

## Action Plan progress: Earlston Learning Community Annual Report to Learning Community Partnership June 2018 to May 2019

<b>Four highest priorities for the Partnership for 2018-19</b>	<b>1. Opportunities for Young People</b>
	<b>2. Targeted Young People</b>
	<b>3. Online Safety</b>
	<b>4. Intergenerational work</b>
<b>Actions For Improvement:</b> that will be taken forward in <b>2019-20</b> (alongside existing plan actions)	<b>1. Opportunities for Young People</b>
	<ul style="list-style-type: none"> <li>Promote use of Hi5 awards through primary cluster schools, presenting good practice example of the 2 day enhanced transition visit to highlight their potential use.</li> <li>Greater use of Dynamic Youth Awards as a stepping stone into Youth Achievement Awards to ensure early success and building of confidence in learners.</li> <li>Ensure all pupils on enhanced transition visit are offered Hi5 awards, including those being supported within Learning Support.</li> <li>Explore and share ideas and models with LCP's to further embed co-design into learning offer.</li> <li>Work with SBHA and Eildon Housing to develop a series of independent living workshops deliverable in EHS, linked to national accreditation pathways.</li> </ul>
	<b>2. Targeted Young People</b>
	<ul style="list-style-type: none"> <li>Review KIT programme with greater emphasis placed on identifying young people through enhanced transitions and co-designing programme offer to meet their needs</li> <li>Create a full year programme for KIT young people negotiated with EHS and Beyond Earlston.</li> <li>Work with CLD colleagues to review youth voice/ pupil voice structures to ensure better synergy.</li> <li>Facilitate better links between EHS pupils and community based organisations.</li> <li>Review joint service transition arrangements to assess feasibility of future visits to primary school in 2020</li> <li>Explore potential for inviting Horse time, whom deliver a non-ridden equine led educational life skills and well-being programme, in to EHS to deliver an outreach offer to targeted young people experiencing anxiety and other mental health conditions.</li> </ul>
	<b>3. Online Safety</b>
	<ul style="list-style-type: none"> <li>Explore peer education programme involving EHS pupils around safe use of new iPads, which are being rolled out in August 2019.</li> </ul>

		<b>4. Intergenerational work</b>		
		<ul style="list-style-type: none"> <li>• Work with SBHA and Eildon Housing to identify opportunity for EHS pupils to undertake tenant befriending service.</li> <li>• Plan and deliver a leadership and volunteering marketplace during the period after timetable change over to promote opportunities to all pupils to volunteer, both in school and out with the community.</li> </ul>		
<b>PROGRESS REPORT</b>				
<b>Action Plan number (where applicable)</b>	<b>Project Title</b>	<b>Key Performance Indicators to be reported on (from 3yr LCP Plan)</b>	<b>Annual Progress update; what progress have you made with Planning, delivery and evaluating your project</b>	<b>Owner / Partners</b>
<b>EMPLOYMENT AND INCOME</b>				
	<b>EHS Leadership for Life S4 Transition Support programme</b>	<p>1.1.1 Participation: Number of participants in opportunities to improve employability and/or financial capability</p> <p>1.1.2 Achievement: Number of participants reporting increased employability</p> <p>1.1.5 Progression: Number of participants progressing into/through work</p> <p>1.1.7 Progression: Number of</p>	<p><b>Participation</b> 8 learners from S4 have undertaken Leadership for Life programme through Earlston High School during May 2019. Focus on transferable and life skills development. Pupils undertook sessions in first aid, personal fitness, event management and survival cookery.</p> <p><b>Achievement</b> Pupils identified that they felt more positive about themselves, were better at working with others and felt more valued as a member of their community.</p> <ul style="list-style-type: none"> <li>• 8 learners have increased employability skills</li> <li>• 8 learners have increased resilience and confidence</li> <li>• 8 learners have completed DYA awards (pending moderation)</li> </ul> <p><b>Progression</b> 5 learners are staying on in education at EHS S5</p>	<ul style="list-style-type: none"> <li>• Earlston High School</li> <li>• CLDS Youth Learning</li> <li>• Bow Hill Estate</li> <li>• Fire and Rescue Service (Gala)</li> <li>• Earlston Primary School</li> </ul>

		<p>participants progressing to volunteering (young people and others)</p> <p>2.1 Participation: Number of people volunteering in community groups</p>		
<b>HEALTH and WELLBEING</b>				
	<b>Keeping in Touch Programme</b>	<p>1.2.1 Participation: Number of participants in opportunities to improve their health &amp; wellbeing</p> <p>1.2.2 Achievement: Number of participants reporting achievement of health and wellbeing outcomes</p> <p>1.2.3 Progression: Number of participants making a lifestyle change</p> <p>1.1.4 Achievement: Number of participants gaining accreditation and/or</p>	<p><b>Participation</b> - The Keeping in Touch (KIT) programme for S1 (15) and S2 (9) pupils was delivered over 6 sessions during the Spring term. Focussed on building and supporting pupil's resilience through their early years at high school. Pupils explored topics such as personal qualities, friendship and trust as well as developing transferable skills such as co-operation, communication, decision making, creativity and teamwork.</p> <p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• 12 learners have an increased positive view of themselves</li> <li>• 8 learners have improved their problems solving and decision making skills</li> <li>• 10 learners have increased their ability to work with others</li> <li>• 10 learners have improved their communication</li> <li>• 9 learners have increased confidence with making friends and trusting others</li> </ul>	<ul style="list-style-type: none"> <li>• Community Learning and Development</li> <li>• Beyond Earlston</li> <li>• Earlston High School</li> </ul>

	<p><b>Family and Parent learning:</b></p> <p><b>Wildworks Programme</b></p>	<p>nationally recognised awards</p>	<ul style="list-style-type: none"> <li>• 8 learners felt more valued as a member of their community</li> </ul> <p><b>Progression</b> Working with guidance staff to identify learners who would benefit from additional 1:1 support</p> <p>4 x S1-2 pupils from this year's KIT group supported the delivery of the Adult Learners Award evening in April, greeting attendees and showing them to the main hall. They receive recognition for their roles by SMT in school</p> <p><b>Participation</b> 3 Raising confident children courses are being delivered across the area (Earlston, Gordon and Newtown) engaging with a total of 23 parents.</p> <p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Evaluations so far show parents with increased confidence nurturing/caring for their children's mental health and also with benefits to their own wellbeing</li> </ul> <p><b>Participation</b> 8-week block working with Nature Unlimited to work with 8 young people in year groups S1-S5, mixed abilities from various locations, Newtown, Earlston and Lauder who don't normally hang out together. The programmes aim was to work with young people in an outdoor environment to build resilience, nurture wellbeing, create community, building confidence. Sessions were delivered in the woods adjoining the school grounds. Activities included thinning trees and</p>	<ul style="list-style-type: none"> <li>• Community Learning Development Service</li> <li>• Nature Unlimited</li> <li>• Beyond Earlston</li> <li>• Earlston High School</li> </ul>
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	<p><b>Earlston Youth Club/ Newtown Youth Club</b></p>		<p>bushes, den building, weaving dogwood, as well as making homemade mallets and stools. Final session was at held Nature Unlimited base at Drygrange where the young people went on a nature walk, lit fires without matches or a lighter, and put up tarps and hammocks.</p> <p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• 7 x learners have increased confidence and self esteem</li> <li>• 8 x learners have reduced risk of isolation</li> <li>• 7 x learners felt they had increased life skills</li> <li>• 8 x learners have increased interpersonal skills</li> </ul> <p><b>Progression</b></p> <p>5 Young people have continued to attend the outdoor group and are working towards a John Muir Award and RHS for Schools Level 1 1 volunteer signed up for Saltire Awards volunteering in the group</p> <p>Earlston Youth Club meets every Wednesday, during term time, at Earlston Church Hall , where young people take part in planning and participation in a range of personal and social and issue based activities. The club has an average attendance of 19 young people across ages range P7-S2.</p> <p>Newtown Youth Club meets every Monday, during term time, at Newtown Community Wing, where</p>	<ul style="list-style-type: none"> <li>• Beyond Earlston</li> </ul>
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	<p><b>Cozy Cafe</b></p>		<p>young people take part in planning and participation in a range of personal and social and issue based activities.</p> <p>The club has an average attendance of 15 young people across ages range P6-S4.</p> <p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Learners feel an increase in confidence and self esteem</li> <li>• Learners are better at making positive lifestyle choices</li> <li>• Learners have reduced risk of isolation</li> <li>• Learners have increased life skills</li> <li>• Learners have increase interpersonal skills</li> <li>• Learners have a greater awareness of Children’s rights</li> <li>• Learners have increased task management skills</li> </ul> <p><b>Progression</b></p> <p>All young people attending have increased opportunities to get more involved in their community and take up volunteering opportunities /complete a Saltire or Youth Achievement Award.</p> <p>The Cost Café was started by the school hero’s ‘Human Utopia ‘ in December 2018 by a group of 15 young people who wanted to start a safe place, particularly for S1’s who were feeling a bit ‘Lost’ or wanted a quiet space to go at lunch time. The café is now well established and runs every Wednesday lunchtime during term time. The café has</p>	<ul style="list-style-type: none"> <li>• Beyond Earlston</li> <li>• Chaplaincy Team</li> <li>• Earlston High School</li> </ul>
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	<p><b>P7 Enhanced Transition</b></p>		<p>attracted over 60+ pupils from S1-S3, with an average of 30 pupils attend every week.</p> <p><b>Achievements</b> The project has helped to support some of the most vulnerable pupils in the school,</p> <ul style="list-style-type: none"> <li>• providing support for children’s learning</li> <li>• Helping to increase confidence and self esteem</li> <li>• Reduce risk of isolation</li> <li>• develop Interpersonal skills</li> </ul> <p><b>Progression</b> Within the first 6 months of the project 5 Café users have progressed to become volunteers, working towards their Saltire and/or Youth Achievement Awards.</p> <p><b>Participation</b> 14 pupils identified as requiring additional support with school transition, from 4 schools attended a two day visit to Earlston HS, completing familiarisation tasks, taster lessons, and a team challenge.</p> <p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• 13 learners have increased confidence</li> <li>• 14 learners have improved their ability to work with others</li> <li>• 13 learners have learnt new skills</li> <li>• 13 learners have increased self-worth.</li> </ul> <p>CLDS supported all 14 learners to complete a Level 2 Hi5 Award accredited through Youth Scotland.</p>	<ul style="list-style-type: none"> <li>• Earlston Primary School</li> <li>• St Boswells Primary School</li> <li>• Melrose Primary School</li> <li>• Lauder Primary School</li> <li>• Earlston High School</li> <li>• Community Learning Development Service</li> </ul>
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	<p><b>Spring Holiday Programme for targeted young people</b></p>		<p><b>Progression</b> Pupils will participate in a further 2 day visit with their year group in mid-June and further support to be offered once arrival at EHS in August. Guidance team to access individual's suitability for S1 Keeping in Touch Programme.</p> <p>Beyond Earlston, in partnership with CLDS created and delivered a 2 week activity programme for targeted young people who were identified through the Keeping in Touch programme, guidance staff at EHS and Earlston and Newtown Youth Club. Over the two week 18 young people attended, ranging in age from P7-S5. Young people took part in various activities and trips including a Team Challenge day Murder Mystery Trail in Kelso, Garden and Natural Beach Art projects and a visit to M&amp;Ds</p> <p><b>Achievements</b> The scheme helped to support some of the most vulnerable pupils in the school and sort to</p> <ul style="list-style-type: none"> <li>• Reduce risk of isolation</li> <li>• Develop Interpersonal skills</li> <li>• Increase life skills</li> </ul> <p><b>Progression</b> 1 new pupil to EHS, referred to the scheme by guidance tutor has now developed new positive friendships and is integrating better into school life. A new summer programme is currently being developed, which will run from week commencing 15<sup>th</sup> July through to August 16<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Beyond Earlston</li> <li>• Community Learning &amp; Development Service</li> </ul>
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ATTAINMENT, ACHIEVEMENT AND INCLUSION				
	<p><b>Family Drop in at Newtown</b></p> <p><b>Targeted 1:1 support S3/S4</b></p>	<p>1.1.4 Achievement: Number of participants gaining accreditation and/or nationally recognised awards</p> <p>1.4.2 Participation: Number of parents/carers participating in family learning opportunities in targeted communities</p> <p>1.4.3 Achievement: Number of learning opportunities providing positive destinations for targeted young people</p> <p>1.4.5 Progression: Number of young people 16+ progressing to positive destinations</p>	<p><b>Participation</b> Engaging with 6 parents, building community inclusion, links to BANG etc Family Fun, Newtown (ongoing –3 families engaging) raising awareness of learning through play, the value of speaking, listening and playing with the children and also building engagement with the school</p> <p><b>Participation</b> A number of S4 pupils who dropped out of college and/or care experienced have been supported by CLDS through weekly 1:1 support sessions from November to present. Each learner has co designed their support programme, captured through an individual action plan, linked to measurable targets and accredited through a Youth Scotland Award. A number of S3 pupils with low attendance or behavioural issues have also received 1:1 support from CLDS through a bespoke timetable. All S3 pupils receiving 1:1 support have Individual Action Plans in place and are working on Youth Scotland Awards. This support is planned to continue into S4 to support positive transitions.</p> <p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• 5 learners have completed an Individual Action Plan and received 1:1 support.</li> <li>• 1 x S4 intervention has led to a positive transitions into BASE course at Borders College.</li> </ul>	<ul style="list-style-type: none"> <li>• Community Learning Development Service</li> <li>• Community Learning and Development</li> <li>• Beyond Earlston</li> <li>• Earlston High School</li> <li>• Dryburgh Abbey Hotel</li> <li>• Hardies Bikes,</li> <li>• MAC Arts Centre,</li> </ul>

	<p><b>Personal Development Award</b></p>		<ul style="list-style-type: none"> <li>• 1 x S4 intervention has led to a positive transitions into employment</li> <li>• 1 x S4 intervention has led to engagement in community arts project at MAC arts centre.</li> <li>• 1 x S3 pupil has increased their self-worth and ability to trust others (adults), increased their employability through developing their transferable and task management skills.</li> <li>• 1 x S3 pupil has improved their ability to make positive life choices</li> </ul> <p>4 x EHS S4-5 pupils have undertaken <b>SQA Personal Development Award</b>, delivered by EHS and supported by BE.</p> <p>The 4 young people worked in a small group planning and developing several projects over the year. Pupils helped to promote Beyond Earlston for the Co-op's Community Champions Day, raised awareness of the work done by Borders Pet Rescue and organised a visit to Edinburgh Zoo.</p> <p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Increase life skills</li> <li>• Increase interpersonal skills</li> <li>• Increased ICT</li> <li>• Increase task management skills</li> <li>• 4 learners completed their Personal Development Award (pending result)</li> </ul> <p><b>Progression</b></p> <p>2 learners have progressed on to Borders College 2 learners are remaining at school to continue onto S5</p>	<ul style="list-style-type: none"> <li>• Beyond Earlston</li> <li>• Earlston High School</li> </ul>
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KEEPING PEOPLE SAFE				
	<p><b>ICT online safety for parents</b></p>	<p>1.2.4 Progression: Number of participants volunteering in community led health and peer support groups and networks (older people and others)</p> <p>1.4.2 Participation: Number of parents/ carers participating in family learning opportunities in targeted communities.</p> <p>1.5.3 Participation: Number of participants in learning opportunities to develop ICT skills</p> <p>1.5.5 Achievement: Number of participants increasing ICT skills</p>	<p><b>Participation</b> Digital Safety Open nights, Earlston and Gordon PS: 34 Earlston families.</p> <p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• 34 families claimed increased ICT skills as a result of advice at the 'market place' event.</li> <li>• 3 dads volunteered to give advice to other families on the night.</li> <li>• 1 family took away the blank Family Contract sheet (plus one for a friend) with great enthusiasm, to try and negotiate with children about internet usage. One family with younger children came for a comprehensive intro to the subject and got individualised support.</li> <li>•</li> </ul> <p><b>Progression</b> Digital safety open night sessions to be repeated in 2019/20 at Earlston and Gordon Primaries</p>	<ul style="list-style-type: none"> <li>• Earlston Primary School</li> <li>• Gordon Primary School</li> <li>• Community Learning Development Service</li> </ul>

PARTNERSHIP WORKING				
	Number of partners contributing to Learning Community Partnership Plans	<p>3.1 Participation: Number of CLD partners contributing to Learning Community Plans.</p> <p>3.2 Achievement: Number of CLD partners contributing quantitative data to LC partnership annually.</p> <p>3.3 Achievement: Number of CLD partners contributing to LC self-evaluation and improvement planning process.</p> <p>3.4 Progression: Number of joint training opportunities that improve partnership working.</p> <p>3.5 Progression: Realignment and pooling of resources to target agreed partnership priorities.</p>	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• 17 partners have participated in LCP meetings since June 2018</li> <li>• 4 ELCP meetings held since June 2018</li> <li>• LCP working with school to host Leadership and volunteering Marketplace for all EHS pupils.</li> </ul> <p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• 4 partners contributed to LCP self-evaluation and improvement planning process.</li> <li>• 4 areas identified for 2018-2021 and actions for progression</li> </ul>	<ul style="list-style-type: none"> <li>• Greener Melrose <ul style="list-style-type: none"> <li>• Alzheimer's Scotland</li> <li>• The Bridge</li> <li>• Developing Young Workforce</li> <li>• Earlston High School</li> <li>• Earslton Primary Schools</li> <li>• Beyond Earlston</li> <li>• Eildon Housing</li> <li>• SBHA</li> <li>• Active Schools LIVE Borders</li> <li>• NHS School Nurse</li> <li>• Police Scotland</li> <li>• Community Learning and Development Service</li> <li>• Scouts</li> <li>• Earlston Community Council</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>• Skills Development Scotland</li> <li>• SBC Employment Service</li> </ul>
<b>CAPACITY BUILDING</b>				
	<p><b>Volunteering</b></p> <ul style="list-style-type: none"> <li>• Increase awareness of volunteering and leadership opportunities out with the community</li> <li>• Promote volunteering and leadership opportunities in school across all year groups.</li> <li>• Identify and support young people to act as school representatives on the Earlston Community Council</li> </ul>	<p>2.1 Participation: Number of people volunteering in community groups</p> <p>2.2 Achievement Number of community groups with confident skilled and active members.</p> <p>2.3 Progression Number of community groups supporting learning</p> <p>2.4 Progression Number of community groups delivering services.</p> <p>2.6 Progression Number of community groups which have active and influential roles in local and wider decision making.</p> <p>2.1 Participation: Number of people</p>	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Partners working to identify/create/ promote opportunities for young people to volunteer.</li> <li>• EHS to offer YAA awards as part of S4-S6 offer from June 2019, which in turn will provide a framework for encouraging pupils to plan, organise and lead activities for peers and/or the wider community.</li> <li>• EHS and LCP to work on the delivery of a Leadership and Volunteering marketplace to coincide with change of timetable in June 2019.</li> <li>• Earlston Community Council liaising with EHS leadership leads to identify S5 and S6 pupils to act as reps.</li> </ul> <p><b>Progression</b></p> <ul style="list-style-type: none"> <li>• Earlston Leadership and Volunteering Marketplace taking place on 14<sup>th</sup> June 2019 with 13 external partners attending alongside school departments and groups.</li> <li>• 9 Pupils across S5-6 commencing on new timetables YAA programme from June 4<sup>th</sup> 2019.</li> </ul>	<ul style="list-style-type: none"> <li>• Beyond Earlston</li> <li>• Girl Guides</li> <li>• Greener Melrose</li> <li>• Earlston Community Council</li> <li>• Developing Young Workforce</li> <li>• Earlston High School</li> <li>• Alzheimer's Scotland</li> <li>• Air Training Corps</li> <li>• Abbotsford House</li> <li>• Melrose Rugby Club</li> <li>• Borders College</li> <li>• Interest Link</li> <li>• Volunteer Centre Borders</li> <li>• CLDS</li> </ul>

		<p>volunteering in community groups</p> <p>2.3 Progression: Number of community groups supporting learning</p> <p>2.6 Number of community groups which have active and influential roles in local and wider decision making</p> <p>2.7 Progression: Number of productive networks and relationships with other agencies</p>		
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