

In the Scottish Borders, the majority of S4 pupils achieve at least 5 awards at foundation level standard grade. Attainment at credit level is higher in the Scottish Borders than Scotland as a whole but there is wide variation between most and least deprived areas. The comparators of this for the future will change slightly with the new qualifications structure.

In the Scottish Borders attainment at S5 and S6 is in line with Scottish average but in 2012 there were no S6 pupils from Jedburgh – Abbey area (4 S6 pupils live in this datazone) with 5 awards at Level 6. The Jedburgh – East Central area was the next lowest with only 20% of pupils achieving at this level. (1 out of 5 Pupils). The other areas in Jedburgh show attainment rates of approximately 50% with only the Ancrum/Lanton and Jedburgh – Howden areas achieving 100% a combined total of 4 pupils.

There is a notable difference between attainment levels of the least and most deprived pupils in the Scottish Borders in S4/S5/S6.

Pupils in the Minto/Denholm Landward area are the most likely in the catchment to go onto Further (33.3%) or Higher Education (66.7%)

The only 3 areas in the catchment which has young people who leave school classed as unemployed and seeking employment or training are Jedburgh – Doomhill (20%), Jedburgh – Abbey (14.3%) and Jedburgh – East Central (16.7%).

Attainment 2012/2013

JEDBURGH (Town) DATA	S4						S5			S6						
	No pupils	No of pupils with English and Maths at SCQF lvl 3 or above	% of pupils with English and Maths at SCQF level 3 or above	% of pupils with 5 awards at SCQF level 5 and above	% of female pupils with 5 awards at SCQF level 5 and above	% of male pupils with 5 awards at SCQF level 5 and above	% of pupils with 5 awards at SCQF level 6 and above	% of female pupils with 5 awards at SCQF level 6 and above	% of male pupils with 5 awards at SCQF level 6 and above	% of pupils with 1 award at SCQF level 7 and above	% of pupils with 5 awards at SCQF level 6 and above	% of female pupils with 1 award at SCQF level 7 and above	% of female pupils with 5 awards at SCQF level 6 and above	% of male pupils with 1 award at SCQF level 7 and above	% of male pupils with 5 awards at SCQF level 6 and above	
Jedburgh - Howden	10	10	100.0	20.0	25.0	16.7	16.7	0.0	50.0	100	100	100	100	100	100	
Jedburgh - Doom Hill	14	13	92.9	21.4	22.2	20.0	0.0	0.0	0.0	25	50			25	50	
Jedburgh - Abbey	4	4	100.0	50.0		50.0	50.0	50.0		0	0	0	0	0	0	
Jedburgh - East Central	17	16	94.1	23.5	28.6	20.0	0.0	0.0	0.0	20	20	25	25	0	0	
Jedburgh - West Central	11	11	100.0	45.5	50.0	42.9	30.0	37.5	0.0	11.1	55.6	0	60	25	50	
SURROUNDING AREAS																
Bonchester Bridge/ Chesters	11	10	90.9	54.5	80.0	33.3	33.3	25.0	50.0	0	50			0	50	
Minto/ Denholm landward	7	7	100.0	42.9	33.3	100.0	0.0	0.0		12.5	50	0	100	14.3	42.9	
Nisbet/ Oxnam	6	6	100.0	33.3	100.0	0.0	11.1	12.5	0.0	50	50	100	100	0	0	
Denholm	6	6	100.0	0.0	0.0	0.0	16.7	25.0	0.0	50	50	0	0	100	100	
Ancrum/ Lanton	16	16	100.0	37.5	50.0	25.0	0.0	0.0	0.0	0	100	0	100			

School Leavers Destinations 2012/2013

JEDBURGH (Town) DATA ZONES	% Higher Education	% Further Education	% Employment	% Unemployed and seeking employment or training	6 Month Follow Up % Positive	6 Month Follow Up % Other
Jedburgh - Howden	8.3	75	8.3	0	91.7	8.3
Jedburgh - Doom Hill	30	30	20	20	80.0	20.0
Jedburgh - Abbey	28.6	42.9	0	14.3	100.0	0.0
Jedburgh - East Central	0	50	25	16.7	100.0	0.0
Jedburgh - West Central	42.9	28.6	28.6	0	92.9	7.1
SURROUNDING AREAS						
Bonchester Bridge/ Chesters	25	25	25	0	100.0	0.0
Minto/ Denholm landward	66.7	33.3	0	0	100.0	0.0
Nisbet/ Oxnam	25	50	25	0	100.0	0.0
Denholm	50	50	0	0	100.0	0.0
Ancrum/ Lanton	10	60	30	0	90.0	10.0

Exploring the results in the table above, it is a very positive story regarding young people in this learning community leaving school for a positive destination. The only slight concern to explore further is the 6 month following up for the Jedburgh-Doom Hill area where 20% of the young people have fallen into the other category.

School Leavers Destinations 2012/2013 – By Gender

JEDBURGH (Town) DATA ZONES	Male				Females			
	% Higher Education	% Further Education	% Employment	% Unemployed and seeking employment or training	% Higher Education	% Further Education	% Employment	% Unemployed and seeking employment or training
Jedburgh - Howden	14.3	71.4	0	0	0	80	20	0
Jedburgh - Doom Hill	42.9	28.6	14.3	14.3	0	33.3	33.3	33.3
Jedburgh - Abbey	0	60	0	20	100	0	0	0
Jedburgh - East Central	0	33.3	16.7	33.3	0	66.7	33.3	0
Jedburgh - West Central	42.9	42.9	14.3	0	42.9	14.3	42.9	0
SURROUNDING AREAS								
Bonchester Bridge/ Chesters	25	25	25	0				
Minto/ Denholm landward	71.4	28.6	0	0	50	50	0	0
Nisbet/ Oxnam	0	100	0	0	50	0	50	0
Denholm	50	50	0	0	50	50	0	0
Ancrum/ Lanton	0	71.4	28.6	0	33.3	33.3	33.3	0

- Males – Doom Hill. Abbey and East Central and the 3 zones where there are males who fall into the unemployed and seeking category.
- Females – Doom Hill, only zone where there are females who fall into the unemployed and seeking category.

JEDBURGH (Town) DATA ZONES	All people aged 16 and over	All people aged 16 and over: No qualifications	All people aged 16 and over: Level 1 (up to Standard Grade or equivalent)	All people aged 16 and over: Level 2 (up to Higher and Advanced Higher or equivalent)	All people aged 16 and over: Level 3 (college degree)	All people aged 16 and over: Level 4 and above (university degree)	Percentage Total Population - Pensionable Age : 2012
Jedburgh - Howden	746	40.5	27.2	13.4	8.2	10.7	24.4
Jedburgh - Doom Hill	625	29.9	29.6	11.2	9.6	19.7	22.6
Jedburgh - Abbey	670	31.5	23.9	14.0	9.0	21.6	24.9
Jedburgh - East Central	674	33.5	30.7	13.1	8.3	14.4	17.3
Jedburgh - West Central	630	33.7	27.5	13.2	8.3	17.5	26.5
SURROUNDING AREAS							
Bonchester Bridge/ Chesters	791	23.1	23.4	14.5	9.4	29.6	23.2
Minto/ Denholm landward	807	19.6	20.9	15.5	10.0	34.0	22.5
Nisbet/ Oxnam	809	18.4	24.6	16.3	10.5	30.2	29.6
Denholm	555	29.5	22.0	13.9	7.7	26.8	28.9
Ancrum/ Lanton	786	27.4	22.1	12.7	9.7	28.1	26.7
Scotland		26.8	23.1	14.3	9.7	26.1	
Scottish Borders		27.9	22.7	13.8	8.7	27.0	

The rural areas in the Jedburgh Learning Community are the ones which have above the Scottish average of the population who have a university degree or above. These are also the areas with a higher population of pensionable age adults. Without knowing the exact age of those with a degree we are unable to know if they are in the current workforce or retired.

RI Strand: Geographic Access

The purpose of this theme is to explore whether people living in deprived areas face further difficulty accessing services due to their physical location or their personal circumstances.

The most-deprived areas in the Scottish Borders are on the north-eastern edges of the 2 largest towns in the Borders with good transport links to the town's services. The least-deprived areas are situated wholly or partly in small, accessible towns with reasonable local services and good road connections. Neither location is associated particularly with the SIMD geographic access deprivation that is associated with the most rural parts of the region.

Many parts of Scottish Borders do suffer from geographic access deprivation, particularly communities in the Etrick and Yarrow valleys, communities towards the Southern Upland hills and the Scotland-England border and isolated parts of Berwickshire, but these are not particularly associated with Multiple Deprivation.

This raises the question of to what extent people living in scenic rural areas without a main road, mains services, broadband or mobile phone signals actually suffer from rural deprivation, particularly if they have made the choice to live there and have the means to overcome any difficulties. Access deprivation becomes a problem for people who are vulnerable in other ways, such as having a low income, being disabled or living in poor quality accommodation, or perhaps if they have no private transport and are unable to access services.

This is the reducing inequalities theme which holds the highest level of deprivation for this learning community but given the statement above it is also one which will not attract services or external sources of funding due it not being a high enough cause of deprivation.

Geographic Access Deprivation is calculated on the following indicators:

Public Transport (Weighting 0.33)

- Time to GP
- Time to Retail Centre
- Time to Post Office

Drive time (Weighting 0.66)

- Time to GP
- Time to Retail Centre
- Time to Petrol Station
- Time to Primary and Secondary Schools
- Time to Post Office

Access Deprivation Ranks – Public Transport

JEDBURGH (Town) DATA	2006 RANK	2012	Improvement or Decline
Howden	3533	3378	Decline
Doom Hill	4855	3923	*Decline
Abbey	6243	6221	Decline
East Central	4082	4752	Improvement
West Central	5131	5726	Improvement
SURROUNDING AREAS			
Bonchester Bridge/Chesters	250	14	*Decline
Minto/Denholm Landward	269	368	Improvement
Nisbet/Oxnam	249	111	Decline
Denholm	762	4670	*Improvement
Ancrum/Lanton	519	384	Decline

In terms of actual time to destination by public transport this means that for the Bonchester Bridge/Chesters area it takes;

- | | |
|--|--------------|
| • Public Transport time to a GP | 90.2 minutes |
| • Public Transport time to Shopping Facilities | 86.1 minutes |
| • Public Transport time to a Post Office | 84.2minutes |

A recent issue which has been raised in this learning community around public transport is that of the reduction in service of the number 20 bus service. Although not a bus that directly feeds the Bonchester Bridge area it is more than likely a connecting bus. Will the reduction in this service increase the access deprivation and increase the vulnerability of those members of the community that do not have access to a car?

Access Deprivation Ranks – Drive Times

JEDBURGH (Town) DATA	2006 RANK	2012	Improvement or Decline
Howden	3793	3782	Decline
Doom Hill	5043	4928	Decline
Abbey	6210	6064	*Decline
East Central	5813	6061	Improvement
West Central	6053	6170	Improvement
SURROUNDING AREAS			
Bonchester Bridge/Chesters	149	129	Decline
Minto/Denholm Landward	318	473	Improvement
Nisbet/Oxnam	139	200	Improvement
Denholm	1644	4991	Improvement
Ancrum/Lanton	434	361	Decline

In terms of actual drive time to destination this means that for the Bonchester Bridge/Chesters area it takes;

• Time to GP	12.6 minutes
• Time to Retail Centre	12.3 minutes
• Time to Petrol Station	12.4 minutes
• Time to Primary School	13.5 minutes
• Time to Secondary School	12.8 minutes
• Time to Post Office	12.2 minutes

When interpreting this data It is important to note that only 7% of households in the Jedburgh Learning Community **do not** have access to a car.

Geographic Access is a wider issue for the local authority and transport infrastructure in the Scottish Borders and requires a sustainable funding stream which this plan and partnership will not be able to address at this present time. However as you will see from the plan some of the consequences of lack of transport are being addressed for specific groups. Sustainability and reliability are key to the success of public transport and changes may occur over the next few months with the introduction of the train services to Tweedbank. This will remain an item for discussion and review on this plan at present no outcomes or actions will be addressed at this time

Mapping of CLD Activity contributed by partners who have participated in the process to date in the Jedburgh Learning Community

Jedburgh CLD Strategic Planning Priorities – Employment & Income

CLD Short term outcomes	Current Work	Potential Work Ideas	Partners Identified needs
<p>People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work</p>	<p>Active Schools – Recruit + Train young people (mainly senior pupils) + adult volunteers as sports coaches/assistants. Community sports leaders awards, young coach programme. Once trained we bring successful coaches onto BSLT books.</p> <p>- Adult volunteers approach active schools to help with current projects. If of benefit we employ the volunteer + use throughout area clusters.</p> <p>- CSLA/YCP = Increase employability as a sports coach/casual with BSLT following training as a volunteer.</p>	<p>Cheviot Youth – Potential projects will include access to like skills such as catering, interview techniques, CV building etc - Partnership working with CLD and Jed Grammar to increase volunteering Opportunities</p> <p>Active Schools – Advertise for young/adult volunteers for current active schools activities which target primary + secondary pupils.</p> <p>Libraries - Youth volunteers a possibility (volunteers policy)</p> <p>CLDS YW - Employability course for yp identified through the JAAT process in partnership with Borders College.</p>	<ul style="list-style-type: none"> • People generally need to leave Jedburgh to gain access to a career • Low – middle income area • Jobs can still be on a who you know basis with many internally advertising and therefore blocking access. • Occupations – Woollen Mills, retail, farming. • Volunteering and Work Experience opportunities can be limited • Local businesses not advertising vacancies well • Limited course choices in school possibly limiting YP's horizons/constraining young people in school • Aspirations in young people need increased • Skills in Entrepreneurship, self-employment and enterprise needing taught. • Young people are making bad choices due to being unprepared for the transition from school • Young people need to taught skills in resilience, positive risk taking and coping with change.
<p>Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work</p>	<p>Museums – Work Experience from high school (Jed Jail and Mary Queens of Scots House)</p> <p>- Volunteering opportunities for any age (Jed Jail and Mary Queens of Scots House)</p>	<p>Comments</p> <ul style="list-style-type: none"> • Very unequal society that brings social inequality problems with it – compare with Scandinavian countries – would need government long term commitment • More work skills/employability skills as part of education. • Mentors in the work place • Think creatively about skills and where they can be used. How to 	
<p>More people will engage in volunteering opportunities (with a specific focus on young</p>	<p>The Bridge – Variety of voluntary organisations encourage volunteering to benefit the community</p> <p>Libraries – Summer reading challenge - Get clicking, get surfing classes, Improve Computing skills</p> <p>CLDS Adult Learning – adults in Literacies provision, working on Maths English and IT skills, working towards SQA qualifications, with</p>		

people)	guidance/employability support as required	overcome barriers.	
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Jedburgh CLD Strategic Planning Priorities – Health & Wellbeing

CLD Short term outcomes	Current Work	Potential Work Ideas	Partners Identified needs
<p>Individuals and groups will have the capacity and capability to take responsibility for their own health and well-being</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>The Bridge – Capacity Building support to help organisations meet local need.</p> <ul style="list-style-type: none"> • Oral History Sessions, memories etc – Bonchester Care Home, other residential Units • Teviot Wheels accessible community transport – reducing barriers to participation for individuals and groups. • Lunch club at st johns old school for older people • RVS – Social centres for older people • Fitborders – weekly keep fit for older people • CHSS – Stroke club for older people – coping skills • KEC deliver LD support service at Jedburgh Community + Arts Centre • Village halls – as community run venues in rural areas, developing/hosting activities for local people. • The physiotherapy trust – new charity aiming to provide pop up clinics regarding health and wellbeing starting in TD8 • Borders Women’s Aid – Supporting women and facilities • Jedburgh Mens Sheds (Trevor Gallom) • Lunch clubs via BVOPS support • Jedburgh Community Sports Hub – New group bringing all local sports groups together to develop facilities. 	<p>Cheviot Youth – Jedburgh Youth Project will be looking into all of its work especially the physical activity, diet and nutrition work that is planned.</p> <p>Comments</p> <ul style="list-style-type: none"> • Much more emphasis on early intervention, proven cost effective, focus on skills and training to learn rather than on content? • Intergenerational work can be powerful • Healthy cooking classes at Cheviot Youth. • Training café • PSE Education Programme • Social Media Survey • Game book/point and click adventure game idea • Poster campaign showing young people the amount of sugar • Letters to shops regarding the 	<p>Healthy diet – Issue around energy drinks</p> <p>Jedburgh has isolation from larger services</p> <p>Aftercare from some services is poor for young people and adults</p> <p>A&E – referrals to services are hit and miss</p> <p>Limited grocery stores – Co-op and Spar. Does this limit the community access to healthy eating options. Do they go without?</p> <p>Social Media Issue</p> <ul style="list-style-type: none"> • Young People becoming isolated due to social media use and not leaving the house to socialise in person. • Cyberbullying • Hate crime issues online <p>Energy Drinks Consumption</p>

	<ul style="list-style-type: none"> • Stressed out classes – NHS Borders + SB Library, Very Informal <p>Active Schools – Year long offerings of sports/activities to primary/secondary pupils. Signposting to community sports clubs.</p> <p>- Range of activities via local sports organisations (JLFT (pool), Jed Thistle, Jed Rugby Club, Jed Bowling Club, Jed Football Club)</p>	purchase of energy drinks	
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Jedburgh CLD Strategic Planning Priorities – Keeping People Safe

CLD Short term outcomes	Current Work	Potential Work Ideas	Partners Identified needs
<p>Targeted vulnerable groups(especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves</p>	<p>The Bridge – Community councils/village hall committees supporting local need volunteering via resilient communities</p> <p>- Jedburgh Out of School Club – activities for primary age children</p> <p>Howdenburn Schoolhouse – Providing opportunities to experience/ consider work through risk consequences + work out what to do to minimise risk.</p> <p>Police – Diversionary work</p> <p>- Internet safety presentations</p> <p>Comments</p> <p>Need to know what is out there and have reason and support to choose differently</p> <p>How many young people in the schools are of Polish descent?</p> <p>Does the health centre provide information in Polish?</p>	<ul style="list-style-type: none"> • Education programme • Could this be Borders wide • Additional work in PSE • Parental Engagement • Address this in consultation • Cultural Awareness event and PSE – Equalities Education 	<ul style="list-style-type: none"> • Young people are causing disruption in Jedburgh Town and there is a known issue around the misuse of alcohol and possibly substance misuse. • Cyberbullying • Racism – issues surrounding the integration of the Polish community in the town • YP causing disruption in town centre. Main issues are around alcohol, drug and legal highs misuse. • Work around the cultural differences in the community is required. • Do older adults feel safe in the community? • Suicide and Self harm education • Social Media Awareness
<p>People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)</p>			

Jedburgh CLD Strategic Planning Priorities – Skills and Attainment

CLD Short term outcomes	Current Work	Potential Work Ideas	Partners Identified needs
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>Current Work</p> <p>Museums - Family Workshops – Jed Jail and Mary Queen of Scots House</p> <p>Outreach learning sessions – Young Museums etc, Jed Jail, MQS House</p> <p>Volunteer opportunities – Jed Jail and MQS House</p> <p>Craft Sessions – Jed Jail, MQS House (all ages)</p>	<p>Potential Work</p> <p>Cheviot Youth – Through a wide generic programme of youth work starting in the new year we would hope to offer opportunities to gain skills and attain DYA and YAA.</p>	<p>Wood commission findings</p> <p>Limited course choices</p> <p>Low aspirations in young people</p> <p>Young people need a greater awareness of the employment opportunities available to them</p> <p>There needs to be more modern apprenticeships</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>Libraries – Partnership working – e.g. Libraries + Global Science</p> <ul style="list-style-type: none"> - Events for borders science festival - Free science workshops in schools - Libraries - Community events - Bookbug sessions in libraries - Live literature funded class events with authors - Bookbug Assertive outreach Programme – Bookbug in the home, training, areas/families deprivation - Free craft sessions - Free author events - Summer reading challenge - 	<p>CLDS Adult Learning - develop more family support for parents involved in Jedburgh ELCC 2 and for families involved in P7 transition (eg Living with Parents course for Parkside/Howdenburn families)</p>	<p>There needs to be an increase in parental engagement and a greater value placed on different types of education</p> <p>Alternative approaches to Senior phase delivery</p> <p>Embracing social media</p>
Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive	<p>CLDS Adult Learning – Families supported at Howdenburn Nursery (ELCC 3) in Flying Start</p>	<p>CLDS YW – Senior Leadership Programme built around a Platinum YAA</p> <p>Employability course for yp identified through the JAAT process in</p>	<p>Reducing resources – normal subscription resources being stopped to save money</p>

<p>destinations</p>	<p>course in partnership with school staff, raising awareness of play as you learn</p> <p>CLDS YW – Opportunities to gain accreditation through Saltire Awards and YAA</p>	<p>partnership with Borders College.</p> <p><u>Comments</u></p> <ul style="list-style-type: none"> - Parent/Child programmes to give people means to fulfil aspirations - Tutoring for vulnerable children so that learning opportunities are standardised - Provide activities to develop skills/address specific need - Need to revise? Fostering/adopting procedures so that children moving families/schools etc reduced. - Families in need – supported to access childcare in a Jedburgh out of school club - Resources e.g. Literacies and dyslexia 	
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Jedburgh CLD Strategic Planning Priorities – Housing

CLD Short term outcomes	Current Work	Potential Work Ideas	Partners Identified needs
Partners will increase the opportunities for tenancy support	<p><u>Current work</u></p> <p>Libraries – People network – PCS</p> <ul style="list-style-type: none"> - Free access - Get clicking for basic pc skills - Get surfing - help with government gateway <p>Borders College – Computer literacy classes</p> <p><u>Comments</u></p> <p>Opportunities to increase tenant participation & self empowerment & skills to maintain own property – not being done to – learned helplessness</p> <p>Is this about financial education?</p> <p>Teach skills to manage money + care for home</p>		<p>There is a need for supported accommodation in general and for young people</p> <p>Social housing for young people</p> <p>There is no middle ground in the housing market. There are many flats roughly priced under £70,000. The housing stock then jumps to over £200,00</p> <p>Many of the houses in the area are pre-fabricated and built with steel or wooden frames which are difficult to mortgage and insure.</p> <p>There are no new build properties in the area. Limited stock</p> <p>Social housing in the area is mainly flats and is located in the Grieve/ Lothian Road area. This leaves limited options for larger families.</p> <p>Many of the blocks of flats are also of mixed occupancy between homelessness accommodation and people who have held long term lets.</p>
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			

Descriptions from learning providers of CLD activity being delivered

Organisation	Title	Description
SBC	Opportunities for All and Activity Agreements	Provision for disengaged young people
SB Libraries	Bookbug Sessions	Free, fun and friendly events for babies, toddlers, pre-schoolers and their families to enjoy together. Sessions involve 30-40 minutes of songs, stories and rhymes. Most are held in libraries with some in community centres giving you a good way to meet other parents and children. Benefits to your child include: <ul style="list-style-type: none"> • increased confidence and social skills • a boost to speech and language development.
SB Libraries	Class Visits	Class visits often involve an activity to build library skills or linked into class topics. Children can borrow books, there is usually a story time and occasional author visits for classes.
SB Libraries	Get Clicking/ Get Surfing and other computer classes	Get Clicking : A series of short sessions covering basic computer skills within the library. Get Surfing: A step up from the Get Clicking course, for those who want to learn more about the internet. Staff are also able to arrange one off sessions relating to mobile technology, job seeking and more.
SB Libraries	Summer Reading Challenge	Every year Scottish Borders libraries take part in the Summer Reading Challenge. The hugely popular challenge is free and aimed at primary school children aged four to 12. It enables children to build on their reading skills and develop a love of books and libraries during the school holidays, a time when there is normally a dip in children's literacy skills.
Parkside and Ancrum Primary Schools	Primary and Nursery education	primary and pre school education

CLD learning activity delivered Jul 2013 – Aug 2014

LEARNING COMMUNITY - LC3 JEDBURGH GRAMMAR SCHOOL CATCHMENT AREA

			CLDS (adult)	Activity Agreements	CLDS (youth)	SBC Libraries	Employability Support Service	ESOL (B/C)	Borders College	Adult Literacies	Org 9	Org 10	Org 11	Org 12	Org 13	Org 14	TOTALS	
	TOTAL NUMBER OF LEARNERS		42	3	153	194	2	3	119	0	0	0	0	0	0	0	516	
	NUMBER OF YOUNG PEOPLE (16-25YRS)		0	0	153	0	0	0	0	0	0	0	0	0	0	0	153	
	NUMBER OF PARENTS		19	0	0	50	0	0	0	0	0	0	0	0	0	0	69	
	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	14	2	0	0	1	2	2	0	0	0	0	0	0	0	0	21
		Progression	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0	4
	Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work	Participation																0
		Achievement		2	0	0	1	0	0	0	0	0	0	0	0	0	0	3
		Progression		0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
	More people will engage in volunteering opportunities (with a specific focus on young people)	Participation																0
		Achievement																0
		Progression	2	3	28	0	0	0	0	0	0	0	0	0	0	0	0	33
Reduce inequalities in Health and Wellbeing in 9	Individuals and groups will have the capacity and capability to take responsibility for their own health and well being	Participation															0	
		Achievement	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
		Progression	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	3

Learning Communities	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	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
		Progression																0
Reduce inequalities in Keeping People Safe in 9 Learning Communities	Targeted vulnerable groups (especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves	Participation															0	
		Achievement															0	
		Progression															0	
	People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)	Participation															0	
		Achievement															0	
		Progression															0	
Reduce inequalities in Skills and Attainment in 9 Learning Communities	Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations	Participation															0	
		Achievement															0	
		Progression	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	
	Children and vulnerable young people from areas of deprivation will be supported through positive transitions at all stages of their	Participation															0	
		Achievement															0	
		Progression															0	
Families in the most deprived areas	Participation	19	0	0	50	0	0	0	0	0	0	0	0	0	0	69		

	will have raised aspirations and ambition to support key transitions and positive destinations	Achievement	26	0	0	0	0	0	0	0	0	0	0	0	0	0	26	
		Progression															0	
Reduce inequalities in Housing in 9 Learning Communities	Partners will increase the opportunity for tenancy support	Participation															0	
		Achievement															0	
		Progression															0	
	Partners will increase opportunities for improving financial capabilities to maintain tenancies and mitigate Welfare Reform	Participation																0
		Achievement	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	4
		Progression																0
	Partners will increase opportunities for digital inclusion to mitigate Welfare Reform	Participation																0
		Achievement	0	0	0	0	0	0	20	0	0	0	0	0	0	0	0	20
		Progression																0

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

			CLDS (adult)	Activity Agreements	CLDS (youth)	SBC Libraries	Employability Support Service	ESOL (B/C)	Borders College	Adult Literacies	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,	Partners will increase the capacity of organisations and community groups to support more volunteering opportunities	Number of people involved in running of community groups (volunteers)	0	0	69	0	0	0	0	0	0	0	0	0	0	0	69
	Partners will increase the capacity of organisations and	Number of Community Groups	0	0	0	0	65	0	0	0	0	0	0	0	0	0	65

Housing	community groups to provide opportunities to support learning through all life stages	Number of Community Groups with confident skilled and active members	0	0	0	0	65	0	0	0	0	0	0	0	0	0	65	
		Number of Community Groups delivering services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Number of Community Groups delivering Learning	0	0	0	0	65	0	0	0	0	0	0	0	0	0	0	65
		Number of Community Groups supporting Health & Wellbeing	0	0	0	0	18	0	0	0	0	0	0	0	0	0	0	18
		Number of Community Groups supporting Family Outcomes	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	2
	Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion	Number of Community Groups supporting Digital Inclusion and/or mitigating Welfare Reform	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 processes of the	Number of Community Groups with active and influential roles	0	0	0	0	21	0	0	0	0	0	0	0	0	0	0	21

Community Empowerment Bill)																		
All Learning Communities have an increased awareness of the resources and opportunities provided by local partners	?																	0
Effective networks will support referral of targeted groups to CLD LC opportunities and community groups	Number of productive networks	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Information about the need for CLD gathered from consultation with learners and learning providers

What is the need for CLD?

Learners tell us:

- *“There are few opportunities open to the senior people other than 'gentle exercise' class on a Wednesday, which is reasonably well attended but as for further education or interests there is nothing.”*
- *“Further education for all including the elderly. The young need something else to distract them from destroying the environment and making a nuisance of themselves.”*
- *“Sadly I've never been able to have a job because there is limited transport. I hate this because it means I put a lot of pressure on my parents to transport me to and from various events and because I can't get a job it means I also put pressure on them to spend money on things I would buy myself if I had a job like my phone bill and car insurance. It's a bit of a vicious cycle, no buses mean no transport to job, no transport to job means no money, no money means no car and no car means I have no possible way of getting out and about I've lived here all my life and honestly feel so let down and left out because of the lack of buses, it would solve so many issues that I and other teenagers who live here face. I hope this helps with your research!”*

Learning providers tell us:

- *Work experience is not fit for purpose*
- *Small groups of young people misusing alcohol in Jedburgh (Town) and there is currently no SME programme in place in schools*
- *Large number of families moving into the area to seek social housing through the homeless unit. However employment opportunities are low.*
- *Small rural communities feeling excluded from decision making processes*
- *Spaces for community learning and development activity is limited in the community*

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:

- *Young people's employability*
- *Young People's Health & Wellbeing*
- *Older Adults Health & Wellbeing*
- *Participation by all members of the learning community*

Jedburgh Learning Community Plans for 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								
tbc								
			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
	Increase the number of young people (S3-S6) with outcomes of increased employability through early intervention and youth work approaches to remove barriers to learning		JGS/CLDS	CLD/JGS/SDS/Borders College		Baseline	x	x
	Increase the number of young people involved in volunteering in the learning community (Target age 12 to age 24yrs) through youth work approaches with Jedburgh Grammar School		CLDS	CLD/JGS/Building Community Capacity/VCB		Baseline	x	x
	Increase young people's aged 12 – 25yrs knowledge and understanding of employment opportunities both locally		Opportunities For All Coordinator/	CLD/JGS/SDS/Borders College		Baseline	x	x

	and nationally.		JGS					
	Introduction of Opportunities for All school group, termly meetings to compliment Transitions meetings		Opportunities For All Coordinator	CLD, SDS, GSS, local partners relevant to post 16		X	X	X
	Strengthen Activity Agreement processes through enhanced partnership working (Pre/post) school		Opportunities For All Coordinator	SDS. JGS		X	X	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 for their own health and wellbeing 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								
Tbc								
			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
	Increase the number of parents and children with the knowledge and confidence to make healthier life choices through learning.		CLDS	Schools/CLDS		Baseline	x	x
	Increase Young People's resilience and active participation in the community (MVP)		HT JGS/CLDS	Schools/CLDS/VRU/ Rape Crisis/Borders Womens Aid/Police Scotland/Penumbra/ Ed Psych		Baseline/Development	Implementation	x

	Decrease the number of older adults reporting to GP's/A&E as a result of an emergency admission.		BSLT/NHS Borders	Building Community Capacity Project/ FitBorders/Safer Communities		Baseline	x	x
	Increase participation in decision making processes of those living in rural communities to reduce isolation		Engagement & Participation Officer	Building Community Capacity project/CLDS/SBC/Education/Youth Voice/Education Exec		Baseline	x	x

Reducing Inequalities Strand	QUALIFICATIONS, SKILLS and ATTAINMENT							
CLDS & CLD partners Business plans	CLD short term outcomes <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								
tbc								
				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

	Develop a strategic approach to involvement of parents across young people's key transitions (social media positive impact)		Parental Involvement Officer	JGS/CLDS YW/CLDS AL/Lisa Anderson – Parental Participation		Baseline	x	x
	Increase community awareness of the opportunities available at the Jedburgh Campus of Borders College.		Borders College	Borders College/JGS/CLDS		Baseline	x	x
	Increase the resilience and confidence levels in young people aged 10 – 25		Cheviot Youth	Primary Schools/JGS/CLDS/Cheviot Youth		Baseline	x	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 Jedburgh 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	
tbc	

			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
	To increase the skills, knowledge and understanding of youth work staff and volunteers in the learning community		CLDS	CLD/YouthBorders/ Cheviot Youth				
	Increase the number of skilled and active Jedburgh volunteers involved in Resilient communities		Resilient Communities	Resilient Communities				

Link to Corporate Priority No. or CPP Priority	What do we want to achieve? (CLD Objectives and short term outcomes)
CP 8	CLD Key Objective 3: Improve partnership working
CLDS & CLD partners Business plans	CLD Short Term Outcomes <ul style="list-style-type: none"> Learning Community CLD plan evidences impact of achievement of the CLD Key Objectives and uses evidenced based evaluation to support improvements for the Learning Community More partners confident in use of frameworks and tools that support implementation of CLD Strategic Guidance through joint planning and self-evaluation
High Level Generic Key Performance Indicators	

			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
	Increase the number of individuals confident to use outcome focused planning and evaluation (CLD Innovation Fund Project (March 2015)		BTSI	CLDS/Youth Borders		x		
	Increase participation of partners in LC CLD planning and monitoring meetings		CLDS	CLD LC partners - Jedburgh		baseline	x	x

	Increase partners awareness of the impacts of community learning and development across the learning community through practice sharing, networking and data sharing		CLDS	CLD LC partners - Jedburgh		baseline	x	X
	Increase opportunities for partnership working through joint CPD to support local plan outcomes		CLDS	CLD LC partners - Jedburgh		x	x	x
	Increase number of partners engaging in annual self-evaluation and improvement planning		CLDS	CLD LC partners - Jedburgh		baseline	x	X

Logic model will underpin each key action

Gaps for CLD in this Learning Community: *what are the priorities for CLD that you have identified that will not be met by this plan?*

Gap	Rationale for not addressing in plan
<p>Transport issues leading to rural isolation.</p> <p><i>(The Bonchester Bridge/Chesters Data Zone is ranked 14 in Scotland on the SIMD for Geographic Access (Public Transport))</i></p>	<p><i>This is a wider issue for the local authority and transport infrastructure in the Scottish Borders and requires a sustainable funding stream which this plan and partnership will not be able to address. However, in developing projects in response to this plan transport will be a key focus on ensuring there are no barriers to accessing opportunities.</i></p>
<p><i>Work experience</i></p>	<p><i>Being addressed by Wood Commission Strategic Group within Scottish Government and Scottish Borders Council.</i></p>

Details of consultation with learners and learning providers: *who has been consulted and how*

Planned Actions

- **Youth Summit to be held with all Jedburgh Grammar School Pupils in August/September 2015**
- **Consultation with older adults groups to be carried out August/September 2015**
- **The Learning Community Partnership should work with the Pilot Cheviot Locality Lead Officer in the wider community approach to development of local services.**

Who was consulted	How many people were involved	Main issues raised	Equalities Impact Assessment: protected characteristic where known?
<p>Young People – Cheviot Youth – 2014 Youth Summit</p>  <p>YSreport.docx</p>  <p>YSgroupfindings.docx</p>	<p>24 young people took part</p> <p>8 primary school representatives, 6 High School Youth Summit Advisory Board members and ten further high school pupils.</p>	<p>YP need to be involved in the decision making process</p> <p>Space for activity limited</p>	<p>Young people</p>
<p>Online Survey Monkey Consultation</p>  <p>Responses_All_150603.pdf</p>	<p>1</p>	<p>Q2: What would you change about the community you live in?</p> <p>I would get more people interested in turning the town around and thinking about how better we can make it.</p> <p>Q3: What barriers/difficulties are there to getting the learning you need?</p> <p>There are few opportunities open to the senior people other than 'gentle exercise' class on a</p>	<p>Over 65 yrs</p>

		<p>Wednesday, which is reasonably well attended but as for further education or interests there is nothing.</p> <p>Q4: What gaps in learning do you think exist for you/your community? further education for all including the elderly. the young need something else to distract them from destroying the environment and making a nuisance of themselves.</p>	
<p>Scottish Borders Youth Voice Facebook Consultation</p>  <p>Scottish Borders Youth Voice - travel c</p>	3	<p>Public transport in the borders is blocking young people's access to employment opportunities.</p>	Young people
<p>Scottish Borders Household Survey</p>	527 People in Jedburgh	<p>Careers prospects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respondents were asked how confident they were about their current and future job careers prospects in the Scottish Borders. 17% said they were very confident or confident in this respect, 35% were not very or not at all confident and 48% said this was not applicable. <input type="checkbox"/> In terms of financial management, over 8 in 10 respondents (81%) said they were managing very well, quite well or getting by alright. On the other hand, 12% said they were not managing very well, have some financial difficulties or were in deep financial 	

		trouble.	
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(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: *How will we know what we are doing is making a difference and how can we improve?*

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:

- Ceri Hunter – CLDS Worker
- Heather Batsch - Dev Officer, The Bridge
- Emily Cressey - CCB, SBC
- Susan Oliver – HT, Jedburgh Grammar School
- Louise Burn – Teacher, Howdenburn Schoolhouse
- Ian Rendall Reid - Manager, Cheviot Youth
- Ewan Lindores - BSLT
- Shaureen Lammie - Museums
- George Gilchrist - HT (A & P), SBC
- Margaret Norman - HT (H), SBC
- Kelly Brown - Manager, Penumbra
- Susan Cook - Ed Lead, ICS, SBC
- Kevin Sewell - Resilient Coms, SBC
- Gina Johnstone - Police Scotland
- Christine Johnston - Libraries, SBC
- Tracey Whitmore - Borders College
- Amanda Glasgow - Borders Women's Aid
- Esther Bailey – Scripture Union on behalf of Jedburgh Churches

Contact Details

For more information about this plan contact:

Insert name of local Partnership Coordinator – TBC

Previously Ceri Hunter until June 2015

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
EAL	English as an Additional Language
ESOL	English for Speakers of Other Languages
HLN	Healthy Living Network
ICS	Integrated Children's Services
JCP	Job Centre Plus
JHIT	Joint Health Improvement Team
JSA	Job Seekers Allowance
LAC	Local Area Co-ordinator
LAAC	Looked After and Accommodated Children
LGBT	Lesbian, Gay, Bisexual and Transgender support
NHS	National Health Service
RI	Reducing Inequalities
SBC	Scottish Borders Council
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SOA	Single Outcome Agreement
VCB	Volunteer Centre Borders
VOMO	Voice of My Own
YP	Young People