CLD Learning Community Partnership

Kelso Learning Community

Plan 2015-2018

Contents

Purpose of this plan

This plan details how organisations and community groups will provide **community learning and development (CLD)** opportunities in the Kelso 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 Kelso, people with an interest in CLD have been working towards this vision of Kelso 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 Employment & Income, Qualifications and Attainment, Health and Keeping People Safe.

Summary of Kelso Learning Community

The Kelso learning community has a population of 10,480, and includes Kelso market town as well as the smaller rural settlements of Sprouston, Ednam, Morebattle and Yetholm. The learning community has a higher proportion of people of a pensionable age and single elderly people than the Scottish Borders average.

There are varying levels of deprivation in Kelso, where the datazones ranked in the SIMD range from within the 35% most deprived in Scotland, to the 25% least deprived. Poynder datazone which ranks as the most deprived in the learning community, and which encompasses Inchmyre and Orchard Park, experiences multiple deprivation with poorer

health outcomes, higher levels of welfare dependancy, low income and poorer educational outcomes.

Some health and wellbeing outcomes across the learning community are of concern. In particular the number of alcohol related hospital discharges appears disproportionally high for Kelso South in relation to the Scottish Borders average, when using the most recent public statistics.

The areas surrounding Kelso are ranked very highly in terms of access deprivation, and coupled with an older population and many single person households in these areas, this may have implications on access to learning, development and support opportunities for this population.

In terms of unemployment, young people aged 16-24 are particularly affected. Our two most deprived datazones (Poynder and Town Centre) also show higher levels of unemployment amongst the older working age population (50-64) than the Scottish Borders average.

There are 6 feeder primaries (total 765 pupils) and one secondary (586 pupils) school in the Kelso learning community. In addition, there are 135 children currently in nursery. Overall, school attendance is in line with average expectations of the Scottish Borders. Attainment levels in S6 exceed Scottish Borders averages, however attainment rates in S4 and S5 are marginally lower, particularly amongst girls. The proportion of school leavers going into a positive destination is high, exceeding Scottish Borders average on 6 month follow up.

Key strengths identified in the most recent (2011) HMIe Inspection of KHS learning community included 'developing partnership work with the school focusing on disadvantaged young people' and 'high quality employability work with disadvantaged adult learners'. A key area for improvement highlighted the need to 'improve approaches to planning, tracking, monitoring progress and recognising learner achievement.'

PROFILE OF KELSO LEARNING COMMUNITY

Population: 10,480

◻ **0 - 15 years**

◻ **16 - 64 year**

◻ **65 +**
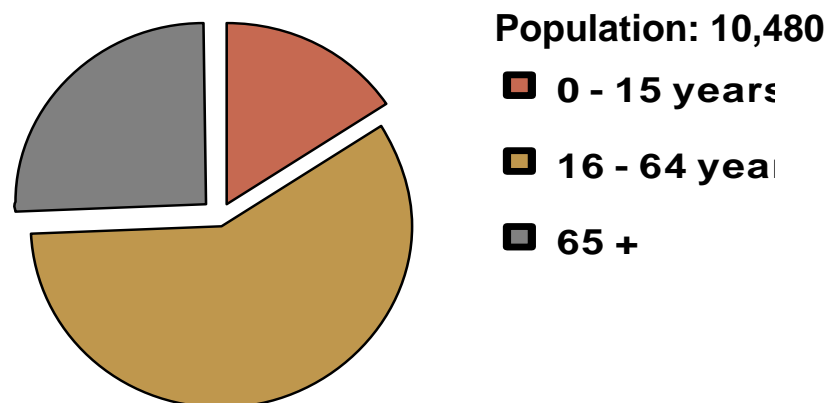
Scottish Borders, as a rural region, has more traditional and ageing household structures than average for Scotland, There is a higher proportion of married/ civil partnered couples, fewer lone parents and more widowed and divorced people. There are a number of single or smaller households (with or without grown-up children) in and around Kelso. This may be in part due to Kelso having an older age profile with a higher proportion of pensionable age people than the Scottish Borders average (21.9%), which itself is higher than the Scottish average (19.8%). The proportion of single elderly is higher in Kelso (18.8%) than the SB (15.2%) average..

Non-white ethnic groups represent 1.1% of the Kelso population. An overwhelming majority of the Kelso population speaks English well or very well, indicating that the non UK-born population in Kelso is well-integrated in the community and does not need assistance with English as a second language. However, there are certain pockets in town where a significant number of the population speak English as a second language and who claim they don't speak English well, or not at all (High Croft; Orchard Park) which has a potential resource implication for assisting any children through school.

47.3% of the population is male and 52.7% female

* Please see appendix A (page 36) for datazone maps and breakdowns of population.

SCOTTISH INDEX OF MULTIPLE DEPRIVATION

In terms of SIMD the datazone which encompasses Poynder, Imchmyre and Orchark Park ranks highest of the Kelso learning community datazones in terms of deprivation (2012).

Compared to rankings in 2009, more of our datazones have increasing levels of deprivation (Town centre; Abbotseat; High Croft; Berrymoss; Yetholm; Ednam/Stichill). Between 2009 and 2012, High Croft saw the sharpest increase in perceived deprivation.

Our most deprived area (Poynder) is perceived to have slightly less deprivation than in 2009, though still in the most deprived 40%.

The datazones which encompass Broomlands, Berrymoss/Oakfield and Hendersyde Park rank within the 25% least deprived in Scotland.

MOST TO LEAST DEPRIVED	DATAZONE	AREA	SIMD RANK	WITHIN % MOST DEPRIVED IN SCOTLAND
1	S01005416	Kelso - Poynder Park	2188	34%
2	S01005413	Kelso - Town Centre	2807	44%
3	S01005392	Morebattle/ Hownam/ TY Lwd	3481	54%
4	S01005397	Yetholm	3584	56%
5	S01005419	Kelso – Abbotseat	3827	59%
6	S01005407	Heiton & Sprouston	4293	66%
7	S01005420	Kelso - High Croft	4340	67%
8	S01005440	Nenthorn/ Stichil/Ednam	4353	67%
9	S01005411	Kelso – Maxwellheugh	4712	73%
10	S01005415	Kelso - Broomlands/ Shedden Pk	4847	75%
11	S01005423	Kelso - Berrymoss/Oakfield	4930	76%

DEPRIVATION DECILES (1 – MOST DEPRIVED, 10 LEAST DEPRIVED) (2012)

Each datazone is ranked against 7 domains – income; employment; health; education; geographic access; crime and housing. These more specific rankings can provide insight into particular issues within a datazone - for instance 3 of Kelso's 4 rural datazones rank within the lowest 10% in terms of geographic access which may be an issue for those with vulnerabilities.

The table below highlights the overall SIMD decile for each Kelso datazone, and then the rank against each domain.

DATAZONE	OVERALL SIMD DECILE	INCOME	EMPLOYMENT	HEALTH	EDUCATION, SKILLS & TRAINING	GEOGRAPHIC ACCESS	CRIME	HOUSING
POYNDER	4	3	4	4	3	9	4	6
TOWN CENTRE	5	4	5	4	5	10	2	5
MOREBATTLE	6	7	7	7	8	1	9	5
YETHOLM	6	6	6	6	6	2	10	8
ABBOTSEAT	6	5	7	6	4	9	7	7
HEITON	7	8	9	7	7	1	10	5
HIGH CROFT	7	7	7	4	7	5	9	9
STICHIL / EDNAM	7	7	9	7	9	1	9	7
MAXWELLHEUGH	8	7	7	6	9	4	10	9
BROOMLANDS	8	7	7	5	9	7	9	10
BERRYMOSS	8	7	7	8	6	6	9	10

HEALTH

Generally, health in Kelso is good - 83% of the Kelso population describe their health as very good or good. There are though areas for concern and some wide ranging levels within the town. Poynder, Town Centre and High Croft have a health ranking of amongst the 40% most deprived in the country which may be in some part to do with an elderly population in these areas.

Male life expectancy (77.5 years) exceeds SB (76.59) and Scottish (74.5) averages, whilst female life expectancy (80.3 years) is in line with the SB average (80.69) but higher than the National (79.5).

Overall, 19.5% of the population claim their day to day activities are limited by poor health, which is marginally higher than the Scottish Borders average (18.5%). However, there are four datazones where this is notably higher, and this is also reflected in the number of health benefit claimant rates in these areas. Please see table overleaf:

	SCOTLAND	SCOTTISH BORDERS	KELSO	POYNDER	TOWN CENTRE	YETHOLM	BROOMLANDS
ACTIVITY LIMITED BY POOR HEALTH	19.6%	18.5%	19.5%	24.9%	24.3%	23.8%	24.1%
HEALTH BENEFIT CLAIMANT RATES (PER 1000)	126	98	85	126	121	118	110

In Kelso, the number of first time mothers aged 19 and under is lower than the Scottish Borders average whilst rates of smoking during pregnancy are average for Scottish Borders (23% overall), but high compared with Scottish levels (19%). Smoking is recognised by NHS Scotland as the biggest single cause of preventable ill health and premature death. It is a key factor in health inequalities and is estimated to be linked to some 13,500 deaths and many hospital admissions. There is a particular emphasis on helping people in deprived areas and pregnant mothers to stop smoking – can cause low birth weight, premature birth and ongoing health problems.

Area	No. of women booked 2010-2012	No. smoking at time of booking	% smoking at time of booking
Yetholm	8	4	50%
Poynder	42	17	40%
Broomlands	15	6	40%
Abbotseat	23	9	39%
High Croft	13	3	23%
Berrymoss	25	5	20%
Ednam/Stichil	28	5	18%
Morebattle	23	4	17.5%
Mawellheugh	20	3	15%
Town Centre	34	3	9%
Heiton/Sprouston	39	3	8%

In 2011, the population of Kelso had higher than average hospital admissions for Coronary Heart Disease and Cerebrovascular Disease. In 2011, emergency hospital admissions from Broomlands datazone for coronary heart disease was 1075, and emergency admissions from Berrymoss for cerebrovascular disease was 1211 – more than three times the Borders average.

Coronary (per 100,000)

KELSO	SCOTTISH BORDERS	SCOTLAND
639	597	514

Cerebrovascular (per 100,000)

KELSO	SCOTTISH BORDERS	SCOTLAND
469	349	272

Worryingly, in Kelso South (which encompasses Maxwellheugh, Town Centre and Broomlands) the rate of alcohol related hospital discharges is more than double the Scottish Borders average (11.4 discharges per 1000, totalling 31 in 2012/13 figures – higher than the Borders most deprived datazone). Alcohol related hospital discharges in and around Kelso account for over 10% of the Borders total.

There are more patients in Kelso prescribed drugs for anxiety, depression and/or psychosis (2009) than the Borders, or national, averages. Local services and organisations raise huge concerns about the lack of adequate and timely emotional wellbeing and resilience support for under 16's who self-report non-prescribed poor emotional wellbeing, and the impact this has on frontline staff in schools and other youth services.

EDUCATION, QUALIFICATIONS AND ATTAINMENT

There are 6 primary schools within Kelso catchment, and one high school. Currently there are 1351 school pupils (586 secondary; 765 primary), and around 135 children currently in nursery. Pupils are overall well supported in Kelso schools and attendance rates are good. Please see table overleaf:

ATTENDANCE RATES (2010/2011)

	PRIMARY	SECONDARY
SCOTLAND	94.8	91.1
SCOTTISH BORDERS	95.9	91.8
KELSO	95.4	93.4
POYNDER	94	91
TOWN CENTRE	94.2	92.2
MOREBATTLE	95.4	93.9
YETHOLM	95.9	90.4
ABBOTSEAT	95.6	94
HEITON	96.2	93.6
HIGH CROFT	95	94.8
STICHIL / EDNAM	96.1	95.3
MAXWELLHEUGH	94.6	94.8
BROOMLANDS	96.1	94.5
BERRYMOSS	96.6	92.9

Raising attainment is a key priority for Scottish education system as it's seen as a crucial pathway for laying the foundation for YP's social mobility and success in life.

14.9% of S4 pupils in the most deprived areas of Scottish Borders don't achieve minimum standards of literacy and numeracy. Within Kelso, we have 4 datazones which fall below the SB average for % of pupils with minimum levels of numeracy and literacy, but as our numbers are so low, in this case it literally meant only 1 or 2 pupils within that datazone.

Nationally ASN pupils have significantly poorer outcomes from their school career than pupils without. Poorer attendance rates, 4x more likely to be excluded and less likely to stay on at school past the age of 16. For this cohort, educational attainment at S4,5,6 is poorer as are post school destinations.

The % of the Kelso population aged 16 or over with no or low level qualifications (53.3%) is slightly higher than the SB (50.6%) and Scottish (49.9%) averages. There are 4 datazones in Kelso, where this % is notably higher – Abbotseat (70.5%); High Croft (68.3%); Poynder (62.9%) and Berrymoss (57.6%). The partnership suggests this may be to do with an older population and old education/employment systems.

Overall, positive post-school destination figures are very high for Kelso. However, some evidence suggests that girls in Scottish Borders aren't reaching their full potential in the same proportions as girls in other parts of Scotland. Male pupils in SB are more likely to go to higher education than Scottish average, female pupils are less likely to do so. There is little gender difference between the rate of male and female pupils from the most deprived areas going to university.

In general, Scottish Borders girls tend to outperform boys at school, however this is not always the case in Kelso.

Please see table overleaf.

Academic attainment in S4,5 and 6.

	S4: Percentage of pupils with 5 awards at SCQF level 5 and above : 2012/2013	S4: Percentage of female pupils with 5 awards at SCQF level 5 and above : 2012/2013	S4: Percentage of male pupils with 5 awards at SCQF level 5 and above : 2012/2013	S5: Percentage of pupils with 5 awards at SCQF level 6 and above : 2012/2013	S5: Percentage of female pupils with 5 awards at SCQF level 6 and above : 2012/2013	S5: Percentage of male pupils with 5 awards at SCQF level 6 and above : 2012/2013	S6: Percentage of pupils with 1 award at SCQF level 7 and above : 2012/2013	S6: Percentage of pupils with 5 awards at SCQF level 6 and above : 2012/2013	S6: Percentage of female pupils with 1 award at SCQF level 7 and above : 2012/2013	S6: Percentage of female pupils with 5 awards at SCQF level 6 and above : 2012/2013	S6: Percentage of male pupils with 1 award at SCQF level 7 and above : 2012/2013	S6: Percentage of male pupils with 5 awards at SCQF level 6 and above : 2012/2013
Scotland	40.9	46.1	35.8	16.6	19.2	13.9	30.1	44	31.7	48.1	28.3	39.5
Scottish Borders	46.9	53.1	40.4	16.6	18.3	15.0	29.5	48.3	29.3	51.8	29.7	44.9
KELSO	39.2	43.7	37.6	11.9	9.2	13.2	44.7	59.7	43.2	71.4	42.3	51.33
Poynder	20.0	40.0	0.0	0.0	0.0	0.0	0	33.3	0	100	0	0
Town Centre	83.3	100.0	50.0	16.7	0.0	25.0	66.7	66.7	100	100	50	50
Morebattle	44.4	50.0	33.3	10.0	0.0	16.7	40	40	0	0	50	50
Yetholm	0.0	0.0	0.0	0.0		0.0	100	100	100	100		
Abbotseat	0.0	0.0	0.0	0.0	0.0	0.0	0	50	0	100	0	0
Heiton & Sprouston	57.9	60.0	57.1	23.5	25.0	20.0	45.5	63.6	50	50	40	80
High Croft	20.0	0.0	33.3	16.7	0.0	33.3	50	75	33.3	66.7	100	100
Stichil/Ednam	66.7	72.7	57.1	50.0	50.0	50.0	58.8	76.5	45.5	72.7	83.3	83.3
Maxwellheugh	42.9	33.3	100.0	0.0	0.0	0.0	50	62.5	50	100	50	50
Broomlands	50.0	50.0	50.0	0.0	0.0	0.0	55.6	55.6	66.7	66.7	50	50
Berrymoss	46.2	75.0	33.3	14.3	16.7	0.0	25	33.3	30	30	0	50

INCOME AND EMPLOYMENT

One of the main causes of multiple deprivation appears to be access to well paid, full time employment. Less people from more deprived areas in FT well paid employment. SB has a lower proportion of working age people of all ages claiming benefits but the nearest to the Scottish average, and proportionally of most concern is the 16-24 age group

The biggest occupational sector within Kelso is 'skilled trades'. This is in line with what we see in SB as a whole, though in Kelso this is even more pronounced, with 19% of all employed people working in this sector.

Morebattle and Stichill/Ednam have a notably higher percentage of self-employed people which may be reflected in the geography and agricultural focus in these areas. (20.3%; 19% compared to SB 12.1% and Scotland 7.6%).

Kelso has a marginally higher percentage of working age population who are economically inactive, (not in, nor seeking, employment). Kelso 31.3%; SB 30.4%; Scotland 31%.

21.4% of our 31.3% economically inactive people are **retired**. This is most pronounced in Yetholm, where 44.7% of the population are economically inactive – 36% retired.

The % of **economically active unemployed** people in and around Kelso (those actively seeking employment) is marginally lower than the SB and Scotland average (Kelso 3.8%; SB 4%; Scotland 4.8%). However, Poynder (6%), Town Centre (5.8%) and Abbotseat (5.8%) have a proportionally higher percentage of people unemployed and actively seeking employment.

Kelso's Poynder and Town Centre datazones are ranked with higher levels of income and employment deprivation, as outlined below:

	% considered 'income deprived'	% considered 'employment deprived'	% of children living in poverty	% of over 60's claiming pension credit
SCOTLAND	12.6	12.1	18.6	15.4
SCOTTISH BORDERS	10	10	12.8	11.3
KELSO	9.5	8.9	12.1	9.6
POYNDER	18	16	22	18
TOWN CENTRE	15	13	19.2	16.8

As expected there is a notable difference in dependency on key benefits between the most deprived and the least deprived in all age groups. Youth benefits dependency in the most deprived areas is over 5x the average in the least deprived areas.

In Kelso, the % population age 16-24 claiming key benefits is 13.1% (SB 12.2%; Scotland 12.7%) However, in some area's this is proportionally higher – Abbotseat 33.3%; Poynder 21.7%; Maxwellheugh 16.7% and Town Centre 14.3%) (2012).

HOUSING & GEOGRAPHICAL ACCESS

There are 5317 dwellings in and around Kelso. More than half of the properties in Poynder (55.1%) and Town Centre (52.6%) are rented – in Poynder this is predominately social renting (43.5%), whilst in the Town Centre it is split more evenly between social (27%) and private (23.6%) renting.

There are 1703 one person households in the Kelso area. While this percentage is in line with the SB and Scottish average, there are certain areas where this is proportionally higher – Town Centre (58.8%); Poynder (48.3%); Broomlands (43.3%) and Yetholm (42.3%). This can present issues around social or rural isolation.

There are 1749 households in the Kelso area where the Household Reference Person (HRP) is 65+. This is higher than the SB or Scottish averages (36.4%; SB 30.9%; Scotland 25.6%). Our most highest ranking datazones are as follows: Yetholm 50.5%; Broomlands 47.6% and High Croft 40.5%.

The % of the population in receipt of Housing/Council Tax benefit in Poynder (19.9%), Town Centre (15.6%) and Abbotseat (13.5%) is higher than the SB average (9.6%) (2012).

The % of the population aged 65+ in receipt of Housing/Council Tax benefit is proportionally higher in Poynder (38.1%) and Town Centre (29.4%) than the SB average (19.9%).

There are no areas in SB where less than 20% of households are considered to be living in fuel poverty. The areas where 40% or more households are fuel poor are in rural areas

Within our locality, Kelso North and South are considered to have 'high' fuel poverty, with a low proportion of energy efficient properties

Cheviot East is considered to have 'very high' fuel poverty, with a very low proportion of energy efficient properties. This area covers many of our rural properties including Yetholm and other settlements, where we have a very high proportion of elderly and single occupancy properties

The areas surrounding Kelso are ranked high for geographical access deprivation – this means high drive times to essential services (health; education etc) as well as poor transport links

Within the locality, including our rural areas, we should consider that almost 1/5th of households have no access to a car or van – this again raises issues around isolation

KEEPING PEOPLE SAFE

There were 248 respondents from the Kelso locality to the most recent householder survey

Of these, 32% (80 people) cited that 'ensuring the Borders remains a safe place in which to live, work and visit as within the five most important things to them

93.5% (232 people) felt their neighbourhood was a good place to live, and 80% (199 people) felt that in the last 3 years it had either remained the same or got better

In the 2012 YP Survey, 92% of S1 and S3 pupils in KHS reported that they felt 'safe' or 'very safe' growing up in the Borders

65.5% of YP survey respondents felt most safe at home (which means 34.5% feel most safe when not at home – 9% at school, 8% in their neighbourhood etc.

	Admissions for accidents per 100,000	
SCOTLAND	1381	Hospital admissions for accidents (all ages) was far higher per 100,000 population in Poynder (see table):
SCOTTISH BORDERS	1482	
KELSO	1380	
Morebattle/Hownam	1816	
Yetholm	464	
Heiton/Sprouston	1103	
Maxwellheugh	1103	There were a higher number of fires in our rural communities – this may be in part to do with a higher number of properties in these communities with solid fuel heating
Town Centre	1111	
Broomlands/Shedden	1751	
Poynder	2304	
Abbotseat	1908	
High Croft	1577	
Berrymoss/Oakfield	99	
Nenthorn/Stichil/Ednam	1039	

Crime rates in Kelso are low – under 400 crimes per 10,000 population. In terms of crime deprivation, Kelso's Town Centre datazone is by far our highest ranking. This is likely to be due to the nature of a town centre - with more shops and nightlife, and fewer dwellings. In 2010/11 The town centre saw 65 crimes – 657 per 10,000 population which ranked it amongst the 20% most crime deprived in Scotland. Rates of antisocial behaviour are in line with other similar Scottish Borders towns, however in 2012/13 Kelso South(incorporating Town Centre) saw 902 incidents of ASB which is 330.8 per 1,000 population (SB average 211.7; Most deprived SB IZ 385.4).

Local services, including Integrated Children's Services, report that whilst the number of recorded incidents of domestic abuse in Kelso is in line with other Borders towns, the take up of support services offered following these is lower. There is therefore some work to be done on raising awareness of the issues, the support available and the processes which follow engaging with support.

Mapping of cld activity contributed by partners who have participated in the process to date in Kelso learning community, aligned to CLD short term outcomes

CLD Key Objective 1:
Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
Reduce Economic inequalities in most deprived communities	Reduce inequalities in employment 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	PN PC Access and study space - Library
			Web-based resources and courses - Library
			Computer classes - Library & CLDS P'ship
			Universal job match/MyWOW 1:1 - Library
			Literacies - group work/employability modules - CLDS
			Employability Skills - ESS & KHS P'ship
			Other training programmes post school - provider forum (Emma Fairley)
			Employability & careers advice - SDS
			Momentum - Work Choice 16+ (?)
			ECDL Training - library
			Various lunch clubs - food hygiene training
			Activity Agreements
		Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work	Access to ESOL beginners classes
			Access to ESOL certificated classes
			Duke of Edinburgh scheme
			Sports Academy
			UKCC Coaching Support Programme
			Generic Youth Work - Rezz Youth Project
			Employability Skills - ESS & KHS P'ship
			Links/Awareness - of literacies provision
			SQA's for YP who have left school with no qualifications
			Activity Agreements
			Probus / Rotary links
		More people will engage in volunteering opportunities (with a specific focus on young people)	Other training programmes post school - provider forum (Emma Fairley)
			Vulnerable 2 yr olds
			Life Skills/Momentum - stage 2, 3,4 Employability Fund 16-24yrs
			Momentum work Choice 16+ sustained job outcomes
			Youth work - Farmers market project etc
			Young Coach Programme (Sport & PA)
			Sports Leaders Programme
			Building Comm. Capacity Project - EC
			Sports Leaders Awards / Young Ambassadors
			Peer Education - Saltire Awards
			Senior Phase pathways
			Activity Agreements
			Volunteer Centre Borders opportunities - incl. Inspire Awards and promotion of Saltire
			Youth work volunteering / committee
			Pupil Parliament / Pupil Council
			Peer Mediation pilot - Broomlands PS
			Generic Youth Work - Rezz YP
			Young Ambassadors Programme
			Club Development programme

CLD Key Objective 1:

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches

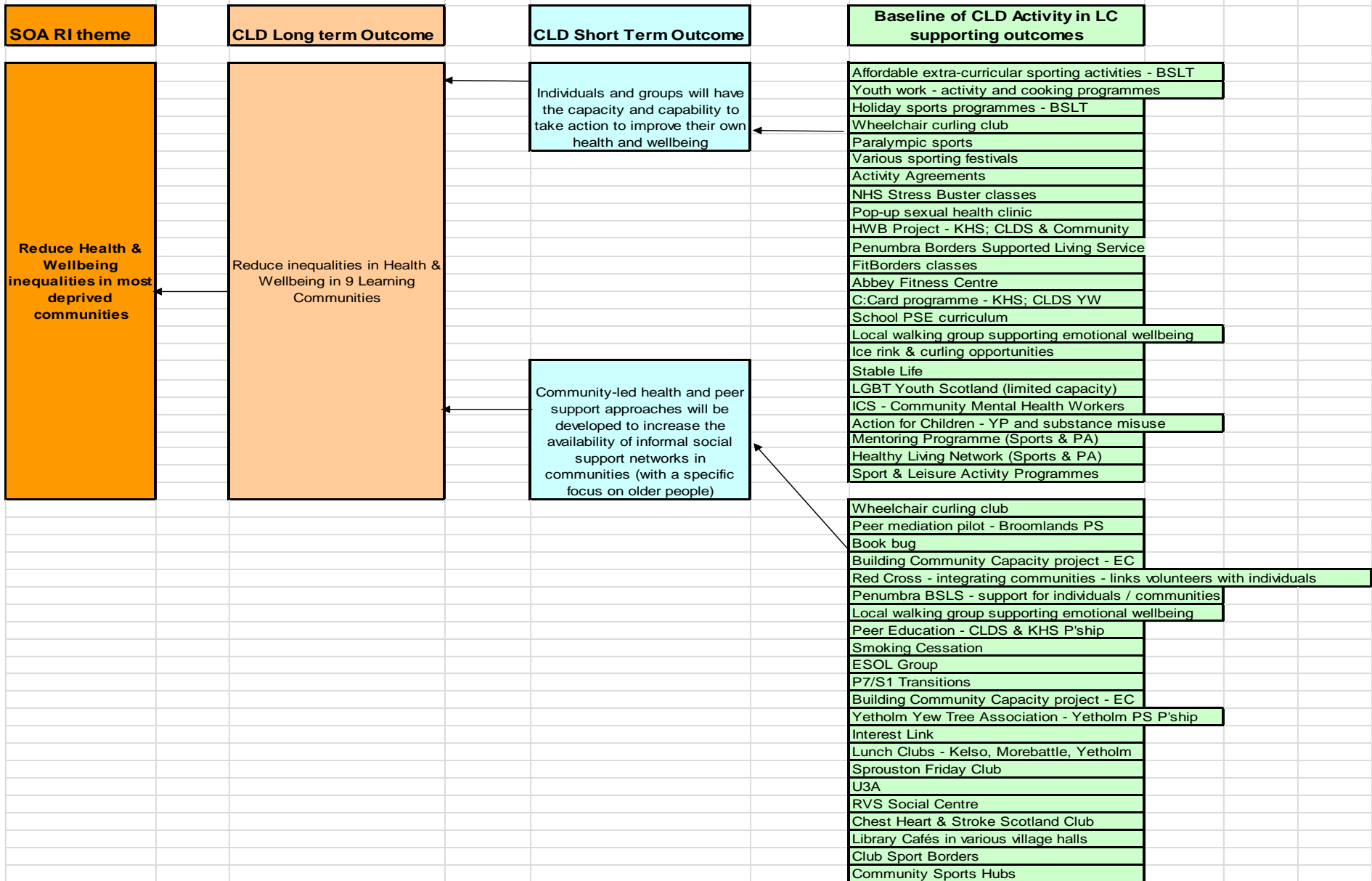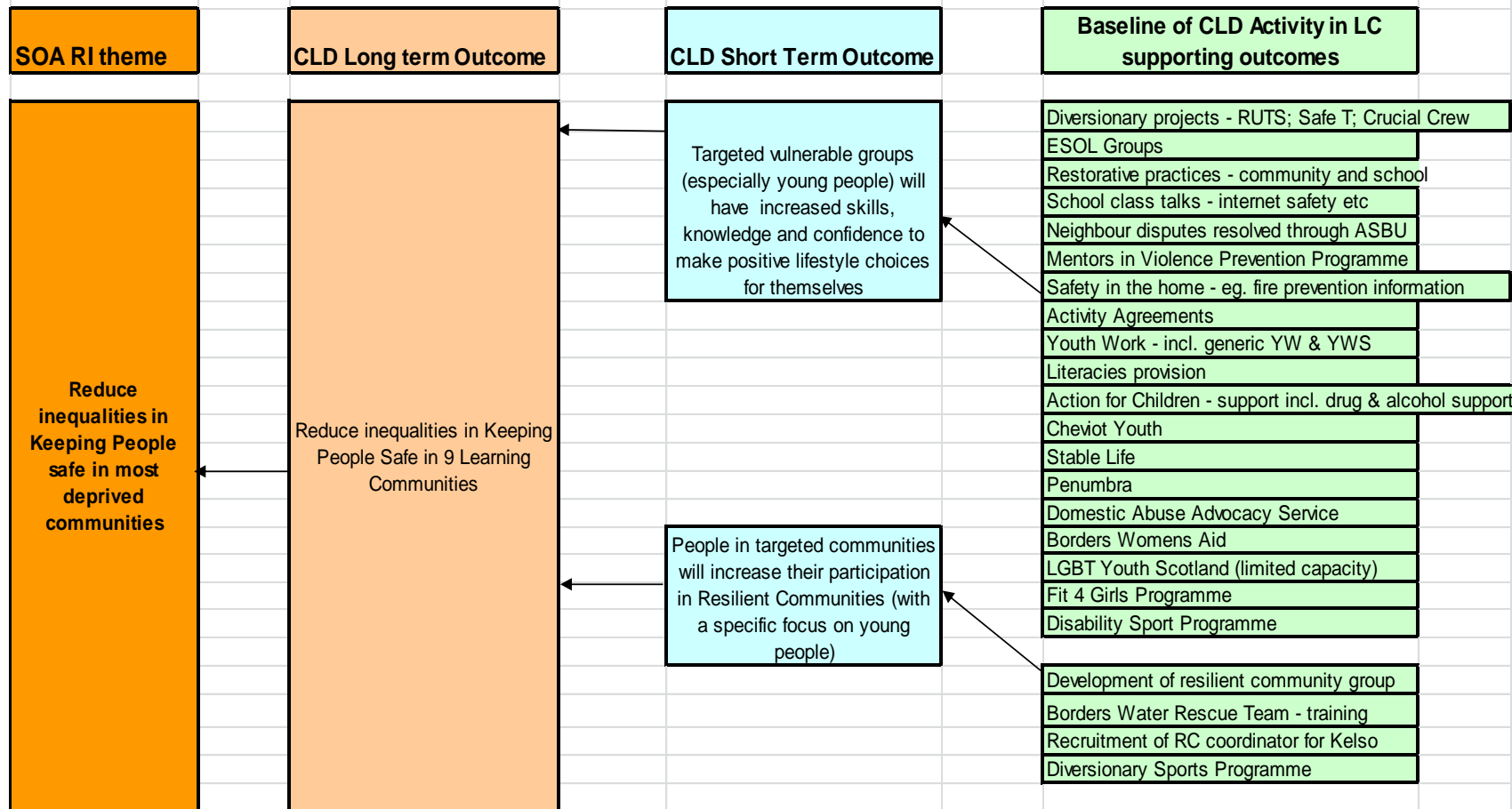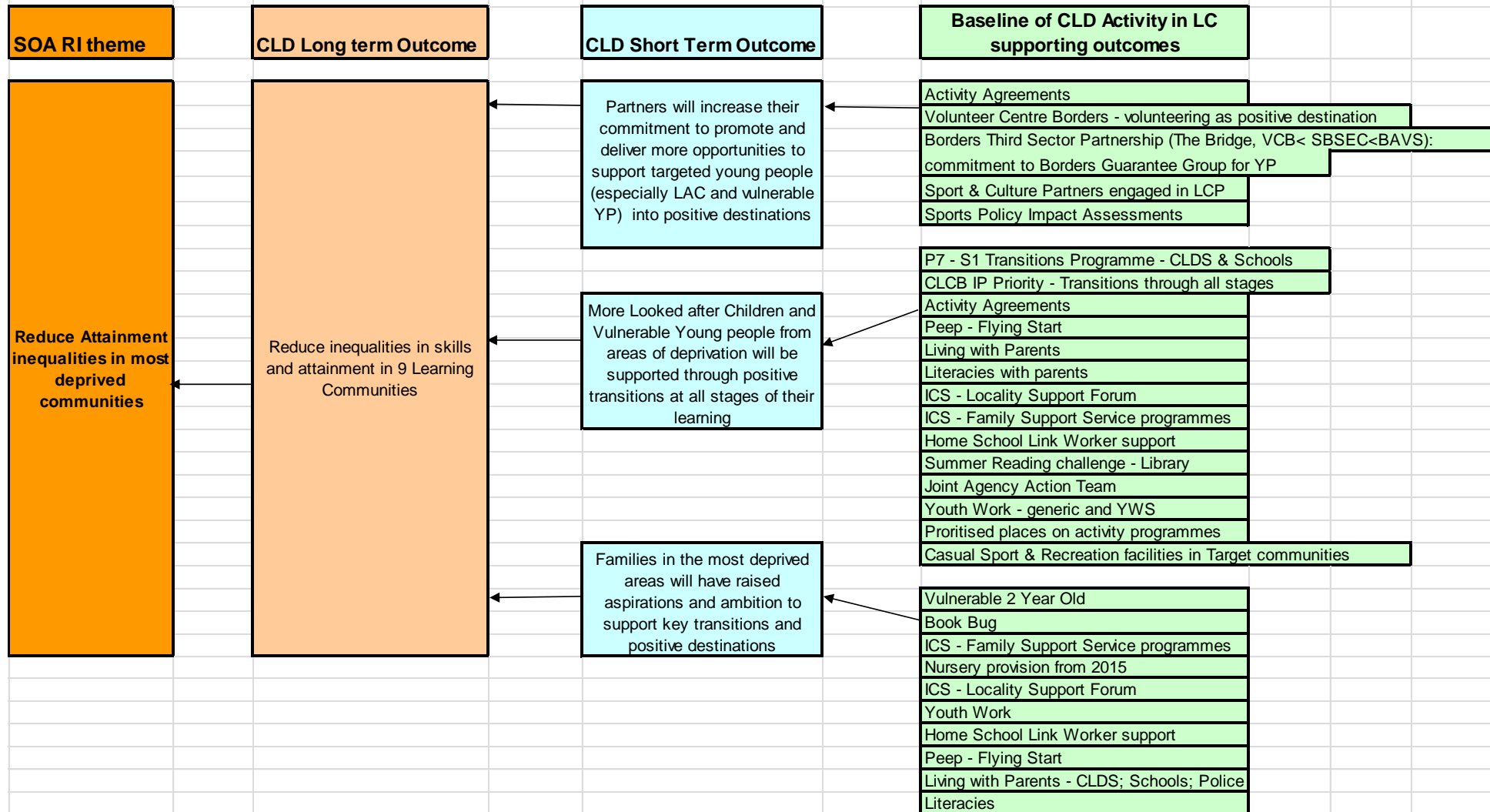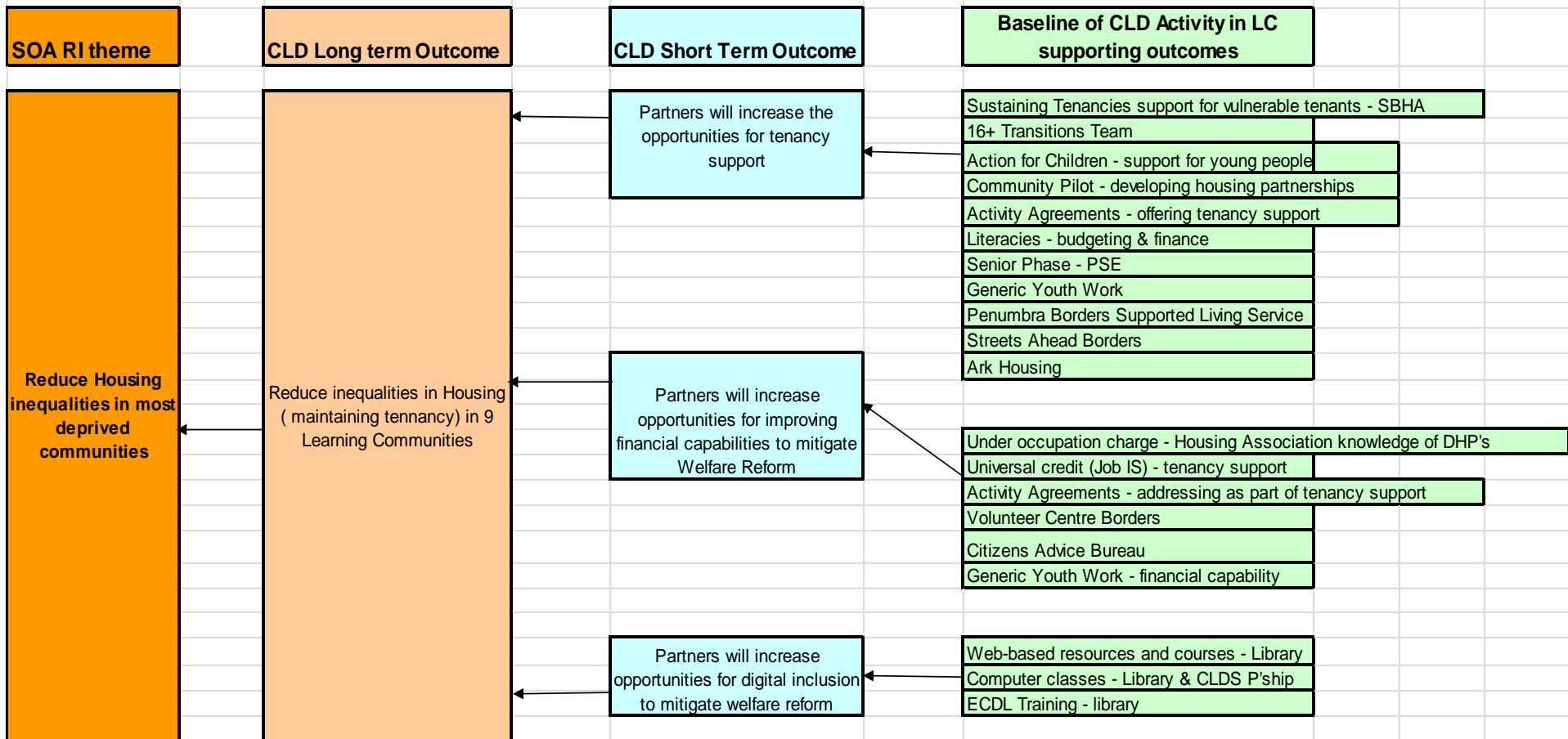| SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
Reduce Health & Wellbeing inequalities in most deprived communities	Reduce inequalities in Health & Wellbeing in 9 Learning Communities	Individuals and groups will have the capacity and capability to take action to improve their own health and wellbeing	Affordable extra-curricular sporting activities - BSLT
			Youth work - activity and cooking programmes
			Holiday sports programmes - BSLT
			Wheelchair curling club
			Paralympic sports
			Various sporting festivals
			Activity Agreements
			NHS Stress Buster classes
			Pop-up sexual health clinic
			HWB Project - KHS; CLDS & Community
			Penumbra Borders Supported Living Service
			FitBorders classes
			Abbey Fitness Centre
			C:Card programme - KHS; CLDS YW
			School PSE curriculum
			Local walking group supporting emotional wellbeing
			Ice rink & curling opportunities
		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)	Stable Life
			LGBT Youth Scotland (limited capacity)
			ICS - Community Mental Health Workers
			Action for Children - YP and substance misuse
			Mentoring Programme (Sports & PA)
			Healthy Living Network (Sports & PA)
			Sport & Leisure Activity Programmes
			Wheelchair curling club
			Peer mediation pilot - Broomlands PS
			Book bug
			Building Community Capacity project - EC
			Red Cross - integrating communities - links volunteers with individuals
			Penumbra BSLS - support for individuals / communities
			Local walking group supporting emotional wellbeing
			Peer Education - CLDS & KHS P'ship
			Smoking Cessation
			ESOL Group
			P7/S1 Transitions
			Building Community Capacity project - EC
			Yetholm Yew Tree Association - Yetholm PS P'ship
			Interest Link
			Lunch Clubs - Kelso, Morebattle, Yetholm
			Sprouston Friday Club
			U3A
			RVS Social Centre
			Chest Heart & Stroke Scotland Club
			Library Cafés in various village halls
			Club Sport Borders
			Community Sports Hubs

CLD Key Objective 1:

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches

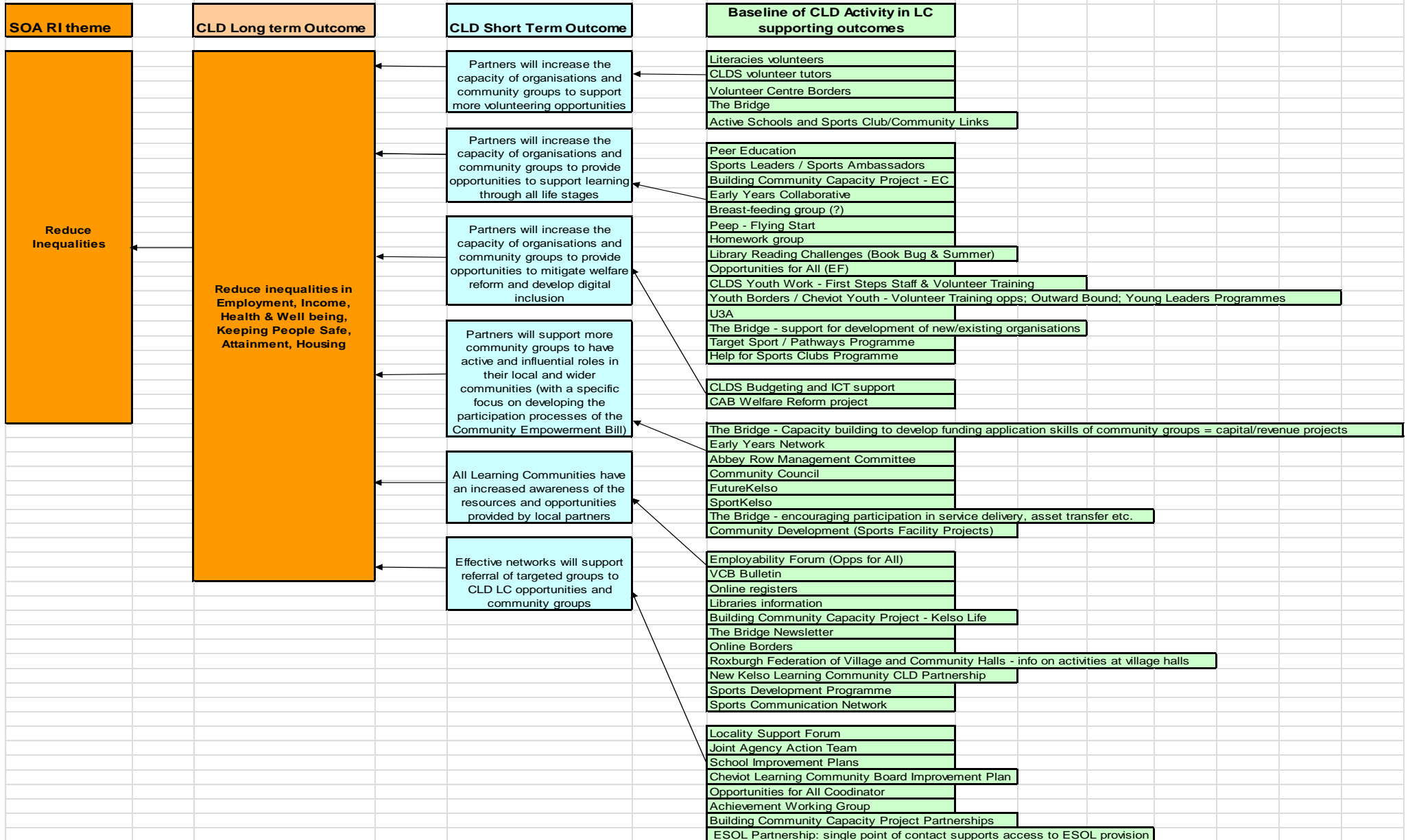| SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
Reduce inequalities in Keeping People safe in most deprived communities	Reduce inequalities in Keeping People Safe in 9 Learning Communities	Targeted vulnerable groups (especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves	Diversionary projects - RUTS; Safe T; Crucial Crew
			ESOL Groups
			Restorative practices - community and school
			School class talks - internet safety etc
			Neighbour disputes resolved through ASBU
			Mentors in Violence Prevention Programme
			Safety in the home - eg. fire prevention information
			Activity Agreements
			Youth Work - incl. generic YW & YWS
			Literacies provision
			Action for Children - support incl. drug & alcohol support
			Cheviot Youth
			Stable Life
			Penumbra
			Domestic Abuse Advocacy Service
		People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)	Borders Womens Aid
			LGBT Youth Scotland (limited capacity)
			Fit 4 Girls Programme
			Disability Sport Programme
			Development of resilient community group
			Borders Water Rescue Team - training
			Recruitment of RC coordinator for Kelso
			Diversionary Sports Programme

CLD Key Objective 1:

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches
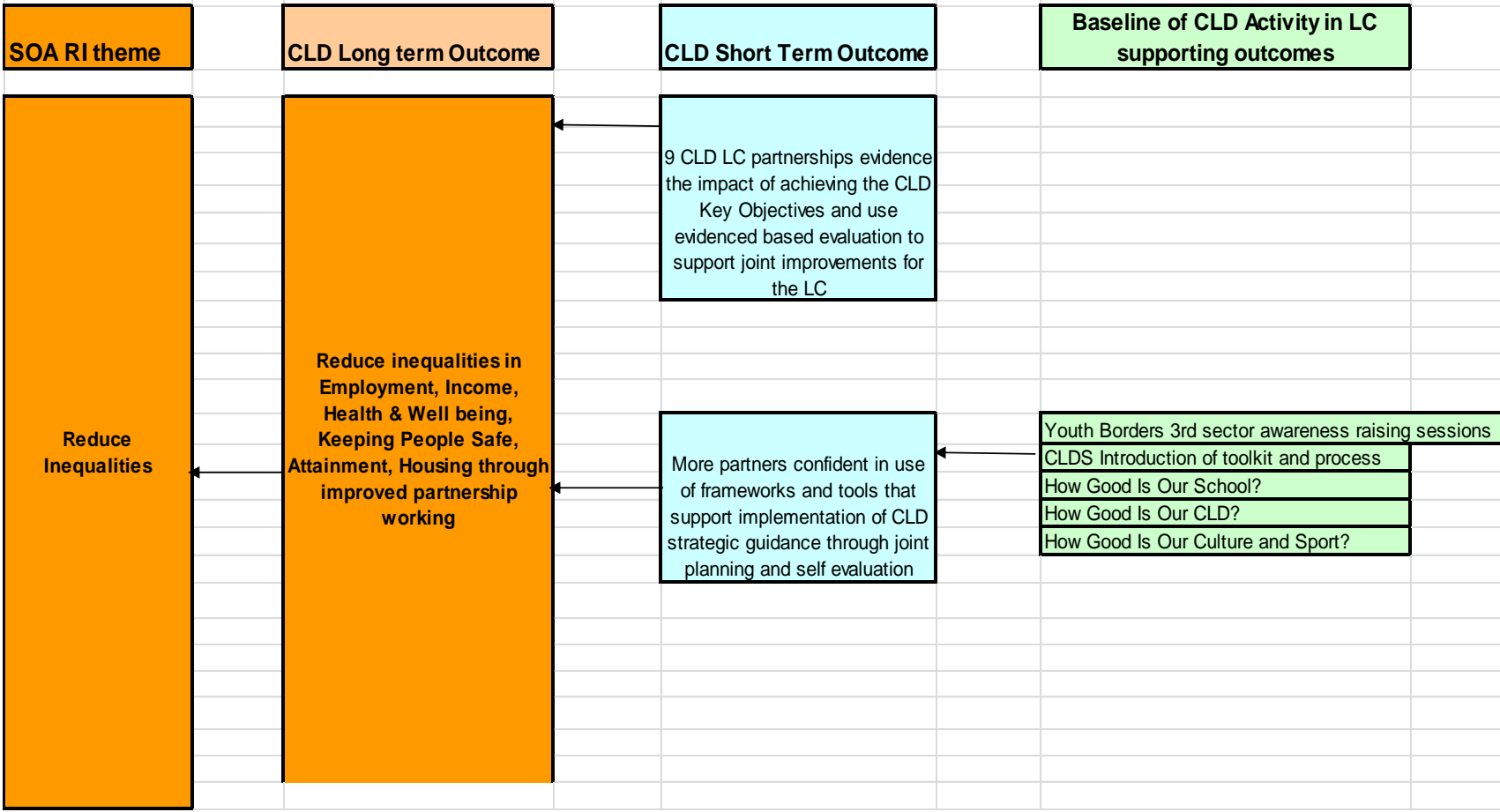
SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
Reduce Attainment inequalities in most deprived communities	Reduce inequalities in skills and attainment in 9 Learning Communities	Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations	Activity Agreements Volunteer Centre Borders - volunteering as positive destination Borders Third Sector Partnership (The Bridge, VCB< SBSEC<BAVS): commitment to Borders Guarantee Group for YP Sport & Culture Partners engaged in LCP Sports Policy Impact Assessments
		More Looked after Children and Vulnerable Young people from areas of deprivation will be supported through positive transitions at all stages of their learning	P7 - S1 Transitions Programme - CLDS & Schools CLCB IP Priority - Transitions through all stages Activity Agreements Peep - Flying Start Living with Parents Literacies with parents ICS - Locality Support Forum ICS - Family Support Service programmes Home School Link Worker support Summer Reading challenge - Library Joint Agency Action Team Youth Work - generic and YWS Proritised places on activity programmes Casual Sport & Recreation facilities in Target communities
		Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations	Vulnerable 2 Year Old Book Bug ICS - Family Support Service programmes Nursery provision from 2015 ICS - Locality Support Forum Youth Work Home School Link Worker support Peep - Flying Start Living with Parents - CLDS; Schools; Police Literacies

CLD Key Objective 1:

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
Reduce Housing inequalities in most deprived communities	Reduce inequalities in Housing (maintaining tennancy) in 9 Learning Communities	Partners will increase the opportunities for tenancy support	Sustaining Tenancies support for vulnerable tenants - SBHA
			16+ Transitions Team
			Action for Children - support for young people
			Community Pilot - developing housing partnerships
			Activity Agreements - offering tenancy support
			Literacies - budgeting & finance
			Senior Phase - PSE
			Generic Youth Work
			Penumbra Borders Supported Living Service
			Streets Ahead Borders
			Ark Housing
		Partners will increase opportunities for improving financial capabilities to mitigate Welfare Reform	Under occupation charge - Housing Association knowledge of DHP's
			Universal credit (Job IS) - tenancy support
			Activity Agreements - addressing as part of tenancy support
			Volunteer Centre Borders
			Citizens Advice Bureau
			Generic Youth Work - financial capability
		Partners will increase opportunities for digital inclusion to mitigate welfare reform	Web-based resources and courses - Library
			Computer classes - Library & CLDS P'ship
			ECDL Training - library

CLD Key Objective 2:Build the capacity and resilience of our 9 Learning Communities and the voluntary sector

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
Reduce Inequalities	Reduce inequalities in Employment, Income, Health & Well being, Keeping People Safe, Attainment, Housing	Partners will increase the capacity of organisations and community groups to support more volunteering opportunities	Literacies volunteers / CLDS volunteer tutors / Volunteer Centre Borders / The Bridge / Active Schools and Sports Club/Community Links
		Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages	Peer Education / Sports Leaders / Sports Ambassadors / Building Community Capacity Project - EC / Early Years Collaborative / Breast-feeding group (?) / Peep - Flying Start / Homework group / Library Reading Challenges (Book Bug & Summer) / Opportunities for All (EF) / CLDS Youth Work - First Steps Staff & Volunteer Training / Youth Borders / Cheviot Youth - Volunteer Training opps; Outward Bound; Young Leaders Programmes / U3A / The Bridge - support for development of new/existing organisations / Target Sport / Pathways Programme / Help for Sports Clubs Programme
		Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion	CLDS Budgeting and ICT support / CAB Welfare Reform project
		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)	The Bridge - Capacity building to develop funding application skills of community groups = capital/revenue projects / Early Years Network / Abbey Row Management Committee / Community Council / FutureKelso / SportKelso / The Bridge - encouraging participation in service delivery, asset transfer etc. / Community Development (Sports Facility Projects)
		All Learning Communities have an increased awareness of the resources and opportunities provided by local partners	Employability Forum (Opps for All) / VCB Bulletin / Online registers / Libraries information / Building Community Capacity Project - Kelso Life / The Bridge Newsletter / Online Borders / Roxburgh Federation of Village and Community Halls - info on activities at village halls / New Kelso Learning Community CLD Partnership / Sports Development Programme / Sports Communication Network
		Effective networks will support referral of targeted groups to CLD LC opportunities and community groups	Locality Support Forum / Joint Agency Action Team / School Improvement Plans / Cheviot Learning Community Board Improvement Plan / Opportunities for All Coodinator / Achievement Working Group / Building Community Capacity Project Partnerships / ESOL Partnership: single point of contact supports access to ESOL provision

Key Objective 3: Improve partnership working

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes

Reduce Inequalities

Reduce inequalities in Employment, Income, Health & Well being, Keeping People Safe, Attainment, Housing through improved partnership working

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

More partners confident in use of frameworks and tools that support implementation of CLD strategic guidance through joint planning and self evaluation

Youth Borders 3rd sector awareness raising sessions

CLDS Introduction of toolkit and process

How Good Is Our School?

How Good Is Our CLD?

How Good Is Our Culture and Sport?

- **Learning Activity Statistics**

  See Appendix B (page 49)

Data from partners

  See Appendix C (page 52)

What is the need for CLD?

Learners tell us:
Young people need improved employability and life skills to support them to secure positive and sustained outcomes post school
Young people need to know more about healthy relationships and domestic abuse
Young people need to feel valued and listened to

Learning providers tell us:
Need increased partnership work to better meet the needs of learners and avoid duplication and crossover
A shared learning community cld activity calendar would enable partners to better plan work and provide progression opportunities for learners
Partners are concerned about some young people's emotional wellbeing and the capacity of frontline staff and services to best support these young people
Whilst the number of reported instances of domestic abuse in and around Kelso is in line with Borders averages, the uptake of support from specialist services for families experiencing domestic abuse is disproportionally low
Local employers rarely recruit young people directly from school, and there don't appear to be many workplace-based training options for young people

- *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:

- Improved health and wellbeing (particular focus on the emotional wellbeing of under 16's)
- Employability (particular focus on young people up to age 24)
- Coordinated and timely support for families living with domestic abuse (increase community awareness of support services leading to increase in referrals)
- Consultation on the learning/development/support needs of the older population (particularly in our rural communities)

These link to CLD Short term outcomes:
- 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)
- Individuals and groups will have the capacity and capability to take responsibility for their own health and well-being
- Targeted vulnerable groups (especially YP) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves

Kelso 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	**CLD Key Objective 1: Reduce inequalities and improve the wellbeing of Borders Communities through early intervention and prevention approaches.**							
Reducing Inequalities Strand	**1.1 EMPLOYMENT and INCOME** KEY POLICY AREAS Youth Employment Welfare Reform Tackling Poverty and Financial Inclusion Strategy Economic Strategy							
CLDS & CLD partners Business plans	**CLD short term outcomes** • *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

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	17/18	18/19
Cross Cutting	Strengthen Activity Agreement processes through enhanced partnership working (pre/post school)	1.1.1 1.1.2 1.1.5	Opportunities For All Coordinator	CLDS/KHS/SDS		X	X	X

Area	Action	Refs	Lead	Partners				
		1.1.6 1.1.7						
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/SDS/KHS/ local partners relevant to post 16 discussion		X		
Kelso Action 1	Development of upper BGE and senior phase opportunities with an employability focus	1.1.1 1.1.2 1.1.4 1.1.5 1.1.6 1.1.7	KHS	KHS/ CLDS / ESS		**baseline**	X	X
Kelso Action 2	Increase the number of young people involved in volunteering in the learning community (Target S3 to age 24yrs) through youth work approaches	1.1.7 2.1	CLDS	CLDS/ KHS/ SWBCC Project/ VC Borders/ Resilient Communities/ Cheviot Youth/JCP		X	X	X

Reducing Inequalities Strand	**_1.2 HEALTH and WELLBEING_** **KEY POLICY AREAS** GIRFEC Children and Young People's Plan Health Improvement Early Years Strategy Health and Social Care Integration Alcohol and Drug Partnership Sport and Physical Activity							
CLDS & CLD partners Business plans	**CLD short term outcomes** • 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

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 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**	**Resour ces**	**15/16**	**16/17**	**18/19**
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 Improvemen t: Allyson McCollum	CLD partners		X	X	X

Area	Description	Ref	Lead	Partners				
Cross Cutting	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.	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		
Kelso Action 3	Reduce the % of YP self-reporting poor emotional wellbeing (non-prescribed) through learning, development and community-led peer support interventions	1.2.1 1.2.2 1.2.3 1.2.4 1.2.5	CYPSS	CLDS/ ICS/ Schools/ CMHWs/ EPS/ Penumbra		Baseline + research	X	X
Kelso Action 4	Development of a cohesive PSE curriculum in schools which promotes emotional wellbeing and resilience	1.2.1 1.2.2 1.2.3	KHS/CLDS	KHS/ Primaries/ CLDS/ Penumbra/ EPS		Baseline + research	X	
Kelso Action 5	Increase the capacity, through training, of frontline school and youth work staff to support YP with poor emotional health	1.2.1 1.2.2 1.2.3 3.4	CYPSS	CLDS/ CYPSS/ Schools/ CMHWs/ EPS/ Penumbra		X		
Kelso Action 6	Consult older community members on their learning/ development/ support needs (particular focus on rural communities)	1.2.1 1.2.2 1.2.3 1.2.4 1.2.5	Older People's Community Capacity Building Project	Older People's Community Capacity Building Project / CLDS/ The Bridge		X		

Notes:
- *SafeTalk for pupils in school*
- *Activities / projects for young people in school and in the community which promote emotional wellbeing and resilience*
- *Training for frontline staff to support YP in crisis while awaiting specialist support – ASIST / Training from EPS/ Penumbra/ CMHW's*

Reducing Inequalities Strand	**_1.3 KEEPING PEOPLE SAFE_** **KEY POLICY AREAS** Community Justice Authority Area Plan Police, Fire and Community Safety Board Plan Equally Safe Resilient Communities							
CLDS & CLD partners Business plans	**CLD short term outcomes** • People (especially vulnerable young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves • People in targeted communities will increase participation in Resilient Communities (with a specific focus on young people)							

High Level Generic Key Performance Indicators

1.3.1 Participation: Number of participants in opportunities to improve their health & wellbeing (vulnerable young people)

1.3.2 Participation: Number of participants in Resilient Communities Programme (young people and others)

1.3.3 Achievement: Number of participants reporting achievement of health and wellbeing outcomes (vulnerable young people)

1.3.4 Progression: Number of participants making a positive lifestyle choice to support their health & well being (vulnerable young people)

Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	18/19
Kelso Action 7	More Young people involved in Resilient Communities initiative in Kelso and surrounding rural communities	1.3.2	KHS / Resilient Communities	Resilient Commuities/ CLDS/KHS/VCB		Kelso	Rural	X
Kelso Action 8	Implement Mentors in Violence Prevention Programme in KHS	1.3.1 1.3.3 1.3.4 1.2.2 1.2.4	CLDS / KHS	KHS/ CLDS/ VRU/ VAWP/ BWA/ SBRCC/ Police Scotland		X	X	X
Kelso Action 9	Increase capacity, through training, of frontline staff to support families living with DA	1.3.1 1.3.3 1.3.4 3.4	VAWP Coordinator	VAWP/ CLDS/ BWA/ SBRCC/ Schools		X		

Reducing Inequalities Strand	*1.4 SKILLS and ATTAINMENT* <u>KEY POLICY AREAS</u> Curriculum for Excellence Implementation Raising Attainment for All
CLDS & CLD partners Business plans	**CLD short term outcomes** • 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

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**	**18/19**
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

Reducing Inequalities strand	**1.5 HOUSING** **KEY POLICY AREAS** Housing and Homelessness							
CLDS & CLD partners Business plans	**CLD short term outcomes** • 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								
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								

Action No	How we will achieve our objective? (Action Plan)	KPI ref	By whom?			By when?		
			Owner	Partners involved in delivery	Resources	15/16	16/17	18/19
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)							
CP 4	**CLD Key Objective 2: Build the capacity and resilience of our 9 Learning Communities and the voluntary sector**							
Reducing Inequalities Strand	**2. BUILD CAPACITY to** reduce Economic, Health & Well being, Keeping People Safe, Attainment, Housing inequalities: <u>KEY POLICY AREAS</u> Reducing Inequalities Strategy Community Engagement and Empowerment Localities approach to planning and delivering services IT and Broadband Infrastructure Transport Strategy Rural Development							
CLDS & CLD partners Business plans	**CLD Short Term Outcomes** • 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

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

Action No	How we will achieve our objective? (Action Plan)	KPI ref	By whom?			By when?		
			Owner	Partners involved in delivery	Resources	15/16	17/18	18/19
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
Cross Cutting	Further develop local consultation to reach individuals and groups representative of CLD learners and those not already engaging in CLD	2.6	LC Partnership Coordinators	LC Partners		X	X	X
Kelso Action 10	Development and delivery of a biennial locality careers / employability fayre in KHS	2.7 1.1.5 1.1.6 1.1.7	Opportunities for All Coordinator	CLDS/ KHS/ ESS/ SDS/ local employers		X		X
Kelso Action 11	Increase referrals to domestic abuse support services by raising community awareness of services and processes/ confidentiality **	2.7 1.3.1 1.3.3 1.3.4	BWA	BWA/ VAWP/ CLDS/ CYPSS/ Police Scotland/ KHS		X	X	X
Kelso Action 12	Increase the skills and confidence of Abbey Row Community Centre Committee to support transfer of Community Centre to Borders Sport & Leisure Trust (Com. Emp. Bill)	2.2	SBC Community Services	The Bridge/CLDS/ Community Services		X		

** This will include various projects/programmes:

Inclusion in PSE curriculum for young people (including healthy/unhealthy relationships focus) (Lead: TA/HY);

Community awareness raising – marketing/advertising (Lead: AG);

Timely and safe follow up information on services to women who have been involved in a DA incident attended by Police (Lead: JM)

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** KEY POLICY AREAS Future Services Reform							
CLDS & CLD partners Business plans	**CLD Short Term Outcomes** • 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

3.1 Participation: Number of CLD partners contributing to Learning Community Plans

3.2 Achievement: Number of CLD partners contributing quantitative data to LC partnerships annually

3.3 Achievement: Number of CLD partners contributing to LC self-evaluation and improvement planning process

3.4 Progression: Number of joint training opportunities that improve partnership working

3.5 Progression: Realignment and pooling of resources to target agreed partnership priorities

			By whom?			By when?		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	17/18	18/19
Cross Cutting	**Develop capacity** of partners to engage in joint planning, monitoring and evaluation and implement CLD guidance	3.1 3.2 3.3	CLD Strategic Partnership	CLD partners	CLD Innovation Funding CLD partners	X	X	X
Cross Cutting	Develop shared framework for **self evaluation and improvement planning** *(CLD strategic partnership and learning community partnerships)*	3.3	CLD Strategic Partnership	CLD partners		X		
	a. Develop shared framework for **sharing information** that supports learner achievement and progression	3.2	CLD Strategic Partnership	CLD partners		X		

Area	Action	Ref	Lead	Partners	Method			
	b. Develop shared **reporting framework** that supports base-lining, monitoring, evaluation and improvement planning for participation, achievement and progression.	3.3	CLD Strategic Partnership	CLD partners		X		
Cross Cutting	Develop shared **workforce development** opportunities	3.4	CLD Strategic Partnership	CLD partners		X	X	X
Cross Cutting	**Pool resources and reshape services** to target agreed priorities	3.5	CLD Strategic Partnership	CLD partners		X	X	X
Kelso Action 13	Research what employability skills local and national employers believe are key to young people entering and maintaining work-based training or employment directly post school	3.4	CLDS	SDS/ CLDS	Lit. review/ question naire/ focus grp	X		

*Gaps: what are the priorities for CLD that will not be met by this plan? (**in relation to your prioritisation work**)*

Gap	Rationale for not addressing in plan
High number of alcohol-related hospital discharges in Kelso South	Whilst the most recent public data identifies this as an issue, on further analysis with national agencies, the partnership was reassured that the most recent figures puts this number back in line with averages
High percentage of women smoking while pregnant	Low actual numbers and regional issue – concerns passed to NHS Borders
Attainment of S4/5 girls	The partnership hopes new senior phase pathways (incl. delivery of the new Employability Award and continuation of Peer Education options now with SQA accredited YAA) may impact on this

Consultation: who has been consulted and how

Who was consulted	How many people were involved	Main issues raised	Equalities Impact Assessment: protected characteristic where known?
KHS Pupil Parliament	17 – group activity	YP lack understanding of what 'domestic abuse' means YP believe that more 'lifeskills' training is key to young people sustaining post-school destinations. YP would like to know what employers are looking for. They need more information and support to maintain resilience and positive mental health, and better adequate support when experiencing poor emotional wellbeing. They would like to know how to better support friends and peers who are experiencing poor emotional wellbeing.	3 female students; 14 male Ages 12 – 18

Senior Primary Pupil Council Reps	43 – group activity	Kelso is a generally safe and happy place for young people. They like to feel listened to, and that adults value their input. They would like more arts opportunities and sports which are not gender-specific (boys rugby, girls hockey) They enjoy opportunities for responsibility.	29 female; 14 male Ages 9 - 12
Women in refuge with BWA	3 – focus group	Women experiencing DA may not seek support due to perceived stigma and a concern that someone will know or judge them, concerns about the impact on any children in the home or worry about what will happen after disclosure – what will others think, impact on job, friends, family etc. The point at which women are offered advice on support services is essential, as is the person delivering that info.	3 females; over 25
VAW agency input	5	All agreed that increasing uptake of referral to support should be a priority for the Kelso partnership. Their service data supports this need, as identified by partnership members. Agreement that fear an stigma in a small community may contribute to poor uptake. All agencies committed to supporting the partnership to develop this priority area, and to identify and deliver appropriate training for relevant frontline staff.	Females
Educational	1	Agrees a clear need to	Female

Psychologist		promote positive emotional wellbeing amongst young people in Kelso. Particular issues around YP coping mechanisms and a rise in self-harm.	
Penumbra Youth Project	1	Believes earlier intervention at a lower tier level (before CAMHS/medical intervention) is needed to promote positive emotional wellbeing in young people. Identified the gap in service for emotional wellbeing support fo under 16's (before Penumbra level) and a need for clear referral routes to the correct services to support each YP. Parents and carers also need further information / advice and support to enable them to better support their child(ren).	
Parents	11	Generally parents are happy with the opportunities offered for their child(ren) in Kelso. Some of those from outlying villages were a little concerned about the associated costs for their child(ren) to access town-based activity. There are poor public transport links to many smaller villages and rural communities which was a barrier to some activity. There was a limited understanding of the cld opportunities available for adults in and around Kelso.	
Youth Committee at Rezz		*Awaiting data*	
YP on Activity		*Awaiting data*	

Agreements			
Abbey Row Management Committee		*Awaiting data*	

*(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:

Organisation	Name
SBC Community Engagement	Clare Malster
Third Sector Partnership (Bridge)	Heather Batsch
Cheviot Youth	David Harvey
BSLT (Active Schools)	Neil Innes
Police Scotland	Gina Johnstone
Police Scotland	Justin Hulford
SBC Senior Education Officer	Christian Robertson
Kelso High School	Ali Wilson
Primary Representation	Helen Ross
SBC Libraries	Julia Cawthorne
Community Learning and Development	Catherine Hadshar
SBHA	Nicola McIlwraith
SBC Opportunities for All	Emma Fairley
SBC SW Building Community Capacity	Emily Hislop
SBC Resilient Communities	Kevin Sewell
SBC Integrated Childrens Services	Jim Marshall
SBC Integrated Childrens Services	Sue Cook
Penumbra	Kelly Brown
Violence Against Women Coordinator	Andrea Beavon
Border Women's Aid	Amanda Glasgow

For more information about this plan contact:

Holly Finlayson   CLD Worker (Youth Work)

 07500 991908

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

APPENDICES

A – Maps of Kelso Learning Community Datazones, with population data

S01005407
Heiton / Sprouston
Ward: Cheviot East
Population: 1491

S01005392
Morebattle
/Hownam etc
Ward: Cheviot East
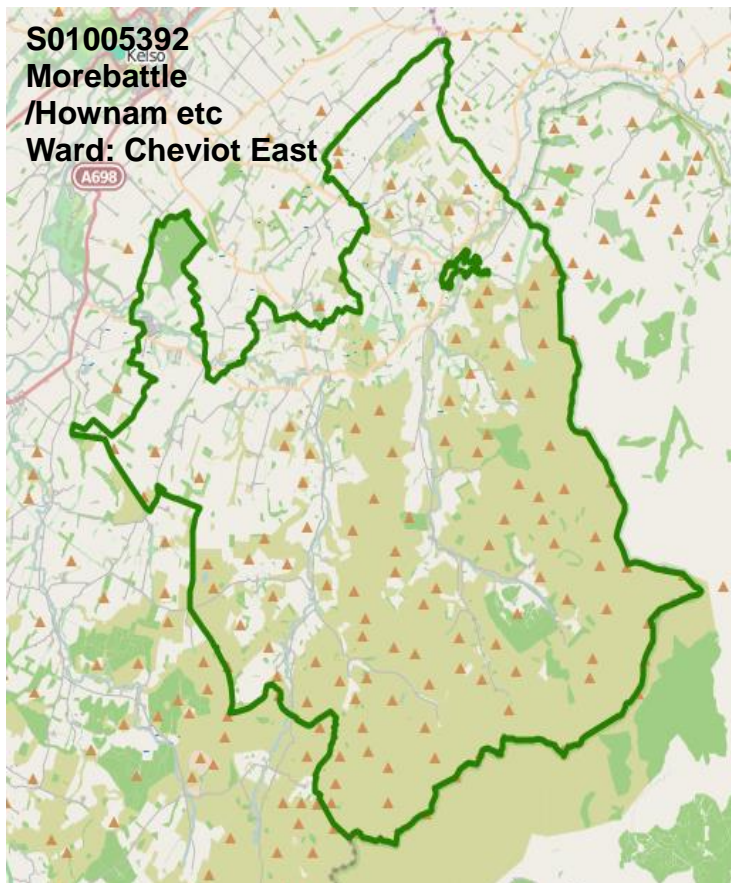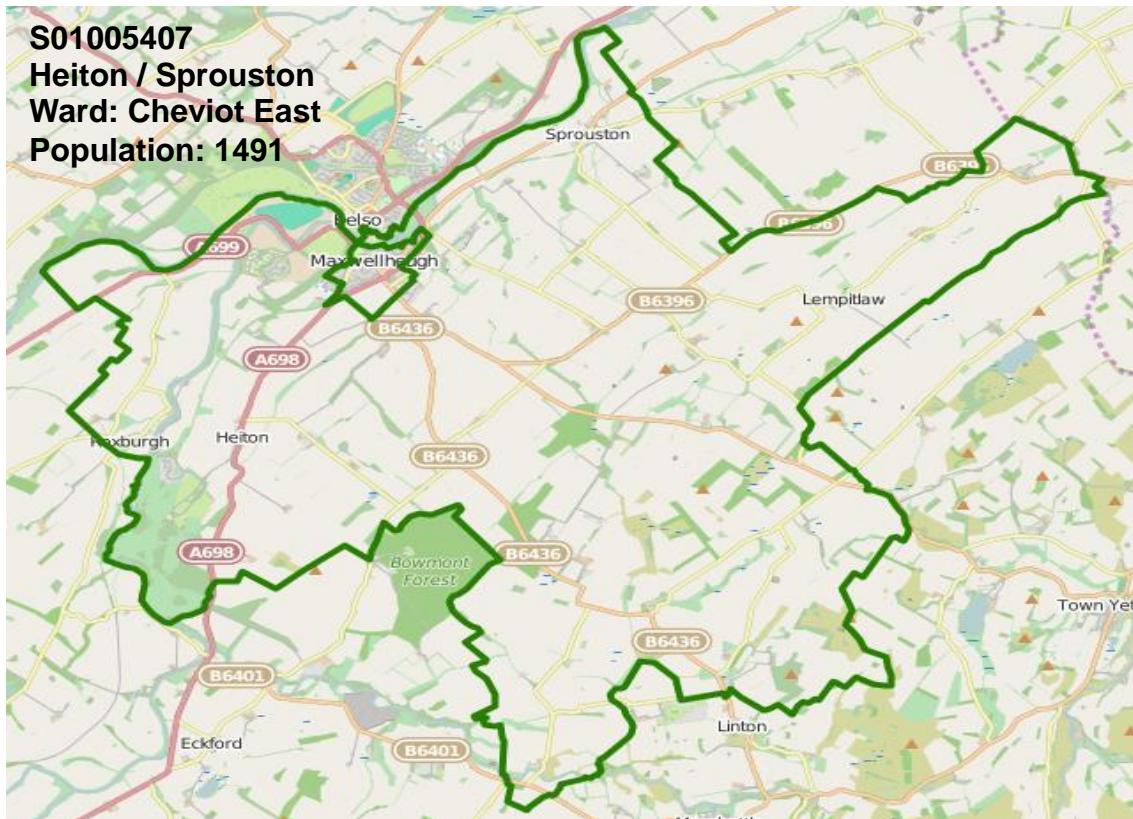
S01005397
Yetholm
Ward: Cheviot East
Population: 552

S01005440
Stichil / Ednam
Ward: Cheviot East
Population: 1389

S01005411
Maxwellheugh
Ward: Kelso South
Population: 953

S01005413
Town Centre
Ward: Kelso South
Population: 908

S01005415
Broomlands / Shedden
Ward: Kelso South
Population: 866

S01005416
Poynder
Ward: Kelso North
Population: 994
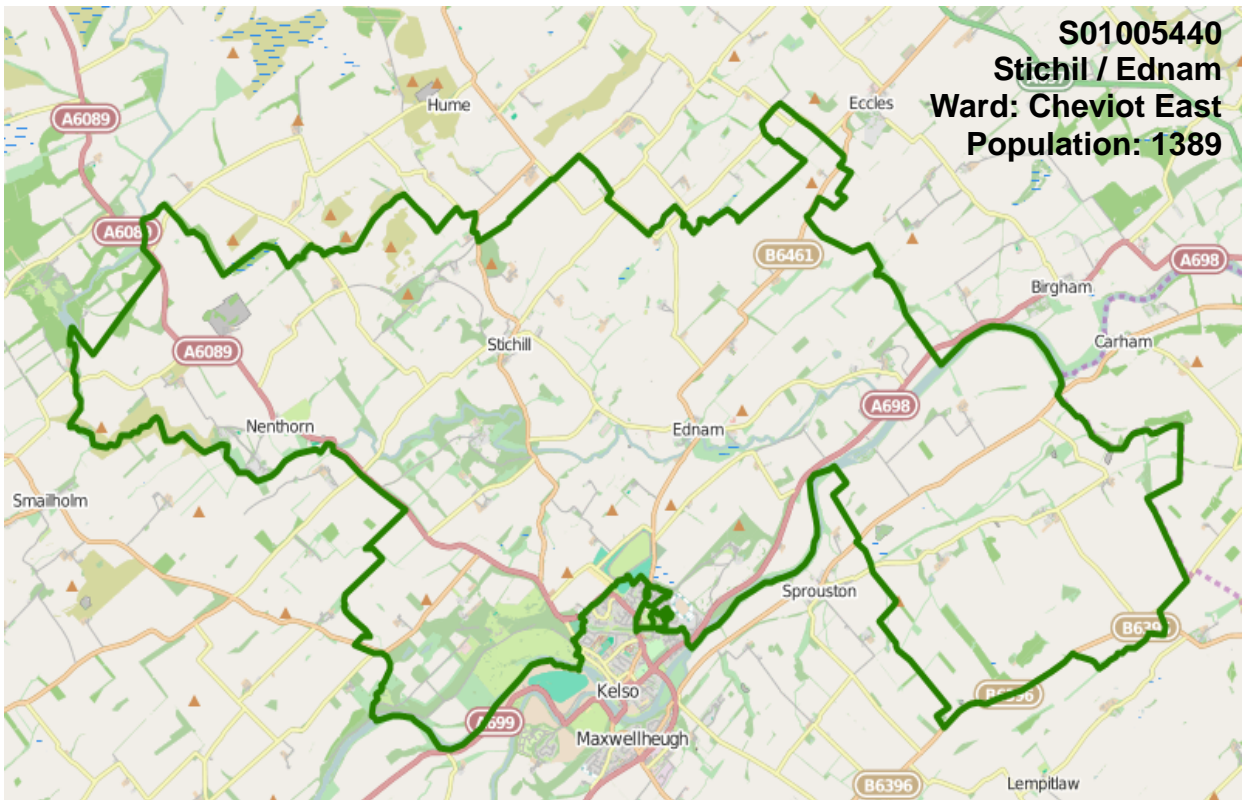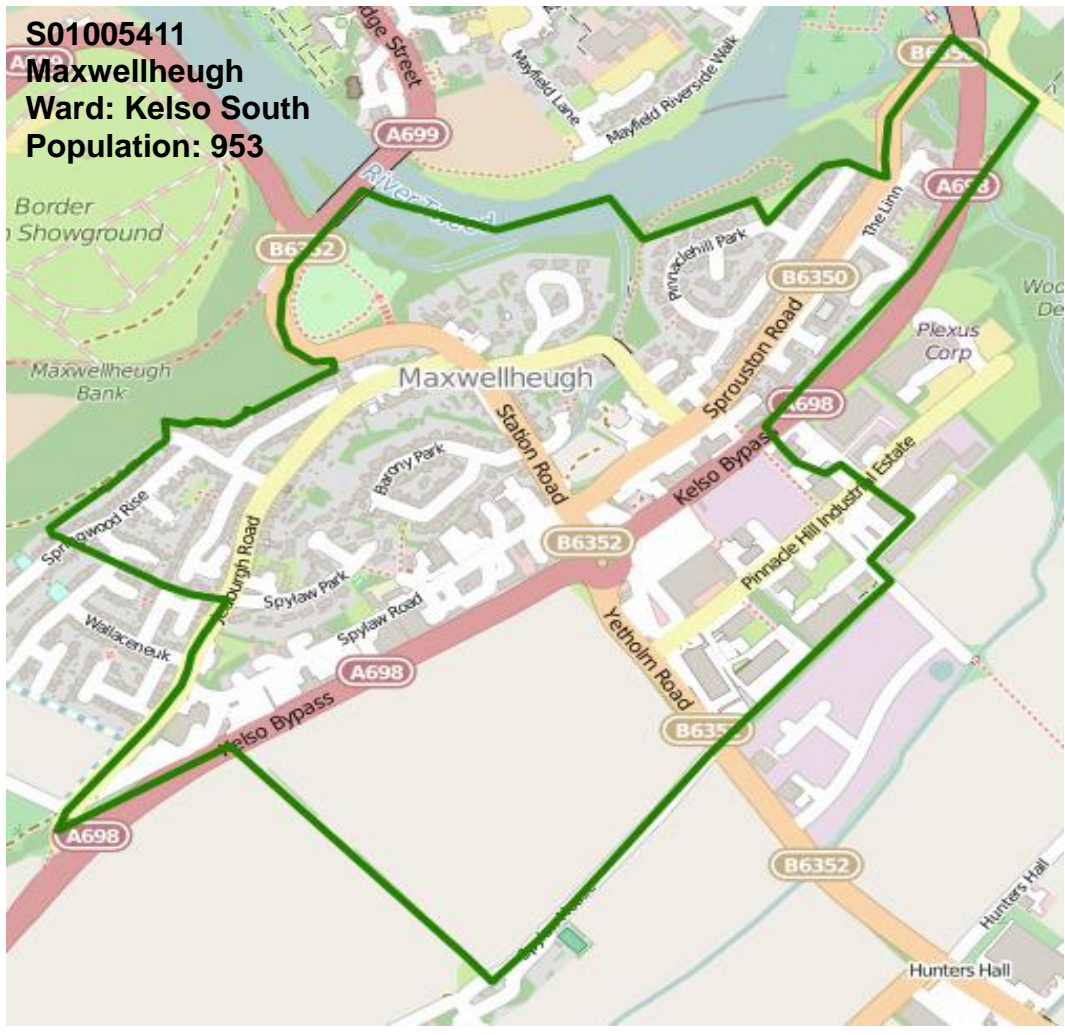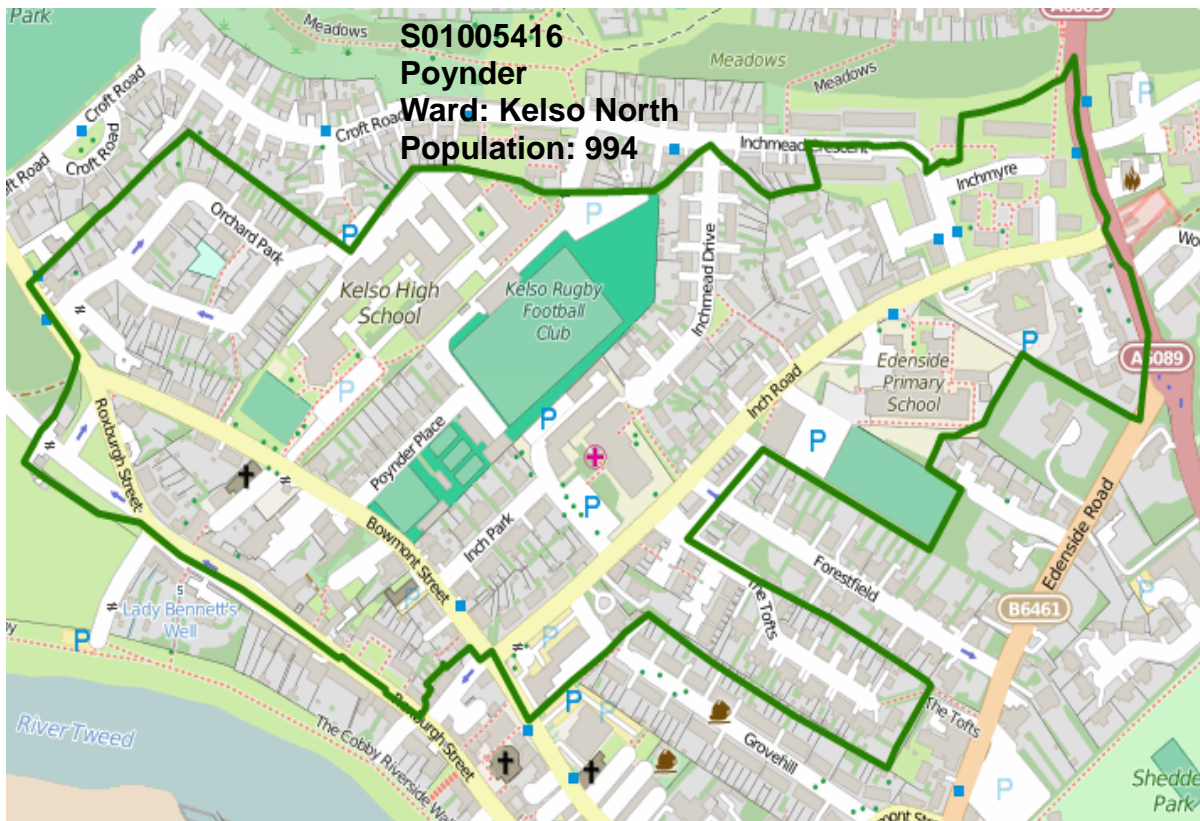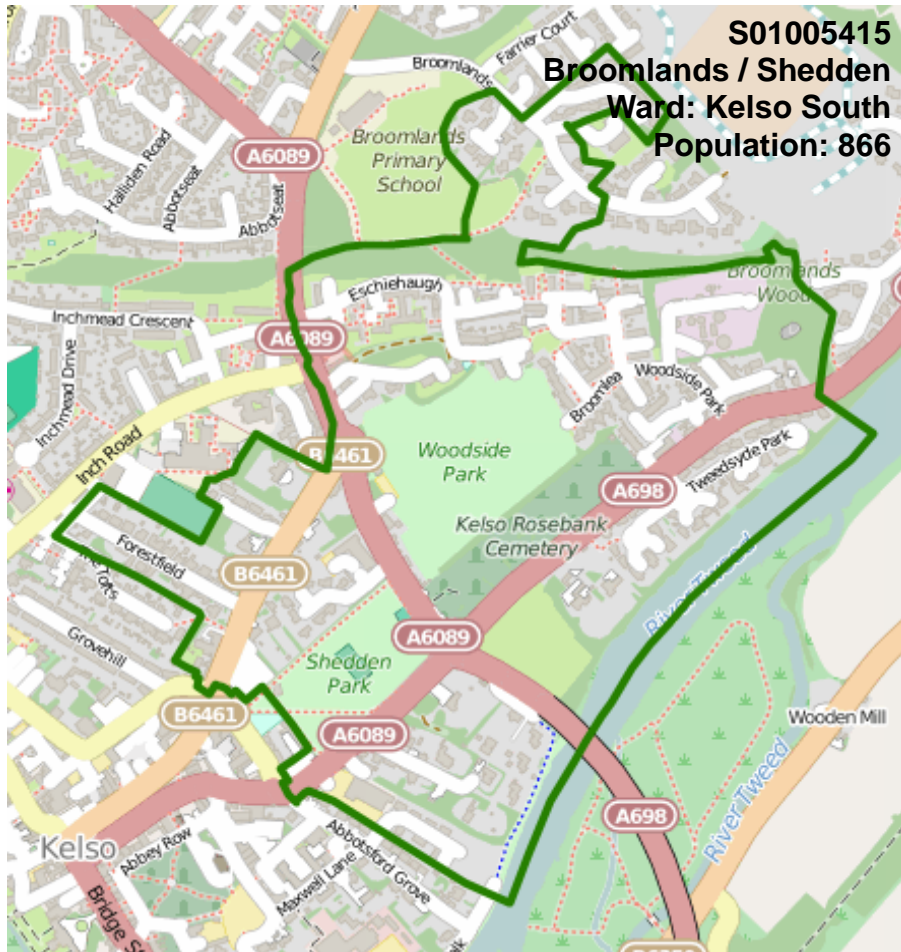
S01005419
Abbotseat
Ward: Kelso North
Population: 685
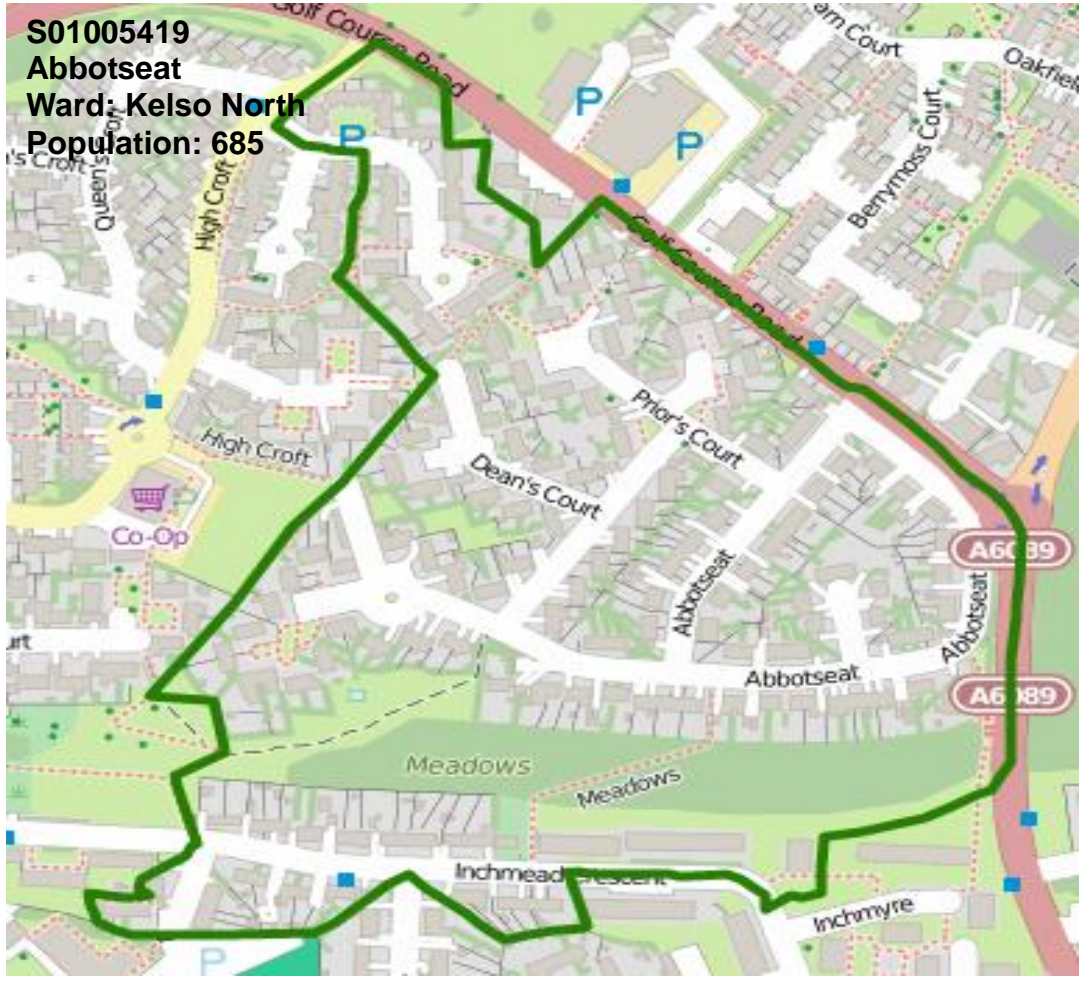
S01005420
High Croft
Ward: Kelso North
Population: 788
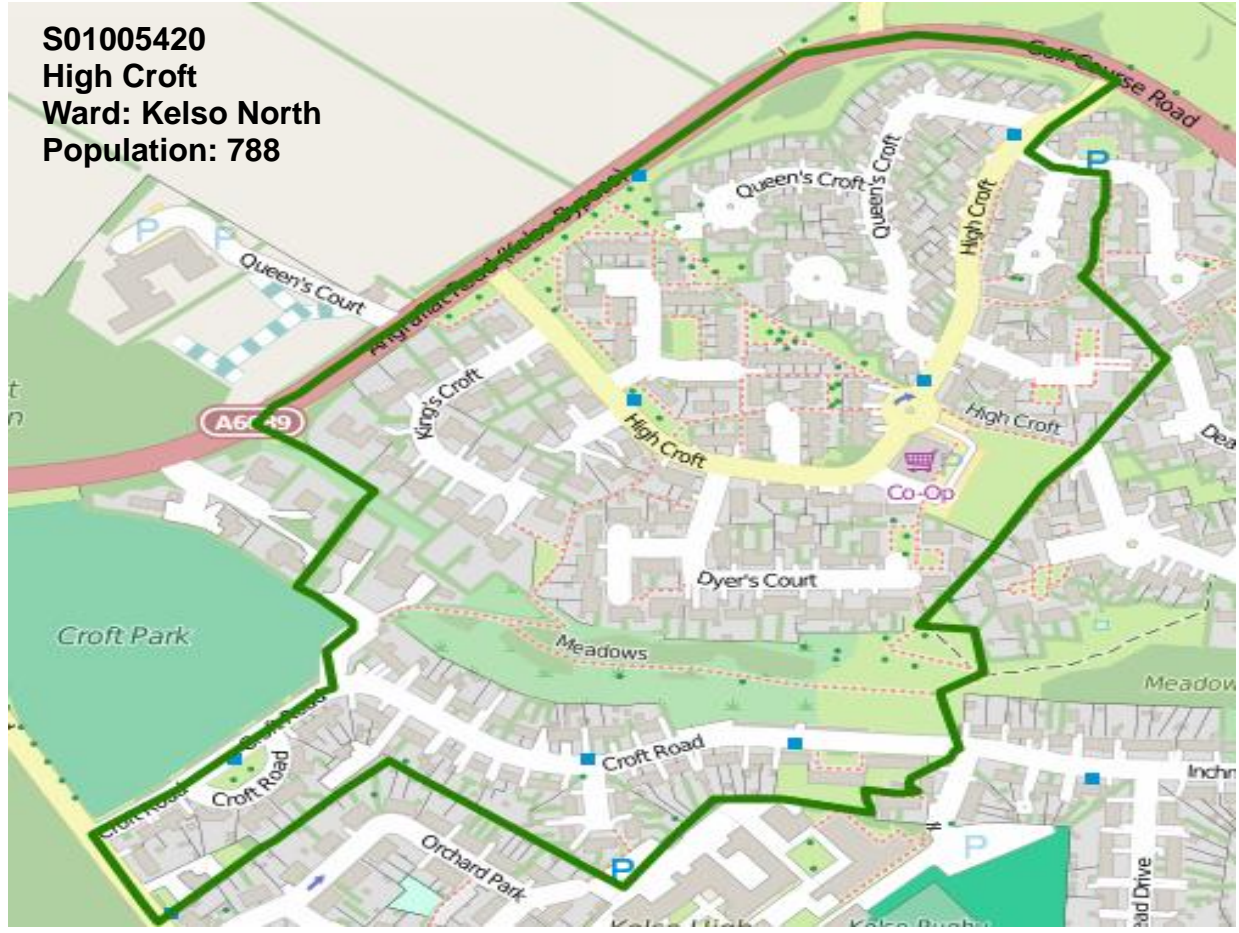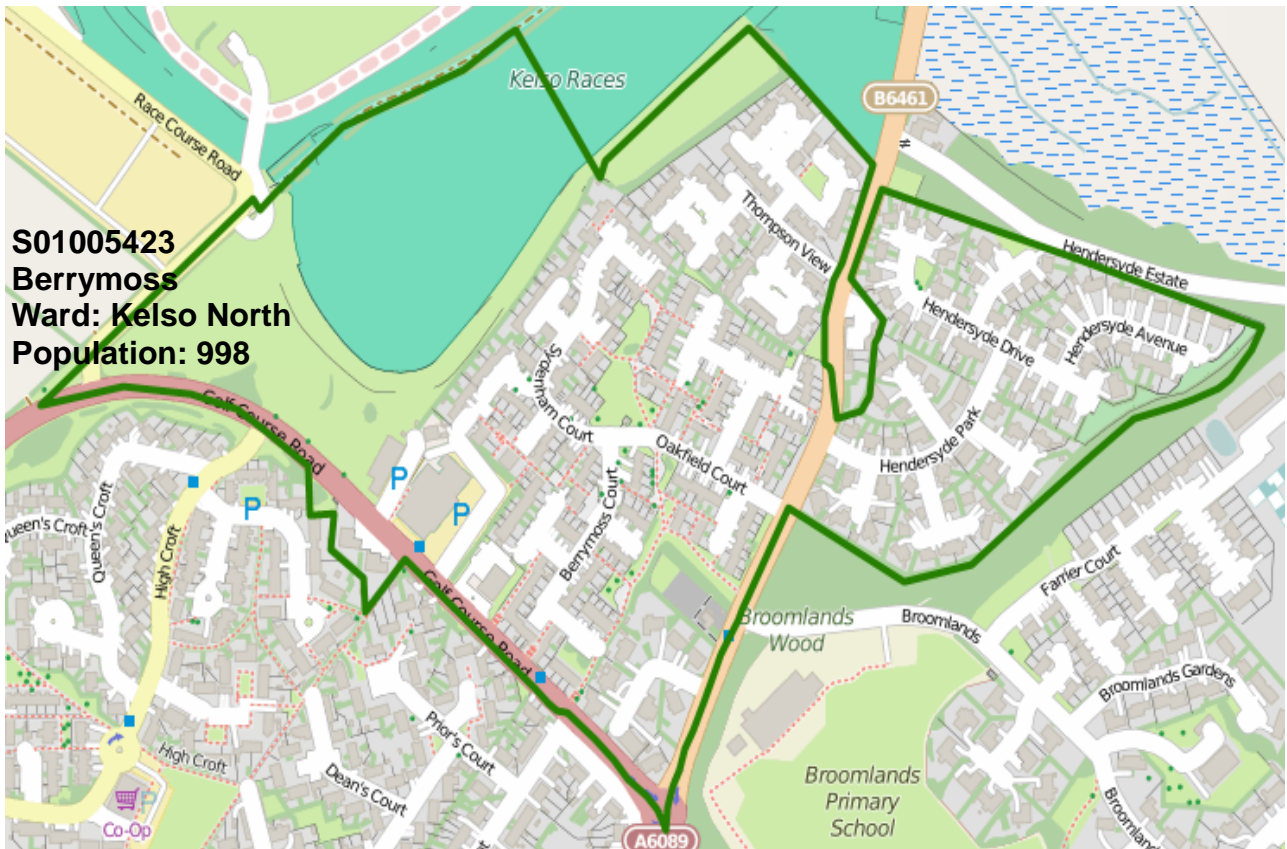
S01005423
Berrymoss
Ward: Kelso North
Population: 998

APPENDIX B – LEARNING ACTIVITY STATS

CLD STRATEGIC PLANNING PRIORITIES – LC4 KELSO HIGH SCHOOL CATCHMENT

			CLDS (adult)	Activity Agreement	CLDS (youth)	SBC Libraries	Abbey Row Community	Employabi	ESS Vocat	ESOL	Borders	Adult Litera	Org 11	Org 12	Org 13	Org 14	TOTALS
	TOTAL NUMBER OF LEARNERS		41	6	93	406	0	5	8	7	90	0	0	0	0	0	656
	NUMBER OF YOUNG PEOPLE (16-25YRS)		0	6	93	0	0	0	8	0	0	0	0	0	0	0	107
	NUMBER OF PARENTS		18	0	0	59	0	0	0	0	0	0	0	0	0	0	77
	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	7	6	0	0	0	2	8	7	2	0	0	0	0	0	32
		Progression	1	0	0	0	0	2	0	0	0	0	0	0	0	0	3
	Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work	Participation															0
		Achievement		6	0	0	0	2	0	0	0	0	0	0	0	0	8
		Progression		0	0	0	0	2	0	0	0	0	0	0	0	0	2
	More people will engage in volunteering opportunities (with a specific focus on young people)	Participation															0
		Achievement															0
		Progression	0	6	5	0	0	0	0	0	0	0	0	0	0	0	11
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	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7
		Progression	0	6	0	0	0	2	8	0	0	0	0	0	0	0	16
	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	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7
		Progression															0

Reduce inequalities in Keeping People Safe in 9 Learning Communities

Objective	Measure	Total
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

Objective	Measure															Total
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	5	0	0	0	0	8	0	0	0	0	0	0	0	13
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 will have raised aspirations and ambition to support key transitions and positive destinations	Participation	18	0	0	59	0	0	0	0	0	0	0	0	0	0	77
	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

Objective	Measure															Total
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	6	0	0	0	2	0	0	0	0	0	0	0	0	8
	Progression															0
Partners will increase opportunities for digital inclusion to mitigate Welfare Reform	Participation															0
	Achievement	0	0	0	0	0	0	8	0	23	0	0	0	0	0	31
	Progression															0

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

			CLDS (adult)	Activity Agreement	CLDS (youth)	SBC Libraries	Abbey Row Community	Empl oyabi	ESS Vocat	ESO L	Bord ers	Adult Litera	Org 11	Org 12	Org 13	Org 14	TOTAL S
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	Number of people involved in running of community groups	0	0	86	0	21	0	0	0	0	0	0	0	0	0	107
	Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages	Number of Community Groups	0	0	0	0	89	0	0	0	0	0	0	0	0	0	89
		Number of Community Groups with confident skilled and active members	0	0	0	0	89	0	0	0	0	0	0	0	0	0	89
		Number of Community Groups delivering services	0	0	0	0	89	0	0	0	0	0	0	0	0	0	89
		Number of Community Groups delivering Learning	0	0	0	0	89	0	0	0	0	0	0	0	0	0	89
		Number of Community Groups supporting Health & Wellbeing	0	0	0	0	12	0	0	0	0	0	0	0	0	0	12
		Number of Community Groups supporting Family Outcomes	0	0	0	0	2	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	0	0	0f		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 Community Empowerment Bill)	Number of Community Groups with active and influencial roles	0	0	0	0	21	0	0	0	0	0	0	0	0	0	21
	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	1

APPENDIX C – DATA FROM PARTNERS

BORDERS COLLEGE

Course code	Course title	SCQF Level of Course	Catchment	Number enrolled	Number Successful	Number Partial success	Number Early withdrawal	Number Further withdrawal
13AMZTC3	Train to Care - SDS	none	Kelso	2	2	0	0	0
13BEFNBESL10	Basic English for Speakers of other Languages (ESOL)	3	Kelso	1	1	0	0	0
13BEFNBESL5	Basic English for Speakers of other Languages (ESOL)	3	Kelso	1	1	0	0	0
13BEFNBESL6	Basic English for Speakers of other Languages (ESOL)	3	Kelso	2	2	0	0	0
13BEFNBESL8	Basic English for Speakers of other Languages (ESOL)	3	Kelso	2	2	0	0	0
13BEFNBESL9	Basic English for Speakers of other Languages (ESOL)	3	Kelso	1	1	0	0	0
13GCNHB1	Higher Human Biology	6	Kelso	1	1	0	0	0
13GCNIP1	Introduction to Counselling	5	Kelso	1	1	0	0	0
13GLLBM1	Body Massage	none	Kelso	1	1	0	0	0
13GLLCM	Candle Making	none	Kelso	2	2	0	2	0
13GLLCS1	Computing Stage 1	none	Kelso	2	2	0	0	0
13GLLCS21	Computing Stage 2	none	Kelso	1	0	0	0	1
13GLLFFB1	French for Beginners	none	Kelso	1	1	0	0	0
13GLLFS2	French Stage 2	none	Kelso	1	1	0	0	0
13GLLGB1	German for Beginners	none	Kelso	2	2	0	0	0
13GLLGF	Glass Fusing to make Jewellery or Window Art	none	Kelso	2	2	0	2	0
13GLLGS2	German Stage 2	none	Kelso	3	3	0	0	0
13GLLISL	British Sign Language - an Introduction	4	Kelso	2	2	0	0	0
13GLLSB	Spanish for Beginners	none	Kelso	2	2	0	0	0
13GLLSB3	Spanish for Beginners	none	Kelso	1	1	0	0	0
13GLLSS22	Spanish Stage 2	none	Kelso	2	2	0	0	0
13GLLSS3	Spanish Stage 3	none	Kelso	1	1	0	0	0
13HLLCAB1	Computing for Absolute Beginners	none	Kelso	1	1	0	0	0
13HLLCD1	Cake Decorating	none	Kelso	1	1	0	0	0
13HLLCD2	Cake Decorating	none	Kelso	1	1	0	0	0

13HLLFF	Fun with Fabric	none	Kelso	1	0	0	0	1
13HLLFF2	Fun with Fabrics	none	Kelso	6	6	0	0	0
13HLLFF3	Fun with Fabric	none	Kelso	3	3	0	0	0
13HLLFF4	Fun with Fabric	none	Kelso	2	2	0	0	0
13NLLPG3	Pet Grooming	none	Kelso	1	1	0	0	0
13NLLPG4	Pet Grooming	none	Kelso	1	1	0	0	0
13SHZTC1	Train to Care - SDS	none	Kelso	1	0	0	0	1
13WJLCAB1	Computing for Absolute Beginners	none	Kelso	2	2	0	0	0
13WJLCS1	Computing Stage 1	none	Kelso	5	4	0	1	0
13WJLCS22	Computing Stage 2	none	Kelso	4	3	0	0	1
13WJLCWEB	Create your own Website	none	Kelso	5	3	0	0	2
13WJLDPS12	Digital Photography Stage 1	none	Kelso	5	5	0	0	0
13WJLDPS2	Digital Photography Stage 2	none	Kelso	3	3	0	0	0
13WJLDPS3	Digital Photography Stage 3	none	Kelso	1	1	0	0	0
13WJLDPS4	Digital Photography Stage 4	none	Kelso	3	3	0	0	0
13WJLDPS42	Digital Photography Stage 4	none	Kelso	2	2	0	0	0
13WJLEBAY	EBAY-Buying and Selling on	none	Kelso	3	2	0	1	0
13WJNAECDL2	Advanced ECDL - One Unit (Wed)	6	Kelso	1	1	0	0	0
13WJNAECDL4	Advanced ECDL - One Unit (Wed)	6	Kelso	1	1	0	0	0
13WJNECDL1	European Computer Driving Licence - (Mon)	5	Kelso	1	1	0	0	0
13WJNECDL2	European Computer Driving Licence (Wed)	5	Kelso	1	0	1	0	0
13WKLCFB3	Computing for Beginners 3	none	Kelso	3	3	0	0	0
13WKLDP	SLR Digital Photography	none	Kelso	3	3	0	0	0
13WKLDP2	SLR Digital Photography	none	Kelso	2	2	0	0	0
		TOTALS		**97**	**88**	**1**	**6**	**6**

Organisation	Project	Day (s)	Venue (s)	Description	No. people participating	main achievements	barriers	gaps
Opps for All /AA		Ad hoc	Ad hoc	Provision for disengaged young people	6	All 6 reporting financial capability outcomes and 5 reporting employability outcomes. 4 of 6 YP engaged in volunteering as part of agreement. Project increased from 33% positive destinations to 73% in 18 months	Grant runs out March 2015	None
Libraries	Adult Events	Various throughout the year	Kelso library contact centre	These are events not linked to a specific programme (e.g Get Clicking) - they are varied, including author talks and workshops.	18	• Very many positive comments from attendees • Attract people into libraries who have not been before • People learning new skills e.g. writers workshop	• Sometimes difficult to get event timing correct • Resources: staff and budget	

Libraries	Bookbug	Weds 10-10.30	Kelso library contact centre	Free, fun and friendly events for babies, toddlers and pre-schoolers and their families to enjoy together. Sessions involve 30-40 minutes of songs, stories ans rhymes. Benefits to children include increased confidence and social skills as well as a boost to language and development		82	• High attendance figures • High numbers of returning attendees • Positive feedback / evaluations from attendees • Positive feedback / evaluations from partners e.g. health visitors • Good links built with the community through outreach • Increase in Library memberships	• Resource and staffing constraints • Publicity/Council website constraints • Social media restrictions • Perception of Library image	Offering more community-based events
Libraries	Class visits	Various throughout the year	Kelso library contact centre	Class visits often involve an activity to build library skills or linked into class topics. Children can borrow books, there is usually a	131		Maintaining the number of children attending the class visits year on year and co-ordinating the visits for maximum use of the Junior Library. The	A member of staff is not always available to attend during the visits however staff generally ensure that material is looked out for the teaching staff to use.	Use of libraries by teenage group in general.

				story time and occasional author visits for classes.		demand for class visits is high and the positive feedback that the Library receives from teaching staff and the children indicates that the visits are enjoyable and worthwhile.	Not all classes are within walking distance of the Library so it tends to be the nearest schools which benefit from the visits.	
Libraries	Friends of Kelso Library	Various throughout the year	Kelso library contact centre	Friends groups meet informally to promote the library in any way possible and new members are always welcome.	139	'Friends of Kelso Library' were formed in 2005 and since then have been hosting author and other events to raise funds to provide facilities and equipment, which would otherwise not be available. They have been the main force behind the Kelso Library Centenary Garden and provide the funds for its maintenance and upkeep. The 'Friends' purchase additional copies of local titles for the Library's Local Collection. They also host a Reading Group.	Lack of audiences attending the events.	

Libraries	Get Clicking/ Get Surfing and other computer classes	Various – as required	Kelso Library Contact Centre	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.	52	• Numbers attending • Positive feedback • Our courses allow progression if required	• Resources – both staffing and financial • Recent problems with reliability of corporate network • Varying skills levels within groups
Libraries	Readers Groups	Various throughout the year	Kelso library contact centre	There are a number of readers' groups throughout the region. These are informal groups that meet to discuss titles they have read recently.	69	• Social aspect of meeting new people • Reader development - trying different genres • Open discussions	• Readers Groups are open to all. However it is difficult to attract reluctant readers.

				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.		• The challenge brings children into the libraries over the summer holidays and their families • New members register to take part – including members of child's family • Tesco Bank funding – funded 3 animation workshops in 2014 • Events in every service point to bring in children • V. positive feedback from children and families • Team working at LHQ to roll out programme of events	• Resources – staff/time/budgets • Building space/layout/access to tables and chairs • Marketing – lack of social media • Geography/rural nature of Borders	Lack of partnership working
Libraries	Summer Reading Challenge	June – August	Kelso library contact centre		46			

				Community Centre Management Committees exist to support the development of community based learning and social activities which support individuals, including young people, families and community groups.				
Abbey Row Community Centre	Abbey Row Community Centre	All	All	SBC, through its CLD Service provides support to the Management Committee to manage the funds accrued by lets and affiliation fees. This funding is used to support learning and social activity in the centre and the local community, to support community groups and to contribute to improvements to the	89 User Groups (not including statutory or commercial groups) 21 Management Committee volunteers	Increased number of users/ range/ number of learning & social opportunities; Completion of Kitchen project; development of room 2 back to a multi use area following the closure of the nursery		The Management Committee identify priorities for development of the centre to increase the number and range of learning and social opportunities on offer.

				building and facilities. Community Services staff work with the Management Committee to consider ways that it can help address the needs of the local community. The Management Committee consists of members of centre user groups and key people, including Councillors, from the wider community.			
Vocational Training Kelso		Various			8	All learners report employability and digital inclusion outcomes. All 8 learners gained an award up to SCQF level 4 and progressed to further learning or training	
CLD	KHS Pupil Pariament		KHS	Pupils elected from s1 – s6 to create a	18	First KHS Pupil Parliament – pilot of a	Large group – 2 individuals or parties from S1-S3, one

				Pupil Voice platform		new model which allows YP to stand in 'parties' of up to 3 – encouraging more non-traditional participants	each from S4-S6 (potential for 27 YP	
CLD		Peer Education – Transitions and / or SHARE		KHS	S5 pupils complete 'First Steps to Working with CYP' and are supported to deliver Transitions day for P7 pupils. S6 pupils supported with placements to complete Saltire/YAA	15	First Borders Platinum level YAA achieved	Struggle to engage male participants	
CLD		Rezz Youth Project Management Committee			Youth committee which helps to develop and deliver learning programme and shape future of the project	6	YC members involved in recruitment of new YW staff members		
CLD		Rezz Youth Project	Mon/Wed/Fri 7pm – 9pm	Rezz (Abbey Row)	Evening generic youth work – termly programme of activities	40	Increasing numbers		
CLD		P7 Transitions Project	March	Kelso RFC	A day of workshops developed and	90	Very positive evaluations from P7 pupils, peer educators		

				delivered by peer educators, followed by visits to each primary school and a familiarisation visit, ahead of 2 day visit to KHS		and teaching staff from KHS and primaries, as well as parents		
CLD	Primary Pupil Council Project	September – March	KHS	A day of fun, interactive workshops with P5 – P7 Pupil Council Reps from each feeder primary school. Co-facilitated by S6 peer educators	41	Positive evaluations from pupils and school staff. Request for extension to project for 2014/2015 to include a feedback/celebration of achievement		
Cheviot Youth			Planet Youth Facility					