
Report to Education, Sport and Leisure Committee

Date of Meeting: 10 September 2015

Subject: Stirling and Clackmannanshire Community Learning and Development Plan 2015 - 2018

Report by: Head of Education

1.0 Purpose

- 1.1. The purpose of this paper is to provide members with the 3 year CLD Plan (2015-2018), which sets out the proposals as to how CLD partners intend to meet the need for CLD within the Clackmannanshire and Stirling areas as required by the Community Learning and Development (CLD) (Scotland) Regulations 2013.

2.0 Recommendations

The Education Committee agrees to:

- 2.1. Approve the proposals set out within the Community Learning and Development Plan. (Appendix 1).
- 2.2. The Education Service publishing the plan by 1 September 2015.
- 2.3. An update report provided on an annual basis that measures the progress of implementation.

3.0 Considerations

- 3.1. CLD should empower people, individually and collectively, to make positive changes in their lives and their communities, through learning. The principles that underpin practice are:
- empowerment - increasing the ability of individuals and groups to influence matters affecting them and their communities;
 - participation - supporting people to take part in decision-making;
 - inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face;

- self-determination - supporting the right of people to make their own choices; and
 - partnership - ensuring resources, varied skills and capabilities are used effectively.
- 3.2. Members will recall from the papers presented at the Education Committee in March 2015 that the Regulations place two obligations on the Council.
- The first is to ensure that the need for CLD provision within the Council area is assessed.
 - The second is to publish a 3 year plan by 1 September 2015 setting out what CLD provision the Council will make, how it will co-ordinate provision with other providers, what action the other providers intend to take during the period of the plan and what needs will be unmet.
- 3.3. In developing the CLD Plan (attached as Appendix 1), Education Service and CLD partners have made clear links to the demographic and socio-economic data that exists in Clackmannanshire and Stirling.
- 3.4. 14 Workshops have been undertaken with a range of staff and organisations throughout the authority areas from October 2014 to May 2015 and learners and non-learners have been engaged in a CLD survey to help the partnership better understand provision and need. The survey was completed by 924 learners and non-learners, 81% from Stirling and 19% from Clackmannanshire.
- 3.5. The work undertaken to develop and implement Single Outcome Agreements in Clackmannanshire and Stirling has also been an important backdrop to the setting of relevant and realistic priorities within the plan. Community learning and development provision, through a range of voluntary and public sector partners, already makes a significant contribution to Community Planning themes.
- 3.6. The Plan will focus on the overarching priorities that impact on both local authority areas. The intention is to work with the 9 geographical learning communities (secondary school clusters) over the next 3 years to develop localised plans, taking in to account existing plans and developments.
- 3.7. Overseeing, updating and revising the plan will be the responsibility of a new cross council strategic partnership that will meet quarterly. A remit has been agreed and it is our intention to align the work in the plan with existing community planning priorities rather than establish an additional area of focus.

The Plan

- 3.8. Our shared vision is to improve learning, increase life chances and to promote and secure wellbeing. The quality of services and provision will be improved by working together.
- 3.9. We will progress our vision within the context of our single outcome agreements, with a clear understanding of the inequalities that exist in both our areas. Reducing the polarity of wealth and opportunity is a particular

challenge over the lifetime of this CLD Plan. Our shared aim is to tackle inequalities based on evidence of increasing child poverty, health inequalities, and the impact of welfare reform across our communities. Local and national evidence consistently shows that socio-economic inequality is the fundamental cause of health inequalities. We will work together to ensure that we target individuals, groups and communities most likely to benefit from the provision of community learning and development.

Timescales

- 3.10. To comply with the Regulations, Education Services are required to publish the 3 year CLD Action Plan (Appendix 1) on 1 September 2015.

4.0 Sustainability Implications

4.1.

5.0 Resource Implications

- 5.1. The paper has no resource implications

6.0 Exempt Reports

- 6.1. Is this report exempt? Yes (please detail the reasons for exemption below) No

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

- (1) **Our Priorities** (Please double click on the check box)

- | | |
|--|-------------------------------------|
| The area has a positive image and attracts people and businesses | <input type="checkbox"/> |
| Our communities are more cohesive and inclusive | <input checked="" type="checkbox"/> |
| People are better skilled, trained and ready for learning and employment | <input type="checkbox"/> |
| Our communities are safer | <input type="checkbox"/> |
| Vulnerable people and families are supported | <input checked="" type="checkbox"/> |
| Substance misuse and its effects are reduced | <input type="checkbox"/> |
| Health is improving and health inequalities are reducing | <input checked="" type="checkbox"/> |
| The environment is protected and enhanced for all | <input type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence | <input type="checkbox"/> |

8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?
 Yes No

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

10.0 Appendices

10.1 Appendix 1 – **Stirling and Clackmannanshire Community Learning and development plan 2015 - 2018**


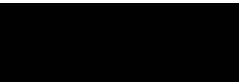
11.0 Background Papers

11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)
 Yes (please list the documents below) No

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Approved by

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DRAFT

A COMMUNITY LEARNING AND DEVELOPMENT
PLAN FOR STIRLING AND CLACKMANNANSHIRE
2015 – 2018



Overview

Welcome to the Community Learning and Development (CLD) Plan for Stirling and Clackmannanshire Council areas for 2015 - 2018.

Stirling and Clackmannanshire Councils have taken the decision to produce an integrated plan (as part of the shared Education and Social Care Services) across the two Council areas. The plan meets the requirements of the Community Learning and Development (Scotland) Regulations 2013, made under the powers of the Education (Scotland) Act 1980.

The Plan will be made available to the Local Area Network (LAN). The mechanism for doing this will be through the annual self –evaluation completed by the Chief Executive of each Local authority to inform the shared risk assessment process. The work delivered to meet the requirements of the Regulations will also form a key element of the new CLD inspection framework that is currently under development.

Community learning and Development (CLD) describes a way of working with, and supporting individuals and communities. CLD should empower people, individually and collectively, to make positive changes in their lives and their communities, through learning.

The two Councils and key partners have worked together to develop this three year plan which will, as outlined in the Government's National Performance Framework , ensure CLD's specific focus is on improved life chances for people of all ages, through learning, personal development and active citizenship and through building stronger, more resilient, supportive, influential and inclusive communities. We will ensure that we target individuals and groups most likely to benefit from the provision of community learning and development.

The Plan content reflects both national and local strategic priorities and outcomes and has been aligned to both Single Outcome Agreements. The Plan will show how CLD partners will work together to deliver on agreed actions and monitor and review the plan.

Our Community Planning Partnerships will ensure CLD has a core role in delivering identified outcomes for communities and addressing inequalities. This will depend on maximising the contribution of the following partners:

- services in both local authorities
- those - often in the voluntary sector - in settings such as community health, housing, social enterprise, anti-poverty work, equalities or sustainable development;
- other public service organisations such as colleges and universities, the NHS and Skills Development Scotland;
- local communities or communities of interest, for example ethnic minorities or people with disabilities, concerned with shaping CLD services in order to deliver the outcomes that are important to them.
- government bodies with an identified CLD remit and voluntary sector organisations publicly funded for this purpose.

There is an expectation that the Community Planning Partnerships will do the following:

1. Ensure that systematic assessments of community needs and strengths provide the basis for SOAs and service strategies and plans.
2. Ensure this assessment is based on engagement and continued dialogue with communities, utilising CLD expertise, as well as on analysis of other data.
3. Ensure SOAs have a clear focus on prevention and community empowerment as the foundation of reformed public services and utilise CLD provision and methods for these purposes.
4. Review current partnership arrangements for planning, monitoring and evaluating CLD and ensure that they are fit for purpose.

1. Purpose

The Plan outlines our vision and the future direction for CLD in Stirling and Clackmannanshire.

It delivers under the Community Learning and Development (Scotland) Regulations 2013 and provides the legislative basis for setting priorities and supporting the auditing of needs, strengths and opportunities with learners and communities. The 4 elements are as follows:

- how the education authority will co-ordinate its provision of community learning and development with other persons that provide community learning and development within the area of the education authority
- what action the education authority will take to provide community learning and development over the period of the plan
- what action other persons intend to take to provide community learning and development within the area of the education authority over the period of the plan
- any needs for community learning and development that will not be met within the period of the plan

The Strategic Guidance for Community Planning Partnerships: Community Learning and Development remains in place. Although the duty for the Plan is placed on the Local Authority, those providing community learning and development will be expected to work together (local authorities, third sector organisations and others) to identify how they can further develop their contribution to meeting local needs.

2. Vision and values

Partners are committed to the following principles of CLD that will underpin our work:

- Empowerment - increasing the ability of individuals and groups to influence matters affecting them and their communities.
- Participation - supporting people to take part in decision-making.
- Inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face.
- Self-determination - supporting the right of people to make their own choices.
- Partnership - ensuring resources, varied skills and capabilities are used effectively.

Our shared vision is to improve learning, increase life chances and to promote and secure wellbeing. The quality of services and provision will be improved by working together.

We will progress our vision within the context of our single outcome agreements, with a clear understanding of the inequalities that exist in both our areas. Reducing the polarity of wealth and opportunity is a particular challenge over the lifetime of this CLD Plan. Our shared aim is to tackle inequalities based on evidence of increasing child poverty, health inequalities, and the impact of welfare reform across our communities. Local and national evidence consistently shows that socio- economic inequality is the fundamental cause of health inequalities. We will work together to ensure that we target individuals, groups and communities most likely to benefit from the provision of community learning and development.

Context for Stirling and factors that will influence how we will target our work and resources.

Stirling has a population of around 90,000 people, 65% of which are in the City of Stirling and neighbouring areas and 35% in the rural area. The Stirling area shows great diversity and as a whole the statistics are generally very positive in relation to Scotland.

There are however communities of concentrated deprivation where health statistics are some of the poorest in the country. In Stirling, 17% of children live in poverty (Loughborough University's Centre for Research in Social policy Report, *End Child Poverty*, August 2014).

A higher proportion of under-fives live in our most deprived areas than that of the general population. Compared with Scotland, Stirling also has a significantly higher rate of child protection referrals with parental alcohol or drug misuse.

The most recent update to the Scottish index of multiple deprivation (SIMD) in 2012 showed that most of Stirling's most deprived areas have experienced a consolidation and deepening of deprivation since 2009, further increasing polarisation of the area. This indicates that Stirling's deprived areas have been less resilient to wider economic change than other parts of Scotland.

Unemployment levels have risen in recent years, reflecting wide economic conditions – there are significant variations across communities; in some areas male unemployment can be as high as 30-40% whereas in others it barely registers. Youth (16-24) unemployment is a couple of percentage points higher than the overall figure and in more deprived areas, youth unemployment can be at significantly high levels.

In terms of youth transition, 91.5% of school leavers enter a positive destination. This is 0.8% below the national average of 92.3%. Stirling Council is 23rd of 32 local authorities for the percentage of learners entering a positive destination.

From the 2011 Scottish census, 8260 people identified themselves as unpaid carers. However taking in to account the level of unidentified and therefore 'hidden' carers, this figure could be as high as 15,000 unpaid carers living in the Stirling area (17% of the population as estimated in the Scottish Health survey 2012/13).

Rural Stirling has generally lower unemployment and income deprivation than the wider council area. However, there is polarisation of employment from managers/professionals through to lower paid workers in hospitality and retail.

Most of the northern part of Stirling's rural area lies within the most deprived 5% nationally for accessibility to facilities such as GP's, shops, schools.

Overall there are significant variations within Stirling, in household structure, income, economic activities, and housing. The ACORN classification describes households based on their lifestyle, behaviour and attitudes, irrespective of where they are located. Around one in seven of Stirling's most deprived households (termed 'struggling families' and 'burdened singles') are in rural areas. At the other end of the scale, two thirds of rural households are in the most affluent categories.

Context for Clackmannanshire and factors that will influence how we will target our work and resources.

Clackmannanshire has a population of 50,630. In the last ten years the population of Clackmannanshire has grown by approximately 6 %, almost twice as quickly as the population of Scotland.

In recent years Clackmannanshire has seen improvements in transport links, Alloa Town Centre and to the educational infrastructure.

Clackmannanshire has however seen a worsening economic picture compared with other areas of Scotland, seeing rising unemployment trends well above the national average.

Fourteen of Clackmannanshire's data zones fall in the 15% most deprived areas in Scotland. There are 39% of Clackmannanshire pupils live in the top 3 most deprived areas and 15% live in workless households.

In Clackmannanshire, 26 % of children live in poverty (Loughborough University's Centre for Research in Social Policy Report, *End Child Poverty*, August 2014).

Compared with Scotland, Clackmannanshire has a significantly higher rate of child protection referrals to the Scottish children's reporter administration.

Health inequalities across Clackmannanshire is stark with higher instances of teenage pregnancies, poor maternal health, smoking and alcohol dependency in our least advantaged communities. Health and social inequality is higher and entrenched in some Clackmannanshire communities.

Although the overall proportion of the working age population claiming key benefits slightly decreased between 2011/12, young people claiming key benefits increased.

In terms of youth transition, 92.8% of school leavers enter a positive destination. This is 0.5% above the national average of 92.3%. Clackmannanshire is 15th out of 32 local authorities for the percentage of learners entering a positive destination.

From the 2011 Scottish census, 4693 people identified themselves as unpaid carers. However taking in to account the level of unidentified and therefore 'hidden' carers, this figure could be as high as 8745 unpaid carers living in the Clackmannanshire area (17% of the population as estimated in the Scottish Health survey 2012/13).

Overall, the impact of the economy along with public sector reform, cuts in public expenditure and the impact of welfare reform will have a significant impact on the people of Clackmannanshire. It is expected that there will be an increase dependency on benefits as a result of fewer jobs and rising unemployment and an increased demand for core services and support provided by partners.

Strategic Drivers

This three year plan will contribute towards a range of key local and national strategies and policies, including Stirling and Clackmannanshire Single Outcome agreement (SOA) priorities.

Community planning partners are committed to working together towards the Strategic Outcomes defined within the Agreements (2013 -2023).

Stirling

- Improved outcomes in children's early years
- Improved support for disadvantaged and vulnerable families and individuals
- Communities are well served, better connected and safe.
- Improved supply of social and affordable housing
- Reduced risk factors that lead to health and other inequalities
- Improved opportunities for learning, training and work
- A diverse economy that delivers good quality local jobs

Clackmannanshire

- Clackmannanshire has a positive image and attract business and people
- Communities are more inclusive and cohesive
- People are better skills, trained and ready for learning and employment
- Communities are and feel safer
- Vulnerable people and families are supported
- Substance misuse and its effects are reduced
- Health is improving
- Our environment is protected and enhanced
- Our public services are improving

National Policies and Context

CLD Strategic Guidance - The guidance outlines the action necessary to maximise CLD's impact, resulting in better alignment of services and optimal use of resources. The implementation of the guidance must be led by Community Planning Partnerships, with support from Government bodies such as Education Scotland and with national and local Third Sector partners. It should form an integral part of public service reform, ensuring that Community Planning provides the vehicle to deliver better outcomes in partnership with communities.

Adult learning Statement of Ambition - The aspiration is that Scotland becomes the best place to learn. The Statement has three core principles that adult learning should be: lifelong, life-wide, learner centred.

Youth Work Strategy - All young people, in every part of Scotland, should have access to high quality and effective youth work practice and this can be achieved by working together with young people, community planning partnerships, relevant organisations and other partners.

Community Empowerment Bill - The purpose of the Bill being to make it easier for communities to achieve their goals, by giving them clear statutory rights to be more proactive in determining service provision, delivering services and owning/managing assets.

GIRFEC - A national programme that aims to improve the wellbeing of all children and young people by improving assessment, decision making, planning and multi –agency working.

Curriculum for Excellence aims to ensure that all children in Scotland develop their capacities as: successful learners, confident individuals, responsible citizens and effective contributors to society.

Early Years Framework is based on the principle that every child deserves the best start in life and the support that enables them to fulfil their potential.

ESOL Strategy - Aims to ensure that all Scottish residents for whom English is not a first language have the opportunity to access high quality English language provision so that they can acquire the language skills to enable them to participate in Scottish life: in the workplace, through further study, within the family, the local community, Scottish society and the economy.

Developing Young Workforce - provides a blueprint to substantially and permanently improve the transition of all young people from education into sustainable, productive employment.

Equally Well - A report that brings together thinking on poverty, lack of employment, children's lives and support for families and physical and social environments, as well as on health and wellbeing. It makes clear that we will not only respond to the consequences of health inequalities, but also tackle its causes. The Task Force recognised that success will be a long-term achievement but that short-term gains can still be made.

Keys to Life - has the human rights of people with learning disabilities at its heart. Also integral to it is The Healthcare Quality Strategy for NHS Scotland², published in 2010, which makes clear that whatever the individual circumstances of people's lives, including age, gender, ethnicity, disability, religion, sexual orientation, mental health, economic or other circumstances, they should have access to the right health services for their needs.

Partnership Matters - is a guidance document which describes the roles and responsibilities of all agencies supporting people with additional support needs who wish to study, or are currently studying at Scotland's colleges or universities. Partnership Matters is about removing barriers faced by people with additional support needs. This is not solely the responsibility of the colleges or universities. All agencies have a role to play whether by providing personal care, health care, transport or other forms of support.

Christie - suggests that a radical change in the design and delivery of public services is necessary, irrespective of the current economic challenges, to tackle the deep rooted social problems that persist in communities across the country.

Caring Together: The Carers Strategy for Scotland – Caring Together sets out 10 key actions to improve support to unpaid carers. The focus is on improved identification of carers, assessment, information and advice, health and wellbeing, carer support, participation and partnership.

“The beautiful thing about learning is nobody can take it away from you.”
– B.B. King

How have we done?

External Scrutiny

HMIe has recently inspected and published Reports on CLD activity across some of the Learning Communities in Stirling and Clackmannanshire. The key findings were as follows:

Strengths common to across Stirling and Clackmannanshire

- Strong and vibrant community organisations.
- Dedication and commitment of local people as skilled and enthusiastic volunteers.
- Effective engagement with learners.
- Partners working well at a local level.

Areas for development across Stirling and Clackmannanshire

- Sharing of data across CLD partners to ensure that there is a coordinated approach to targeting work, sharing priorities and improving services.
- Improved joint self – evaluation across Schools and CLD providers to support and develop performance.
- Improved arrangements for the planning and delivery of CLD across learning communities.

“That is what learning is. You suddenly understand something you've understood all your life, but in a new way.”
– Doris Lessing

What are we doing?

As outlined in the *Strategic Guidance for Community Planning Partnerships: Community Learning and Development*, partners should aim to deliver CLD outcomes through:

- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- youth work, family learning and other early intervention work with children, young people and families;
- learning support and guidance in the community. and Development has a key role
- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- volunteer development.

Some examples of what we are doing in Stirling and Clackmannanshire are as follows:

Community Based Adult Learning

Thrive Project

A partnership between Stirling Council Adult Learning Team, family workers in the local nurseries and NHS Forth Valley Keep Well team. The project aims to support parents to develop skills and confidence within a women's centred program. Delivered through a 16 week programme, the project focuses on change for a healthier lifestyle and promoting individuals to be responsive to personal development. It provides skills based workshops to increase confidence, knowledge and awareness of coping with day to day stresses. Participants explore attitudes and the vital importance of skills for creating pathways and opportunities within the wider community to further education, volunteering or employment. The programme is also supporting participants to be more confident in supporting their children's learning and development which is vital in terms of raising attainment.



Learning for Vulnerable and disadvantaged groups

Sauchie Active 8

Sauchie Active 8 is a community organisation who work with adults and young people to develop and deliver lifelong learning programmes through community engagement. There are currently 10 volunteers who work with Sauchie Active 8.

Activities include:

- *A Youth club for around 60 children;*
- *A weekly Roller disco;*
- *A weekly Pre-school play group;*
- *A Fruit Barra - Wednesday;*
- *Adult Learning Classes including: Computer Classes, First Aid, Spanish, Sign Language, Food Hygiene;*
- *Playschemes over the Summer/Easter including trips and events;*
- *Bingo teas and Pensioner events.*

Community Nutrition and Dietetic Health Improvement Team

Working in partnership with local authorities and 3rd sector organisations to empower individuals, groups and communities to improve health through increasing knowledge, skills and access to food.

Addressing health and economic food issues, particularly those working with vulnerable individuals and families.

Developing young men's employability skills

A partnership between the Youth Active project, Stirling Council Youth Services and MXP Training Centre continues to develop employability skills for young men aged 16 – 24 while engaging them in health and fitness. Two courses have been delivered so far.

Through the course, the young men gain leadership skills including communication, organisation and delivery and they also improve their employability skills by working on CV writing and self-confidence. The participants gain a Level 4 Award in Sport Leadership, a nationally recognised qualification.

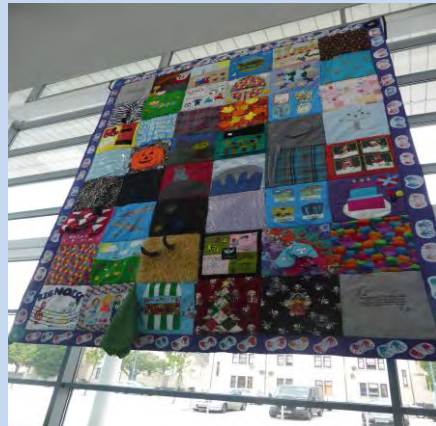
Dylan, aged 19 and one of the pilot leadership course participants said: "I loved the course, I've learned lots about how to communicate with others and I want to look at employment in fitness. I will be doing the next course too; the instructors were brilliant and taught at our wave length."



Youth Work and Family Learning

Raploch Magic Carpet project

The Raploch Magic Carpet project is a partnership between Stirling Council Adult Learning Team and Staff and families at Raploch Nursery. The parents have created a carpet of over 40 different interactive themed squares allowing children to go on an imaginative journey, enhancing their early literacy and language skills. The carpet also supports parents to participate in their children's learning in an innovative, creative fashion. The project has also supported the development of the skills and confidence of the parents.



Cornton Youth Space



Young People from Cornton Youth Space ran a STAND UP 2 Cancer Event in their local community centre to help raise monies for cancer research. Inspired by the Channel 4 one-off fundraiser episode, they wanted to raise monies for Cancer Research as they were aware of a lot of people in their community who had gone through this dreadful experience and wanted to do something that helped others. They also used this event to gain evidence to work towards completion of their Dynamic Youth Award.

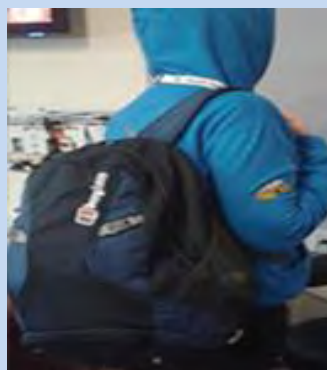
The young people planned the event from start to finish, including choosing what activities were on offer, carrying out risk assessments, budgeting, delegating roles and designing tickets and posters for the event.

It took a few months of hard work, but it paid off nicely with their parents and the local community attending to see the work they had undertaken. Young people took responsibility for their individual areas and worked together as a team to bring in £130.00.

Staff have also seen a substantial amount of confidence increase in young people and a higher level of maturity.

Streetworx

First engagement with young person 'B' through Detached Work in June 2012 – conversation covered alcohol intake and job aspirations. Agreed to meet on a 1 to 1 basis to discuss further. Received a call from Social Work advising that the Young Person had overdosed. Over the next 18 months, 'B' overdosed a number of times. A range of services continued to support the young person through this period. Although engagement with the worker continued to be very sporadic, contact was maintained and small steps were made to build confidence, resilience and skills. 'B' elected to go on prescription (a blocker) and moved out of the family home into homeless accommodation. During this period, she was supported intensely by partners. 'B' is now drug free, taking driving lessons and has secured employment. 'B' continues to engage with the service as and when required.



Learning Support and Guidance in the Community

Clackmannanshire Young Parents Project

The Project Key Worker met young person "L" at Secondary School after a referral via the Screening Group. She was 16, pregnant, still in full time education and having difficulties with other pupils with her pregnancy along with coping with mental health issues. "L" was looking for all round general support with her pregnancy/birth, with the hope that she could return to full time education when appropriate.

After registering with the project and contributing to an Individual Learning Plan that suited her, significant outcomes were achieved:

- *Support given to the family on finances/benefits*
- *Support given to "L" and family with professional childcare to allow return to school.*
- *"L" returned to school approximately 3 months after the birth of her child.*
- *Paediatric First Aid / Defibrillator Qualification gained.*
- *Attended first ever interview for employment.*
- *After leaving school, entered part time employment in Stirling within the Care Sector, working towards a qualification.*

"L" is now a much more confident, focused individual who has a growing desire to succeed now for herself and her son. Delivering the service at a pace the learner can cope with and engaging earlier, create a better opportunity for positive progression and outcomes.

ACE Cornton

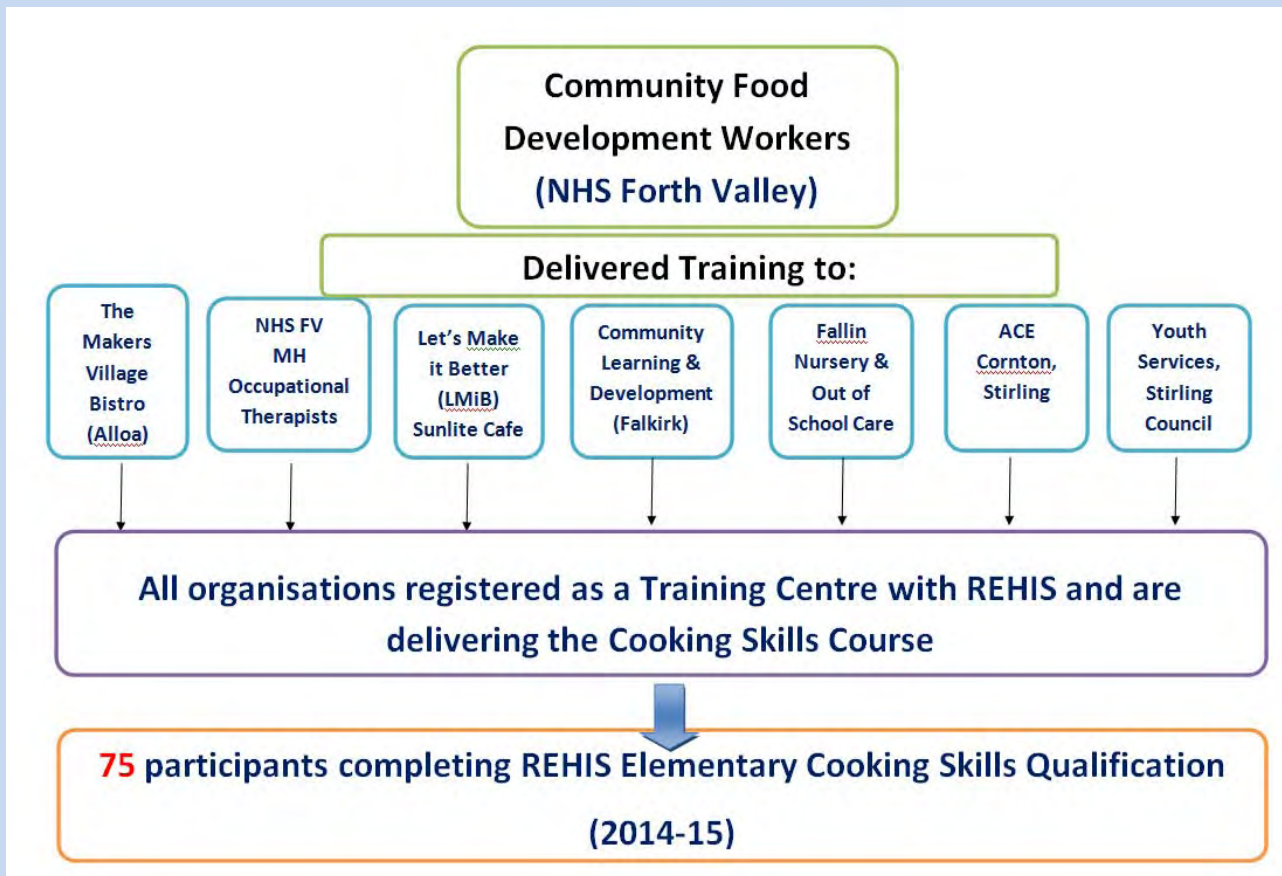
Learner 'K' in her own words

"I attend Ace Cornton on a weekly basis from the open estate in Cornton Vale, and have done for about 13months now. Initially, I attended for purposes of partaking in the arts and crafts class on a Wednesday morning and to brush up on my ICT skills; however, after commencing college in September, I now attend to undertake my college work.

Although I am mostly a confident and outgoing person, I have quite a few anxieties about public perception and my future given my criminal background. I am made to feel comfortable by the relaxed atmosphere here, where no one is concerned about your background. The staff here at Ace have been a real, massive support to me and a constant encouragement with regards to planning my future. They are all very welcoming and take time out to personally get to know you and provide any support or assistance that they can. In return I have helped with volunteering tasks such as administering their Facebook page and admin tasks.

I have observed many of the classes Ace provide on a weekly basis and I truly think that they are an asset to this community; I look forward to attending each week and enjoy the warm reception that's always presented here."

UPDATE: 'K' was paroled in April 2015. Since her parole, we have received a reference request for 'K' and are delighted to hear that she has secured full time employment.



'Thinking Out Loud' – Stirling Young Carers Short Film

Young carers living within Stirling identified a need to raise awareness and highlight the importance of ensuring that young carers are identified and supported within their school environment. With support from Stirling Carers Centre's Young Carers Service, a group of young carers worked together to develop a script for a short film aimed at highlighting the impact that undertaking a caring role can have on a young person's daily school life, and the positive difference that receiving appropriate support can make. This resulted in the young carers, in partnership with the organisation Fixers, producing and starring in their own short film entitled 'Thinking Out Loud' (link: www.youtube.com/watch?v=v5dWOQb3xTo).

The film was introduced and launched by a young carer at Stirling Carers Centre's AGM in June 2015 and has since been circulated to all local High Schools, with positive feedback received from teaching staff on the importance of ensuring that the school environment is a supportive and nurturing one for young carers. By providing young carers with this opportunity it has ensured that there has been learning for vulnerable and disadvantaged groups, and by raising awareness of young carers and the issues that they face in their daily lives, it has increased the learning and development within their school community.



FORTH VALLEY COLLEGES - SUPPORTING THE CLD FRAMEWORK IN STIRLING AND ALLOA

FVC is committed to a partnership approach to CLD and we are currently involved in the following projects:

Predominantly funded by the Department of Work and Pensions through their Flexible Support Fund we have been working with ACE Cornton, Raploch URC, SVE and Citizens Advice Bureau in delivering a programme of Digital Literacies and Employability Courses.

Through Flexible Learning, we are currently running flexible drop-in sessions in the community in partnership with Stirling Council Library Service. These take place in Dunblane and Bannockburn Library. We also work in partnership with ACE Cornton and hope to add another session in St. Ninians Library in the near future. Learners attending these 2 hour sessions study courses from the Flexible Learning Course Directory and can study from home or work with support from our Flexible Learning Assistant in the locations mentioned or alternatively outwith these sessions learners can access support from Learning Resource Assistants at any college campus. Currently we have 45 learners who attend the three locations on a regular basis, studying a range of courses from Introduction to Computing to Advanced ECDL.

Volunteer Development

Investing in volunteers

Stirling Council Adult Learning Team has been awarded a third successive Investing in Volunteers award. The award, administered by Volunteer Development Scotland, gives national recognition for excellence in the support, management and development of volunteers.

Currently there are 44 volunteers active in the team who all play a vital role in the delivery of quality learning opportunities. Between them they are delivering a total of 96 hours of work each week which is a staggering 3840 hours a year!

Volunteers get involved in a range of different programmes supporting adult literacy and numeracy programmes, ESOL classes, work clubs and some are volunteer buddies in community classes such as computing. Volunteer skills complement that of the tutor in the class.

CTSI

CTSI supports Third Sector organisations through the Volunteer Friendly Awards.

It has a volunteer information stand for two hours, two days a week within the Alloa Campus of Forth Valley College to promote local volunteer opportunities throughout Clackmannanshire. CTSI also holds Volunteer Information Sessions within the local DWP to encourage and promote volunteering.



A group of 14 Workstart students from Forth Valley Alloa Campus took part in a pilot project through CTSI. The project was a group volunteer placement within Alloa Community Enterprises Ltd (ACE). The programme lasted 8 weeks and the students attended a few hours each week to learn and get a taster of the different volunteer roles ACE had to offer.

The Saltire Awards dovetail neatly into the 4 key objectives of Curriculum for Excellence as they enable young people to develop their capacities through volunteering as successful learners, confident individuals, responsible citizens and effective contributors.

After the success of the pilot group, Students from the ACE programme within FVC will be starting a group volunteer placement in August.

How will we get there?

Clackmannanshire had an effective CLD Partnership up until 2012. In Stirling, the partnership operated through the three functions; Youth Work, Adult Learning and Community Development.

Shared Services and ongoing alignment of CLD within both Councils has led us to a different approach, reinforced by the Community Learning and Development (Scotland) Regulations 2013.

A new cross council strategic partnership will be developed to oversee the implementation of the CLD Plan.

Partners will work together as follows:

- 1 Involve key stakeholders in the further development, implementation and evaluation of the CLD Plan.
- 2 Develop a framework to support the co-ordination/delivery of the CLD Plan.
- 3 Establish the role of Local Community Planning Partnerships/Local Learning Partnerships/Thematic Partnerships in the implementation of the CLD Plan.
- 4 Provide key stakeholders/partnerships with strategic support in implementing the CLD Regulations/Guidance.
- 5 Identify and address cross cutting issues through the Stirling Community Planning Partnership and Clackmannanshire Alliance Thematic Groupings.
- 6 Develop joined up partnership working approaches to community engagement, community capacity building and co-production.
- 7 Establish a framework to support joint planning, delivery, self-evaluation and improvement planning at local area level.
- 8 Develop clear pathways to support learner accreditation and progression from CLD service provision into volunteering, training, education and employment.
- 9 Identify and address CLD Workforce Development Needs in partnership with Education Scotland and the South East Consortium.
- 10 Develop a system to evaluate the impact of the CLD Plan and report performance to Stirling Community Planning Partnership and Clackmannanshire Alliance.
- 11 Increase the profile of CLD in Stirling and Clackmannanshire and promote the important role it has to play in early intervention and prevention and the future delivery of services.

Delivering, Monitoring and Evaluation of the Plan.

At a Strategic Level

Stirling and Clackmannanshire's CLD Strategic Partnership will jointly monitor and evaluate the impact of the CLD Action Plan. The Learning Communities Team within Children, Young People and Education will continue to support and lead the CLD Strategic Partnership. The Partnership will meet 4 times per year to co-ordinate action and to monitor and evaluate progress in implementing the CLD Action Plan.

The plan will initially have 3 working groups with a focus on Self- evaluation, Workforce Development and Improving Performance.

The outcomes detailed within the Plan are aligned to Stirling and Clackmannanshire Single Outcome Agreements and both Council's Corporate Priorities. Covalent will be used to monitor, evaluate and report on the impact of the Plan.

At a local level

The framework provided by the Plan will be implemented locally within the 9 Learning Communities across the Stirling and Clackmannanshire Council areas. There will be a focus on developing local community learning and development outcomes that deliver real change at individual and community level. The Plan framework will provide local groups and organisations with direction on what CLD should be delivering in communities. This in turn, will enable clarity of reporting at a local level to both Councils and the respective Community Planning Partnerships.

Where appropriate, local CLD Plans will link directly to Local Community Plans. The local Plans will be monitored on a regular basis and progress reported to the Strategic CLD Partnership, who in turn will report to Stirling and Clackmannanshire Community Planning Partnerships.

Further Plans for the Stirling and Clackmannanshire Council areas will be published at three yearly intervals from the **1 September 2015**.

Engagement and Consultation Processes

An engagement process has started across Stirling and Clackmannanshire to ensure that the priorities identified in the CLD Plan are the right ones. Over the next three years, there will be further engagement and consultation in the learning communities across the two areas to ensure that we;

- Co-ordinate and provide appropriate CLD activities with other providers in Stirling and Clackmannanshire.
- Ensure that we target individuals and groups most likely to benefit from the provision of community learning and development.

Initial discussions on the Plan were through a series of workshops and meetings involving local authority staff, third sector organisations and community groups between November 2014 and July 2015.

Briefing sessions were also held with the Community Planning Partnership (Stirling), Senior Management Teams and the Education Committees of Clackmannanshire and Stirling Councils.

A cld learning survey undertaken between April and June 2015 had 923 responses. This will help to inform the process.

The final plan reflects the outcome of these discussions and information gathered from key partners and the survey returns from learners and non-learners across Stirling and Clackmannanshire.

Needs that will not be met under the Plan

It is important to draw a distinction between basic individual, group and community needs and the community learning and development needs of individuals, groups and communities when considering what needs will not be met by our CLD Plan.

For example, the needs of individuals with regard to employability (unemployment), mental health (mental ill health) and having enough (poverty) cannot be addressed by community learning and development approaches alone. Community learning and development can be a significant contributory factor to these societal needs, but must be part of an integrated community planning approach to bring about societal change.

Across the range of community planning partnership themes, we will continue to explore the role and impact of community learning and development as a contributory approach to achieving outcomes for our citizens.

The Stirling and Clackmannanshire Strategic CLD Partnership is committed to supporting the provision of universal community learning and development for all. However, there continues to be significant budget and resource challenges and the partnership will not be in a position to meet the community learning and development needs of all of our citizens at any given moment in time.

This will enable us to target our resources more effectively at specific individuals and groups with greatest need. We believe that addressing the inequality that these people experience will have a greater contribution to societal impact than trying to provide something for all.

As highlighted in the plan, we will continue to support those who are more able, to build their capacities and capabilities to develop their own community learning and development opportunities.

The Plan

The CLD Plan 2015-2018 for Clackmannanshire and Stirling will be set in a context of ongoing budget and resource challenges for all partners. However, we will maintain a focus on the delivery of high quality community learning and development opportunities shaped around People, Performance, Prevention and Partnerships.

Community Planning Partnerships are well established in Stirling and Clackmannanshire and have clearly identified priorities across a number of key themes. As community learning and development is already a key contributor to these priorities and themes through a range of strategic plans and partnerships, the CLD Plan will seek to identify the work that is not already sited.

Within the context of **Adult Learning**, our key priorities will be:

- Adult Literacy, Numeracy and ESOL
- Work with Parents, including Family Learning
- Health and Wellbeing
- Employability

Within the context of **Youth Work**, our key priorities will be:

- Accreditation and Wider Achievement
- Positive Destinations for 16-19 year olds
- The Development and Support of Transition Pathways
- Democratic Engagement and Participation
- Health and Wellbeing

Within the context of **Community Development**, our key priorities will be:

- Promoting, facilitating and supporting community development.
- Building on the assets and the potential of individuals, families and communities to meet their own needs and to engage and influence decision makers.
- Supporting and developing voluntary and community organisations to deliver services in response to local needs.

Developing the Partnership

The CLD Strategic Partnership aspires to become an effective and accountable network of services, with clear processes in place to engage with communities and deliver relevant services to a high standard.

The focus of the CLD Strategic Partnership, in the context of Developing the Partnership will be:

- Establishing an effective CLD Partnership across Stirling and Clackmannanshire.
- Strengthening links between Stirling and Clackmannanshire's thematic community planning partnership groups and the CLD Partnership with representation where appropriate.
- Producing 9 learning community CLD (or equivalent) Partnership Action Plans to take forward the CLD Strategy at a local level, with a clear focus on the needs and priorities of local people which are most appropriate to their communities.
- Strengthening links between the CLD Partnership strategic group and the 9 learning community partnerships to ensure relevant, appropriate representation and contribution of partners at learning community CLD Partnership level.
- Promoting an outcome-focused approach to provision across the CLD Partnership and developing mechanisms for capturing and sharing information across partners that evidences impacts and demonstrates a consistent and standardised approach to reporting performance and planning for improvement.
- Developing mechanisms for learning community partnerships to consult and engage with individuals and communities in order to identify and review need.
- Mapping and auditing current services and providers within learning community partnerships and identifying relevant gaps.

Universal and Targeted CLD Provision

We are committed to supporting the provision of universal CLD services and this is reflected within the Plan. In order to achieve this aim, communities will require support to ensure that they have the capacity to deliver CLD opportunities for themselves. We will work with individuals, groups and communities to develop and enhance their skills, knowledge and experiences to develop more innovative and effective CLD opportunities across Stirling and Clackmannanshire.

This approach will help the Strategic Partnership to target provision at those in greatest need including young people, adults, vulnerable parents, individuals who are LGBT, the unemployed, BME/migrants, offenders and those with a disability or mental health issue.

Barriers to Participation

Through the CLD survey undertaken to support the development of this Action Plan, barriers to participation were identified. These include awareness of CLD services, lack of confidence to participate and the times and the places that CLD provision was delivered. We are committed to working together to, as far as possible, remove the barriers detailed above.

Outcome 1 – To improve individual core and life skills
Vision – to see young people and adults becoming more confident, skilled, self-sufficient, independent, resilient and responsible members of their geographical and/or thematic communities.
Actions
<ul style="list-style-type: none"> • Deliver a range of literacies and core skill provision, including health literacy, supporting digital and financial inclusion. • Deliver ESOL provision. • Deliver family learning provision. • Deliver employability support at Stages 1 and 2 of the Strategic Employability Pipeline to young people and adults. • Provide opportunities for individuals to accredit their learning. • Ensure that individuals have opportunities to progress to other learning, training, volunteering and/or employment.

Outcome 2 – To improve the capacity of communities
Vision - to have in place integrated local community partnership plans for all communities that harness local community assets and build platforms for early intervention approaches and sustainable community development and regeneration opportunities.
Actions
<ul style="list-style-type: none"> • Work with communities to assist them as they embark on developing and delivering their local community plans. • Support the capacity of communities to influence and shape the design of local community based services. • Work with and support communities to make the most of collective assets and resources including opportunities for investment and regeneration.

Outcome 3 – A CLD workforce that will make the CLD Action Plan and the subsequent local plans a reality
Vision – A supported and confident workforce that has clarity and purpose about the difference they are making through individual and collaborative approaches.
Actions
<ul style="list-style-type: none"> • Identify and develop workforce upskilling priorities across partners. • Deliver ongoing support to the CLD workforce within the Stirling and Clackmannanshire Council areas so that they clearly understand the vision set out in the CLD Action Plan. • Deliver a range of CPD opportunities to ensure that the CLD workforce can demonstrate that they have CLD values, knowledge, skills and attitudes and that they can put these into practice. • Deliver opportunities for the CLD workforce to network together, share resources and deliver joint training.

Overarching Priorities For Improvement
<ul style="list-style-type: none"> • Improved sharing of data across CLD partners to ensure that there is a coordinated approach to targeting work, sharing priorities, planning and improving services. • Improved joint self – evaluation across Schools and CLD providers to support and develop performance. • Improved arrangements for the planning and delivery of CLD across learning communities.

Report to Education, Sport and leisure Committee

Date: 10th September 2015

Subject: Consultation Process for Tullibody South Proposal

Report by: Head of Education

1.0 Purpose

- 1.1. To present the results of the informal consultation carried out to ascertain public views on the potential options for the replacement of Abercromby Primary School agreed by Council on March 5th 2015.

2.0 Recommendations

- 2.1. That the Education Sport and Leisure Committee notes the results of the consultation carried out in respect of the Abercromby replacement consultation.
- 2.2. That the Education Service, taking account of the analysis of the consultation, presents a report on further options to Clackmannanshire Council in October.

3.0 Considerations

- 3.1. The consultation was split into two phases. Between March and the 12th May eighteen pre consultation information events took place to inform a wide range of stakeholders about the proposals and how they could get involved in the consultation process.(see Appendix 1)
- 3.2. Between the 12th may and the 4th July twenty three consultation meetings/ events were held across Clackmannanshire. (see Appendix 1)
- 3.3. The consultation was widely promoted via Clacksweb, local press and radio, social media schools and the Community Council. A consultation booklet was produced and four hundred and eighty of these were distributed to members of the public via a range of sources including public meetings schools, Council offices, Tullibody Library and the Speirs Centre.

- 3.4. A total of 439 responses to the consultation were received via citizen space. There is clear support for a new Abercromby Primary School and civic and community facilities. There is strong opposition to the proposal involving the inclusion of St Mungo's Primary School. The results received via citizen space are shown in table 1 below.

Table 1: Results received via citizen space

View	Agree	Disagree	Not answered	No Opinion
Option 1 – Abercromby Primary School with associated community facilities.	59.9%	24.5%	4%	11%
Option 2 – Abercromby and St Bernadette's with associated community facilities.	33%	53.5%	4%	9.1%
Option 3 – Abercromby and a merged St Bernadette's and St Mungo's Primary School with associated community facilities.	11.3%	76.5%	4.5%	7.5%

The Report, Findings of the 21st Century Learning Consultation, which can be found in Appendix 2 contains a comprehensive breakdown of results.

- 3.5 When completing the consultation questionnaire respondents were asked to indicate whether they identified themselves as having an interest in the following schools:- Abercromby Primary School, St Bernadette's Primary School, St Mungo's Primary School or none.

The largest number of responses were received from people who identified an interest in Abercromby Primary School.

The percentage of respondents identifying themselves as having an interest in each school was as follows:-

Abercromby Primary School 32%

St Bernadette's Primary School 18%

St Mungo's Primary School 29%

Other 4%

None 15%

Not Answered 1%

It should be noted that whilst Abercromby has the highest number of respondents it has a school roll approximately four times larger than either St Mungo's or St Bernadette's.

- 3.6 Initially thirteen percent of respondents had given a negative response to all three options as they related to the building of a new school on the public park. This has had some effect on the validity and reliability of the overall results of the consultation in terms being able to accurately evaluate public views.

However as the consultation progressed opposition to building a new school on the park grew. An extra public meeting was organised by opponents of the plan, a petition with over 1,000 signatures was received and a number of social media posts in opposition to the proposals were received by the Council.

- 3.7 Option 1 was supported by a clear majority of respondents, and many of those who disagreed with the building on the park still expressed a desire for a new school for Abercromby. There was clear opposition to option three across all sets of respondents. In terms of option two the result was less clear cut. Those identifying themselves as St Bernadette's respondents were opposed 58/42 against option 2.

- 3.8 The main themes arising in terms of negative responses to Option 2 were:-

- Fear of loss of separate Catholic identity
- Concerns about bullying at Abercromby Primary School
- Loss of a small school
- St Bernadette's in B condition so why change

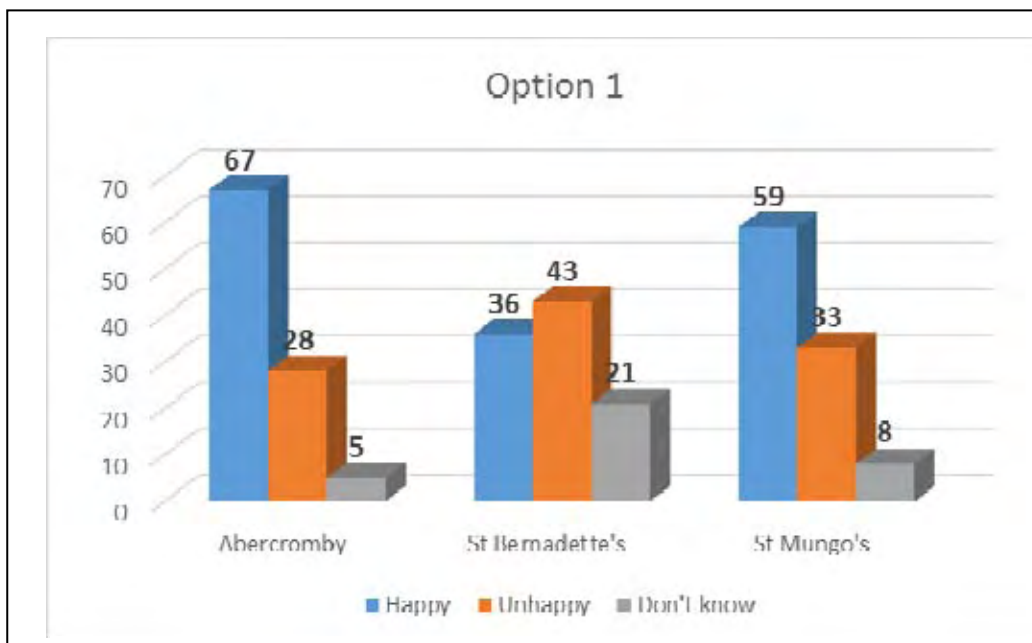
- 3.9 Views expressed in consultation meetings/events were also recorded as part of the process. The main themes arising from were as follows:-

- Not building on the park/preservation of green space
- Maintaining provision and identity of faith schools is very important.
- Abercromby needs a new school and Tullibody needs better learning facilities/learning environments.

- Joint campus with community facilities would save money
- Maintaining schools identity and school/community links are important.
- Maintaining schools identity and values are important
- Concerns about travel/congestion on proposed site
- Size of school was important with many feeling smaller schools are better

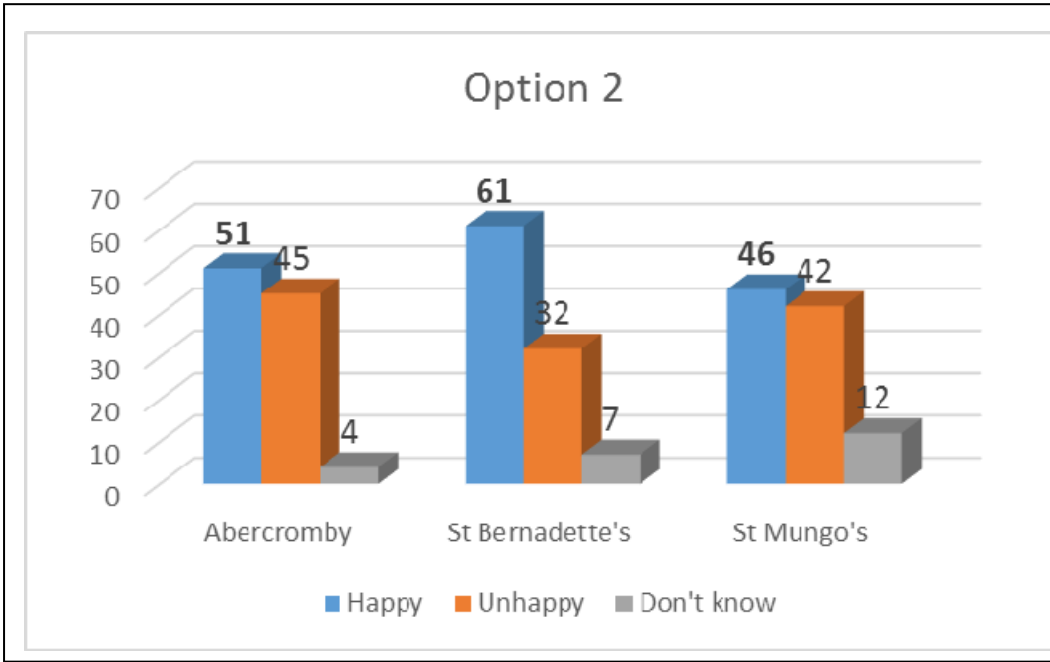
3.10 In line with Article 12 of the United Nation rights of the child pupils in all three schools were also asked their views. These views were recorded by their teachers in their classes. The results of the pupil consultation are shown below

Table 2: Pupil responses Option 1



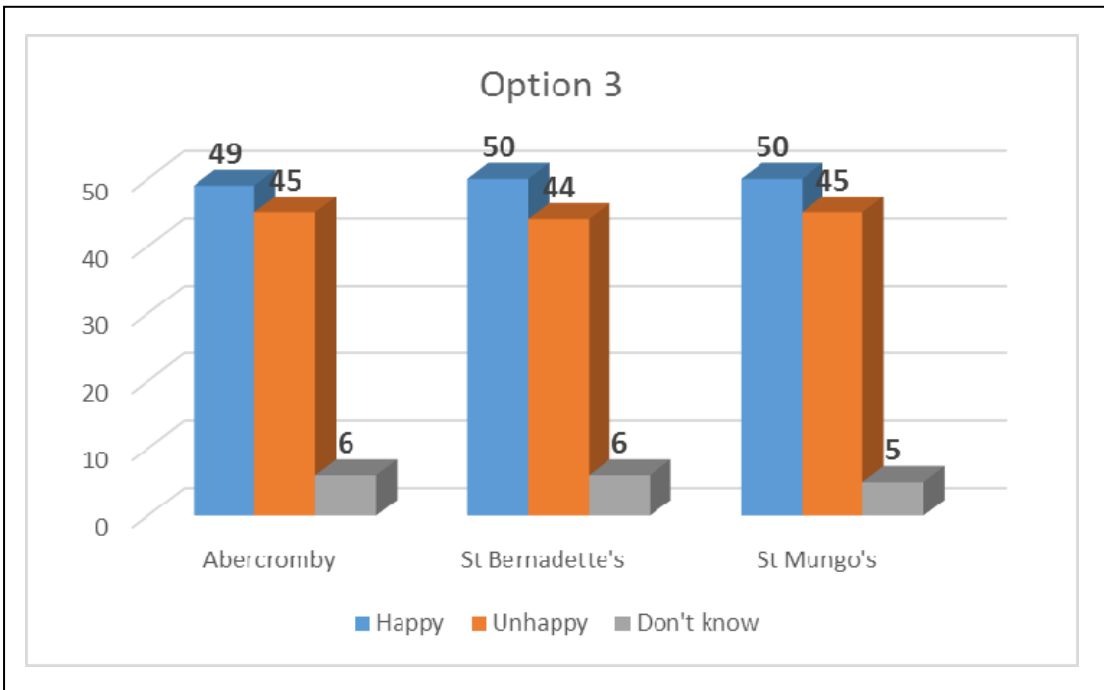
Option 1 elicited the highest level of support from the pupils of St Mungo's and Abercromby.

Table 3: Pupil Responses Option 2



Option 2 is supported by the majority of pupils in all three schools.

Table 4 : Pupil consultation responses Option 3



Overall option 3 has the lowest level of support from pupils in all three schools.

3.11 The main themes arising from the children's consultations were as follows:-

Option 1

- New facilities
- New school needed
- Current school crowded – more space
- Better PE and dining facilities
- Better playground
- Better parking and access

Option 2 – In favour

- Better facilities
- Better playground
- Separate dining and PE facilities
- Chance to make new friends
- Chance to play with friends and family that go to a different school

3.12 Option 2 – Against

- Might be crowded
- Sharing facilities
- Concerns about Abercromby pupils

Option 3 – In favour

- Better facilities
- Better playground
- Separate dining and PE facilities
- Chance to make new friends
- Chance to play with friends and family that go to a different school

Option 3 – Against

- Size
- Travelling to school
- Don't know Tullibody pupils (St Mungo's)
- Might be crowded
- Sharing facilities

A comprehensive overview of pupil responses can be found in Appendix 3.

- 3.13 An integral part of the consultation related to the provision of civic services in Tullibody. At Tullibody meetings participants were asked what current services they used and what services they would like to see incorporated in any future community hub. In addition separate service user questionnaires were issued to Tullibody Civic Centre and Library users. The main themes arising from these are as follows:-

Currently use

- Sports facilities (internal and external)
- Library including IT facilities
- Meeting rooms/function rooms
- Heritage Centre

Would like to see incorporated

- Library including IT facilities
- Provision of at least equivalent sports facilities.
- Include health/social care facilities
- Meeting space that can be booked
- Retain the Heritage Centre
- Provision social space including a café

A full report on the consultation of Civic Centre and Library users can be found in Appendices 4 & 5.

Conclusion

An analysis of responses makes it is clear that neither the inclusion of St Mungo's Primary in the proposals or the proposal to build on the park have the support of a majority of stakeholders. In light of this alternative options which utilise the current site occupied by Abercromby Primary School require to be explored.

4.0 Sustainability Implications

4.1. There are no sustainability implications.

5.0 Resource Implication

5.1. The cost of carrying out the consultation will be met from within existing budgets.

5.2. The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate. Yes

5.3. Finance have been consulted and have agreed the financial implications as set out in the report. Yes

5.4. *Staffing*

6.0 Exempt Reports

6.1. Is this report exempt? Yes (please detail the reasons for exemption below) No

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box)

The area has a positive image and attracts people and businesses	<input checked="" type="checkbox"/>
Our communities are more cohesive and inclusive	<input checked="" type="checkbox"/>
People are better skilled, trained and ready for learning and employment	<input type="checkbox"/>
Our communities are safer	<input type="checkbox"/>
Vulnerable people and families are supported	<input type="checkbox"/>
Substance misuse and its effects are reduced	<input type="checkbox"/>
Health is improving and health inequalities are reducing	<input type="checkbox"/>
The environment is protected and enhanced for all	<input type="checkbox"/>
The Council is effective, efficient and recognised for excellence	<input checked="" type="checkbox"/>

(2) **Council Policies** (Please detail)

Making Clackmannanshire Better

8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes No

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

10.0 Appendices

10.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1 – Diary of consultation events

Appendix 2 - 21st Century Learning Consultation – Report of Findings

Appendix 3 – Pupil consultation results and feedback

Appendix 4 - Report on Civic Centre users

Appendix 5 - Report on Tullibody library users

11.0 Background Papers

11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below) No



Guideline to Consultations – Clackmannanshire Council

Feedback from public meetings/events

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
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21st Century Learning - Tullibody South Consultation

Pre Consultation and Consultation Events

Pre Consultation information sharing

9 th March	St Bernadette's Staff
10 th March	St Bernadette's Parent Council St Mungo's Staff Tullibody stakeholders group
12 th March	Abercromby support staff Abercromby teaching staff
13 th March	Stall at St Mungo's Learning Afternoon St Bernadette's Primary Parent forum
31 st March	St Bernadette's pupil assemblies St Mungo's Parent Council
20 th April	St Mungo's pupil assemblies
21 st April	Tullibody stakeholders group
23 rd April	St Serf's Parent Council St Bernadette's Parish Council
27 th April	St Modan's Parent Council
29 th April	Tullibody Community Council
1 st May	Abercromby Pupil Assemblies
6 th May	St Mungo's Parish Council

Consultation Events

7 th May	St Bernadette's Pupil Consultation
12 th May	Abercromby Parent Forum
14 th May	St Mungo's Parent Consultation (x2)
19 th May	Tullibody Stakeholders Group consultation

20th May St Bernadette's Parent consultation (x2)

22nd May Abercromby Pupil consultation

25th May St Mungo's pupil consultation
Alloa Academy Parent Council

8th June St Bernadette's Teaching staff consultation
General Public consultation – Abercromby Primary School
Public drop in session – Speirs Centre

9th June St Bernadette's support staff consultation
St Mungo's staff consultation

10th June St Bernadette's parish consultation

11th June General Public consultation – Alloa
Public drop session Tullibody Civic Centre

15th June Abercromby Nursery consultation

16th June Abercromby support staff consultation
Abercromby Teaching staff consultation

17th June St Mungo's Parish consultation



**Clackmannanshire
Council**

www.clacksweb.org.uk

21st Learning Consultation - Report of Findings

July 2015

(DRAFT)

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Introduction

At its meeting in March 2015, Clackmannanshire Council agreed to hold a public consultation to explore 3 options for primary school provision in the community of Tullibody. These options were derived from a number of business cases presented to Council. The 3 options which have been consulted on are;

These options are for a new build of:

1. Abercromby Primary School with associated community facilities.
2. A shared campus for Abercromby Primary School and St Bernadette's Primary School with associated community facilities.
3. A shared campus of Abercromby Primary School and a combined St Bernadette's and St Mungos Primary School with associated community facilities.

This report presents feedback from all consultation activity carried out over the period May-July 2015. The consultation comprised an online survey; user surveys conducted face-to-face (by Customer Services) and a range of stakeholder engagement events. The feedback received will be used to shape the final recommendation which will be presented to councillors for approval in the autumn.

Consultation Programme

- Citizen Space - Online Consultation

The online consultation survey was hosted via the Councils consultation database Citizen Space. The survey ran for a period of 6 weeks between 15th May and the 3rd July. The survey was widely promoted via Clacksweb, local press, social media, schools and the Community Council. In addition, customer services contacted regular users of leisure services to make them aware of the consultation and to help complete where this was necessary.

- Face-to-Face Surveys

Clackmannanshire Council Customer Services staff undertook surveys at both the Civic Centre and Library in Tullibody. These covered both current and future service provision.

- Community Consultation Programme

A number of information sessions were held with staff, parents and other stakeholders during March and April prior to the start of consultation.

As part of the first stage consultation, staff, parents and children of each of the 3 schools at the heart of the 3 options being explored were consulted. Local community representative groups, local sports groups and local users of community facilities were also consulted. Open public events were also held to gather views of wider residents and communities. The following consultation activity took place;

Who	When
St Bernadette's Primary pupil consultation	5 May 2015
Abercromby Primary pupil consultation	8 May 2015
Abercromby Primary Parent Forum	12 May 2015
Public launch with publication made available	15 May 2015
Tullibody stakeholders consultation	19 May 2015
St Bernadette's Primary Parent Forum	20 May 2015
St Mungo's Primary pupil consultation	25 May 2015
St Mungo's Primary Parent Forum	25 May 2015
Public drop in session - Tullibody Civic Centre	2 & 5 June 2015
Public drop in session (2 sessions) - Speirs Centre, Alloa	2 June 2015
Street Consultation in Tron Court	4th June 2015
Public consultation workshop - Abercromby Primary School	8 June 2015
Public consultation workshop - Alloa Academy	11 June 2015

Summary Findings

The online consultation ran from 15th May 2015 to the 3rd July 2015.

439 responses were received in total. 63.5% were female and 32% male. The age group of respondents is as follows:

<30	=	10.9%
31-50	=	48.5%
51-65	=	17.3%
65+	=	12.3%
Not given		10.9%

Respondents specific interests in terms of schools is as follows:

Abercromby Primary	32%
St Bernadette's Primary	18%
St Mungo's Primary	29%
Other	4%
None	15%
Not answered	1%

Option 1 is clearly the preferred option with 59.9% agreeing or strongly agreeing with the proposal. Option 2 is the second preferred option with 33% agreeing/strongly agreeing and Option 3 is the least preferred proposal. Results for each are shown below.

Option 1 - Build a new Abercromby Primary School with associated community facilities.

Agree/Strongly Agree	59.9%
Disagree/Strongly Disagree	24.5%
No Opinion	11%
Not Answered	4%

Option 2 - Build a new Abercromby Primary School and St Bernadettes Primary School on a new joint campus with associated community facilities.

Agree/Strongly Agree	33%
Disagree/Strongly Disagree	53.5%
No Opinion	9.1%
Not Answered	4%

Option 3 - Build a new Abercromby Primary School and St Bernadettes and St Mungo's on a new joint campus with associated community facilities.

Agree/Strongly Agree	11.3%
Disagree/Strongly Disagree	76.5%
No Opinion	7.5%
Not Answered	4.5%

Analysis of Open-ended Questions

378 responses were provided on the question 'What major factors influenced your views'. The full list of responses is provided at appendix C. The following themes have been identified from the analysis of responses provided to the question.

Themes:

- Not building on the Public park/Provision of Green space is very important
- Maintaining the provision and identify of faith schools in Clacks is very important
- Abercrombie school badly needs replaced/upgraded
- All 3 options present some difficulties/impacts - why not consult on all 9 business cases?
- Concerns with travel/road congestion/access/egress and road safety
- Tullibody needs better learning facilities and learning environments.
- Joint campus with community facilities would save on running costs.
- Campus school is too big and detrimental to learning - smaller schools are better.
- Maintaining Schools identity and values are important
- Maintaining school and community links are important.

Analysis of Consultation with Schools

The findings and themes under each option included in the consultation are shown below;

Option 1 - Abercromby Primary School with associated community facilities.

Themes from St Mungos:

Positive	Negative
Improved learning facilities, modern and cost effective building design, future proof	Loss of green space, child safety concerns
Safe, new facilities, new equipment, better technology.	Might attract pupils from other schools in Clacks.

Responses from Abercromby

Least disruptive option, improved sports and leisure facilities for school and wider community, better disabled use, improved security, bigger and better facilities, improved technology	Loss of green space, security after and during school hours, concerns with parking, need to ensure enough community space, playpark relocation.
Community benefits	Shared parking with community buildings
Better parking for staff	Smaller outside learning area
Improved aesthetics	
Better environment for learning	

Responses from St Bernadette's

Better community facilities, better teaching facilities. New school necessary for Abercromby, no disruption to kids during the build, new civic facilities	Loss of public park, traffic/congestion, security of site, loss of playing space for kids,
	Community to lose access to Park
	Community access to facilities limited during the day.

Responses from Community

Would like to see	Would not like to see
Learning environments for all	Loss or fragmentation of greenspace, public park bequeathed to people of Tullibody. No school on park - no loss of green space.
Agree new school is needed	Options include building on park - not acceptable.
More communication about the school/proposals	Parking issues/congestion
Adequate outdoor/playground facilities	

Scope to build double story building which would reduce footprint	
Copy St Ninians model of rebuilding	
Access from multiple points/build on multiple levels.	

Option 2 - Build a new Abercromby Primary School and St Bernadettes Primary School on a new joint campus with associated community facilities.

Themes from St Mungo's

Positive	Negative
Improved facilities, reduced costs, improved sports facilities	Campus size too big, access/egress concerns, loss of green space, distance from church, sectarian/rivalry issues
History of school kept, bigger and more sports teams, bigger library, more computers, better classrooms	Concerns about bullying, reputation of school possibly bad,
Opportunities for better staff development	Demand may exceed capacity.
	Links with local communities
	Concerns with managing playground

Themes from St Bernadette's

Shared resoures, better equipment and facilities, promotion of community ethos, nursery on site, possible increase in RC children attending school in Clacks/sustainable RC education in Clacks.	Loss of individual school identity, loss of public park, traffic/congestion issues, health and safety issues with large playground/school, loss of small school ethos, concerns for residents of Abercromby Place
Children to get 21st century facilities	Loss of playground and links to community garden

Themes from Abercromby

Nursery provision	Too large/too many pupils.
Better links	Different values/schools and rules
Access to outdoor learning	Separate staff rooms - make teacher communication difficult
Loss of composite classes	Less playground space.
	Travel - young children too young to travel by bus

Responses from Community

Easier transitions from nursery to school	Possible loss of green space
Better school and civic facilities	Loss of small school and school identity
Improved educational resources and facilities	Requires likeminded head teachers

Option 3 - Build a new Abercromby Primary School and St Bernadettes and St Mungo's on a new joint campus with associated community facilities.

Themes from St Mungo's

Positive	Negative
Opportunities for social interaction/mix of cultures, after school clubs, improved staffing - no more composite classes.	Too big, concerns with discrimination, access/egress/travel concerns, loss of identity for the school and community. Travel costs and travel implications for young children. Loss of green space. Loss of benefits of small schools. St Mungo's does not have strong links with Tullibody community. Link between school and parish is strong which would be lost with option 3. Potential congestion issues around the proposed site.
More space, new and modern equipment and facilities, better education, more clubs, bus provided for all pupils	Large campus unsettling for children, traffic concerns, school pride lost, friendships/bullying, too far to travel, rivalry between St Mungo's and St Bernadettes.
Opportunities for better staff development	Concerns with managing playground
	Lost links with local communities and school.

Themes from St Bernadettes

Better facilities, cost effective, throw this option out.	Dilution of catholic education in Clacks, more travel, loss of catholic teaching staff (ie one HT required), School too large, loss of green space, loss of sense of community, loss of school identity, job losses.
Children to get 21st century facilities	Loss of playground and links to community garden

Themes from Abercromby

Equal opportunities	Transition would need to be within a set time to be manageable.
Breaks down school barriers	Timetable issues - end of term services/shows etc.
Bigger shared spaces	

Themes from Community

Abercromby needs a new school	School and community links would be lost under option 3
	St Mungo's is an improving school and option 3 would be detrimental to St Mungos pupils education
	Large scale campus detrimental to education
	Potential loss of green space

	Concerns about housing being built on St Mungos site
	Option 3 may lead to less children in catholic education
	Traffic and transport
	Religious and values differences may cause problems in school.

Analysis of Community Service Users

Communities and users of community services were consulted on which future services they would like to see in Tullibody. Full responses of the surveys carried out with library and civic centre users are attached at appendix c. The following are 'wishes' that communities fed back through all consultation activity on what they would like to see in Tullibody.

Better meeting rooms/Spaces to meet	Play Park/improved park	More space for let
Library	Health Centre	Youth Space
Sports Clubs/Sports Facilities (inside and outside), astroturf/football pitches, Changing rooms and storage space.	Heritage/history groups/Centre	Community Cafe/Internet Cafe
Improved park	Improved access to IT/Technology	Car Park
Training/adult learning	Community Garden	Post Office
Events/Fundraising	Parents/baby/toddler Group Space	Social Services Hub
Drop in Centre	Function Hall/Kitchen	Office Space
After school facilities		

In terms of future use, respondents from the **Tullibody Civic Centre Survey** agreed with the following;

- 91% may use sports and leisure facilities
- 36% may use space for clubs and activities
- 54% may use meeting spaces
- 27% may use public computers
- 81% may use cafe/drinks facility
- 36% may access local information and enquiries

Full Responses are attached at appendix A.

In terms of future use, respondents from the **Library Survey** agreed with the following;

- 93% may use libraries
 - 59% may use public computers
 - 17% may use payments
 - 35% may make council enquiries
 - 62% may access local information
 - 42% may use space for clubs and groups
 - 39% may use meeting space
 - 58% may use cafe/drinks facilities
- Full responses are attached at appendix B

Response from Tullibody Community Football Club

Tullibody Community Football Club currently provides football for 3-50+ year olds and for girls, boys and those with disabilities. The club is looking for a permanent base in Tullibody and access and use of playing fields in evenings and at weekends, suitable changing facilities, a base for coaches and equipment and an areas for meetings/social events. The club has 21 different sections/age groups and over 200 members.

Appendices:

Appendix A - Tullibody Civic Centre Survey

Appendix B - Tullibody Library Survey

Appendix C - Open Questions Responses

21st Century Learning – Tullibody South

Report on Pupil Consultation

Rationale

Education consultations should include an element which takes account of pupils' views. This is carried out in line with article 12 of the United Nations rights of the child which asserts that:-

'Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. Children have a right to a say in matters affecting their future'¹

Carrying out a pupil consultation is not only regarded as good practice, it is a requirement insisted upon by Her Majesty's Inspectorate of Education (HMIE) in any formal consultation.

Methodology

The process for children was designed to mirror as closely as possible the process for adults. The process and the recording of views was designed with the assistance of two Primary Head Teachers.

Pupils discussed each option in their classes with their teachers and the positive and what they saw as the positive and negatives of each option was recorded. When the pupils had discussed each option they then recorded their views by putting a sticker in a box on a chart under the following headings

'Very Happy Happy Unhappy Very Unhappy Don't know/confused'

In the case of Abercromby this exercise was with their normal class teacher. The Head Teachers of St Mungo's and St Bernadette's requested that the pupils carried out this exercise with their house group teacher instead as this would allow older children to assist the younger pupils.

¹ http://www.unicef.org.uk/Documents/Publication-pdfs/betterlifeleaflet2012_press.pdf - Summary of the UN Rights of the Child.

A total of 441 pupils had their views recorded. This total included all of the available pupils in both St Bernadette's and St Mungo's. Around 60% of the pupils at The Abercromby Primary had their views recorded. This was in part due to the fact that the pupil consultation took place on the day before the school was due to be visited by HMIE and some class teachers were engaged in other activities in preparation for this visit.

Findings

The results for each option were as follows:-

Table 1: Pupil views on Option 1

Option 1	V Happy	Happy	Unhappy	V Unhappy	Confused/don't know
Abercromby	126	37	33	35	12
St Bernadette's	26	8	17	23	20
St Mungo's	24	36	18	18	9
Total	176	81	68	76	41

Table 2: Pupil Views on Option 2

Option 2	V Happy	Happy	Unhappy	V Unhappy	Confused/don't know
Abercromby	74	44	51	53	9
St Bernadette's	37	20	13	17	7
St Mungo's	23	23	11	23	11
Total	134	87	75	93	27

Table 3: Pupil views on Option 3

Option 3	V Happy	Happy	Unhappy	V Unhappy	Confused/don't know
Abercromby	95	23	34	75	16
St Bernadette's	37	5	7	38	7
St Mungo's	38	9	18	31	4
Total	170	37	59	144	27

Recorded Views

As part of the exercise pupils were asked to record what they viewed as the positive and negative aspects of each proposal.

A summary of these is shown below

Abercromby Pupils	Positive	Negative
Option 1	New/better facilities Less crowded Can still walk to school Less complicated	Miss out on chance to make new friends.
Option 2	Make new friends Get to play with existing friends who attend St Bernadette's. Get more facilities Schools are close already Better facilities for St Bernadette's	Sharing facilities Concerns about tensions between pupils in the two schools. Busier and more crowded. Costs a lot.
Option 3	Bigger better facilities Chance to meet new friends Closer to existing friends and relatives.	Too much competition for facilities. Too busy Might not get along

St Bernadette's Pupils	Positive	Negative
Option 1	New school Better facilities Won't have to share Just Abercromby	Only Abercromby Not fair that they get a new school

Option 2	Chance to make new friends Better facilities Separate PE and dining. More space Better playground Access to the Nursery	Might be too crowded Sharing facilities Might be more bullying
Option 3	Make lots of new friends Better facilities More space Better playground	More bullies Travel Sharing facilities Too crowded at break time.

St Mungo's Pupils	Positive	Negative
Option 1	New school Better facilities Needs a new school Good for Abercromby	The children will want to go to Abercromby so other schools will lose children. It costs a lot and you can use more money on other things
Option 2	We stay the same Better education New facilities and a Nursery	More children might go to St Bernadette's. Costs a lot of money Might mean less spent on St Mungo's
Option 3	More friends New facilities Costs less	Travelling Too busy Bullying Travel will cost too much

Summary

In terms of pupil views these are largely concordant with adult views in that option 1 is the least popular and option 3 the least. Generally, however, the children views are more positive overall than adults. Whilst many of the concerns that adults have in terms of bullying/tensions between pupils from different schools is mirrored in the consultation, there is also a positive view expressed by a large number of children that combining schools creates opportunities for new friendships



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Overview

This report was created on Thursday 02 July 2015 at 12:57.

This consultation has not closed yet. As such, this report may not accurately reflect the final distribution of responses, and should be treated as INTERIM only.

From **15/06/2015** to **30/09/2015**, Clackmannanshire Council ran a consultation entitled '*Tullibody Civic Centre User Survey 2015*'. This report covers the online element of the consultation process, which was run from https://clackmannanshire.citizenspace.com/customer-services/tullibody_civic_centre_user_survey_2015

Introduction

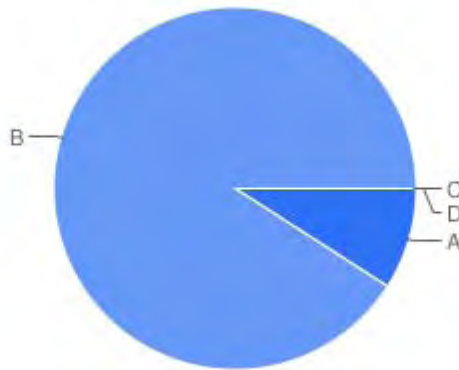
Question 1: We are grateful if you could provide your views on the following questions. Please press next to continue.



ABOUT YOU

Question 2: Please select your age range:

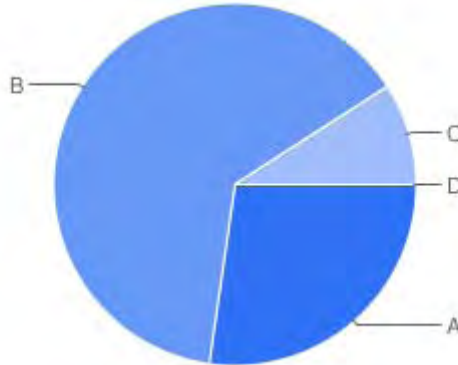
Table of "Age Range"



Key	Option	Total	Percent of All
A	Under 16 years	1	9.091%
B	16 years and over	10	90.91%
C	Prefer not to say	0	0%
D	Not Answered	0	0%

Question 3: Please select your gender:

Table of "Gender"



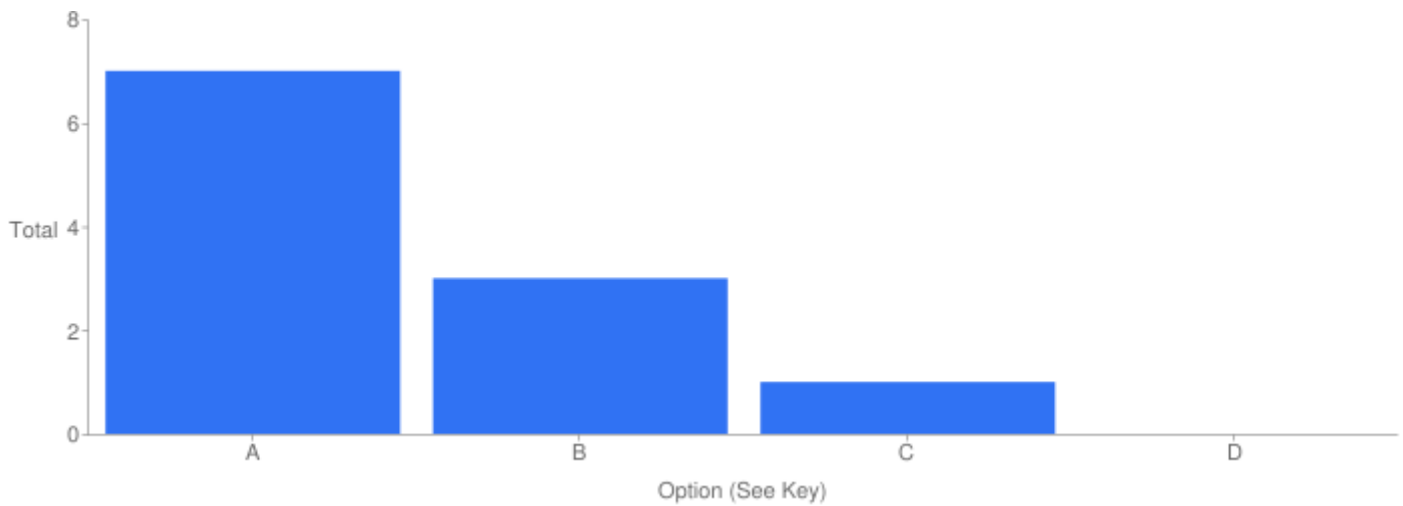
Key	Option	Total	Percent of All
A	Male	3	27.27%
B	Female	7	63.64%
C	Prefer not to say	1	9.091%
D	Not Answered	0	0%



REASON FOR VISIT TODAY

Question 4: What was your reason for your visit today?

Table of "Reason for visit"



Key	Option	Total	Percent of All
A	Sports Use/Games Hall	7	63.64%
B	Meeting Space	3	27.27%
C	Other (please state below)	1	9.091%
D	Not Answered	0	0%

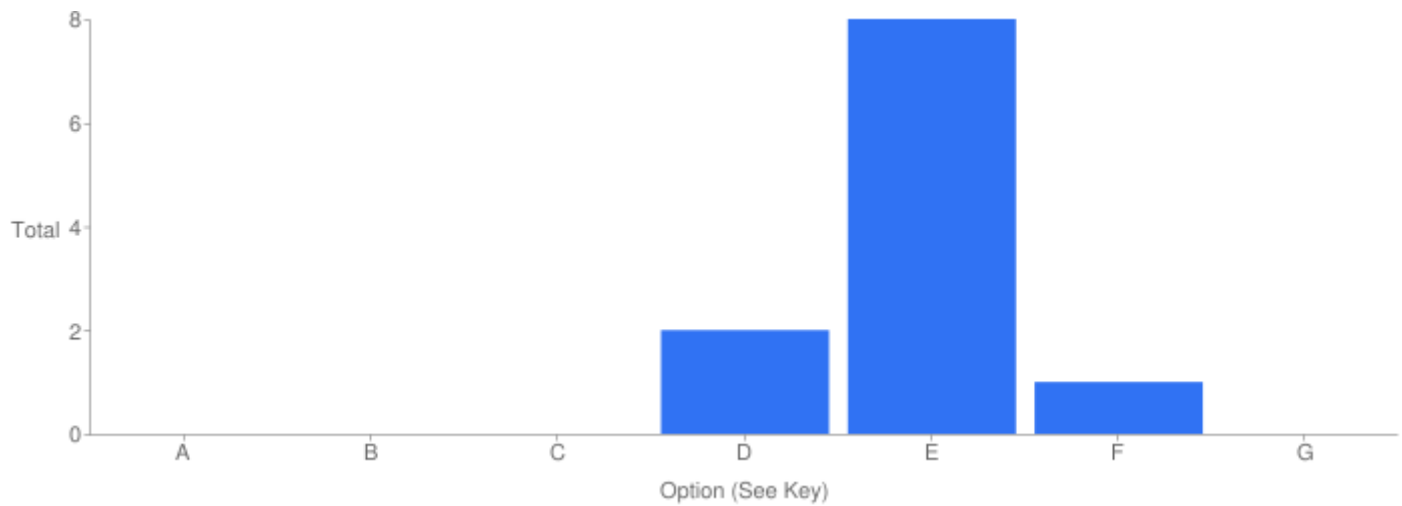
There are **1** responses to this part of the question.



YOUR VIEW ON CURRENT SERVICE

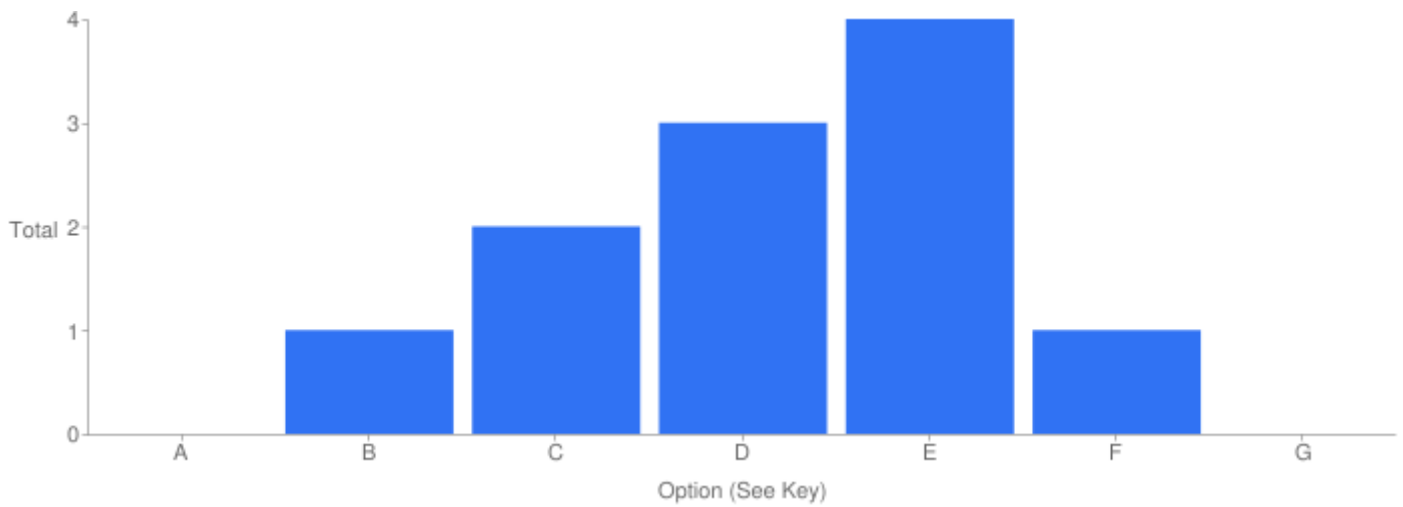
Question 5: Marks out of 5, where 1 is Very Poor and 5 is Very Good

Table of "Parking"



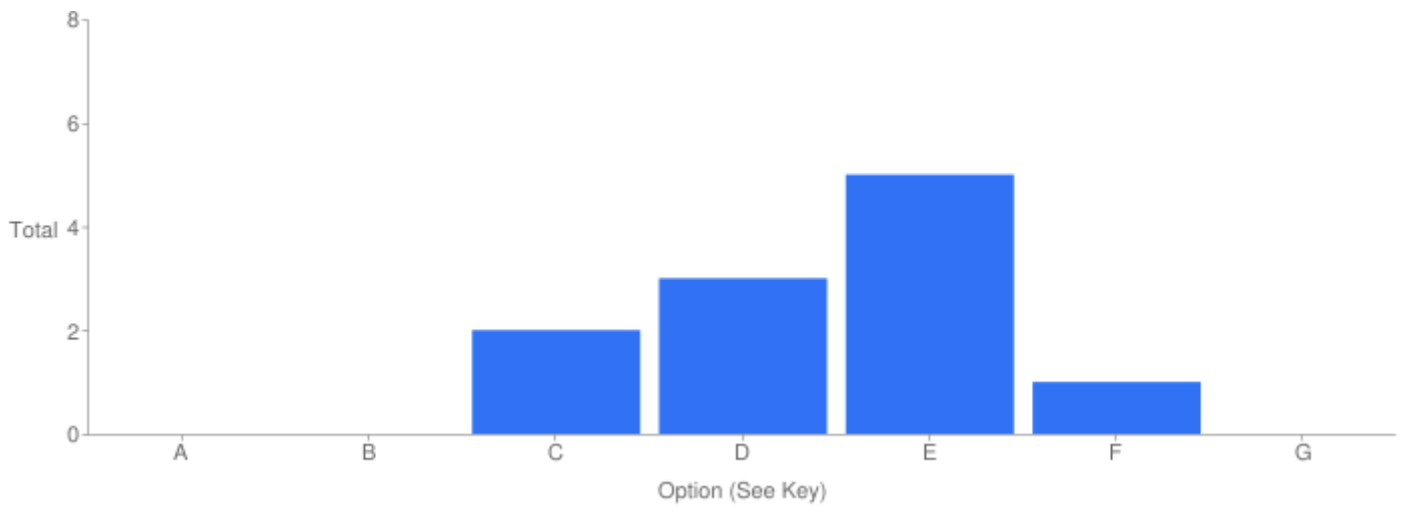
Key	Option	Total	Percent of All
A	1	0	0%
B	2	0	0%
C	3	0	0%
D	4	2	18.18%
E	5	8	72.73%
F	N/A	1	9.091%
G	Not Answered	0	0%

Table of "External Signage"



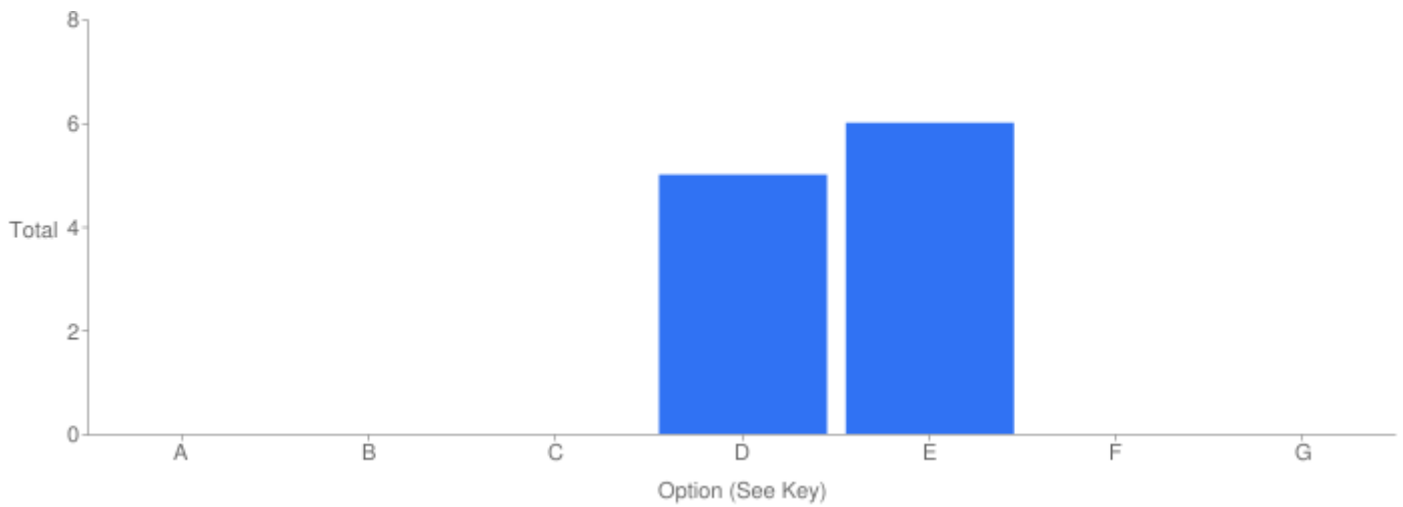
Key	Option	Total	Percent of All
A	1	0	0%
B	2	1	9.091%
C	3	2	18.18%
D	4	3	27.27%
E	5	4	36.36%
F	N/A	1	9.091%
G	Not Answered	0	0%

Table of "Cleanliness of Facility"



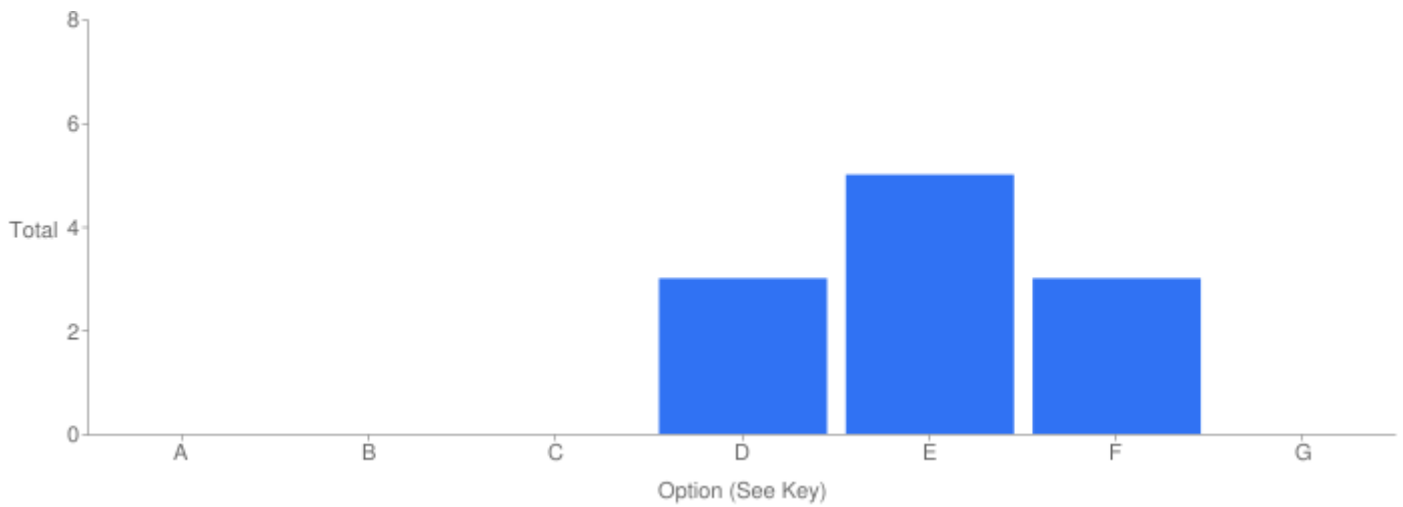
Key	Option	Total	Percent of All
A	1	0	0%
B	2	0	0%
C	3	2	18.18%
D	4	3	27.27%
E	5	5	45.45%
F	N/A	1	9.091%
G	Not Answered	0	0%

Table of "Helpfulness of Staff"



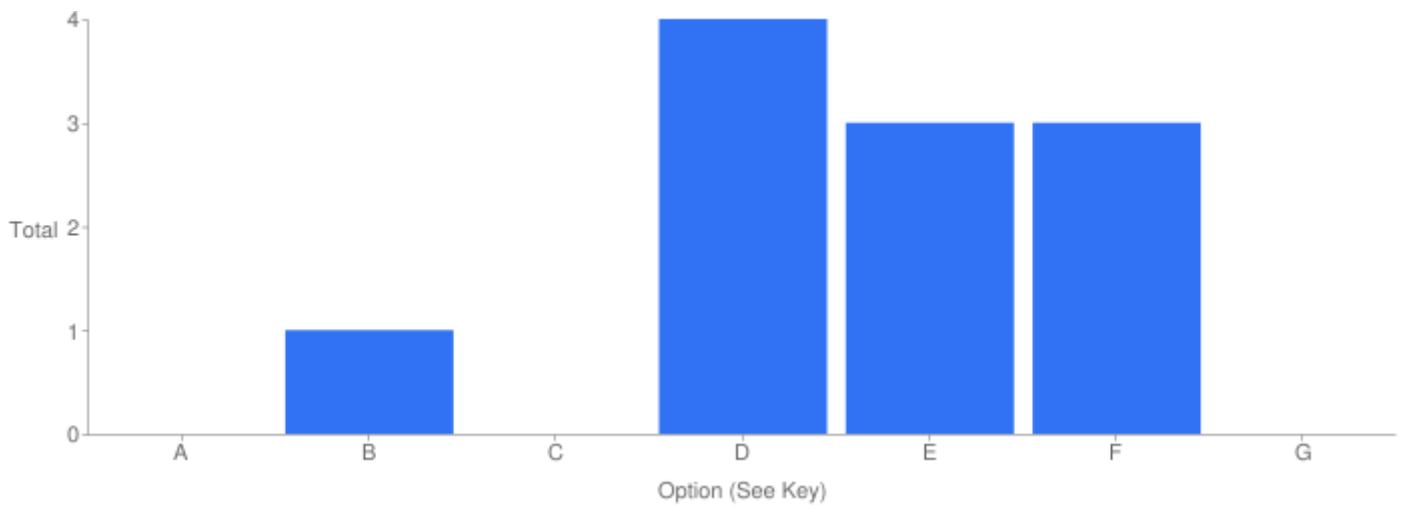
Key	Option	Total	Percent of All
A	1	0	0%
B	2	0	0%
C	3	0	0%
D	4	5	45.45%
E	5	6	54.55%
F	N/A	0	0%
G	Not Answered	0	0%

Table of "Booking process"



Key	Option	Total	Percent of All
A	1	0	0%
B	2	0	0%
C	3	0	0%
D	4	3	27.27%
E	5	5	45.45%
F	N/A	3	27.27%
G	Not Answered	0	0%

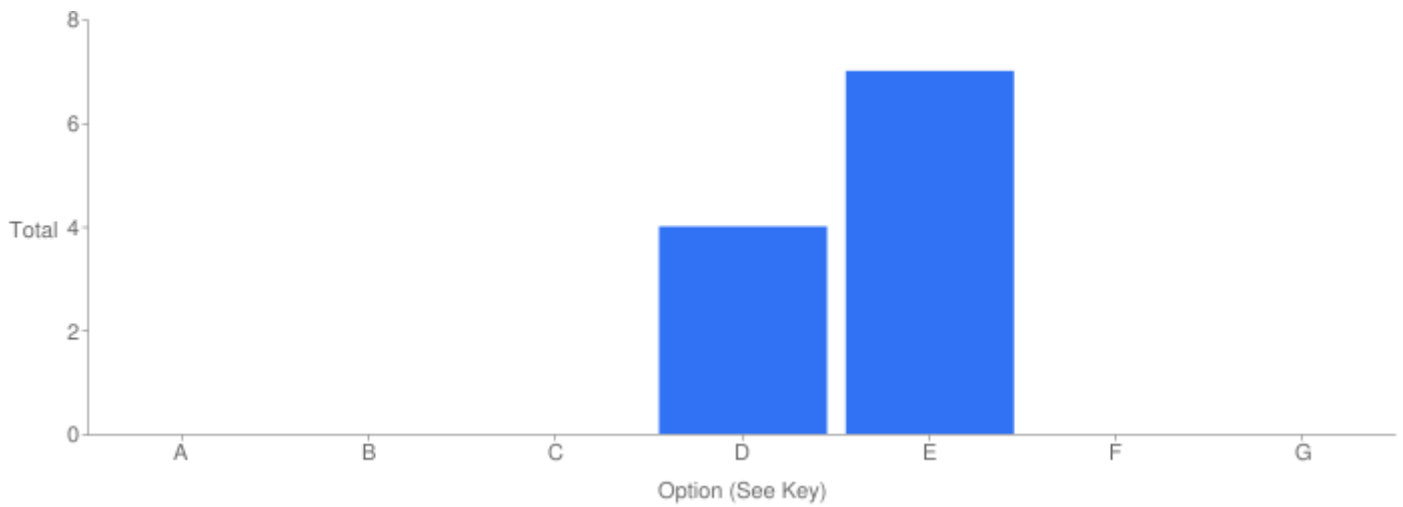
Table of "Opening Hours"



Key	Option	Total	Percent of All
A	1	0	0%
B	2	1	9.091%
C	3	0	0%
D	4	4	36.36%
E	5	3	27.27%
F	N/A	3	27.27%
G	Not Answered	0	0%

There are no responses to this part of the question.

Table of "Overall Experience"



Key	Option	Total	Percent of All
A	1	0	0%
B	2	0	0%
C	3	0	0%
D	4	4	36.36%
E	5	7	63.64%
F	N/A	0	0%
G	Not Answered	0	0%

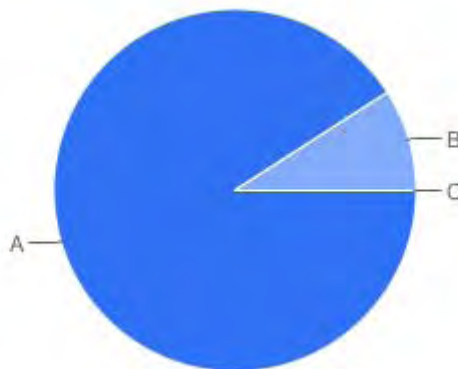
There are 1 responses to this part of the question.



FUTURE USE

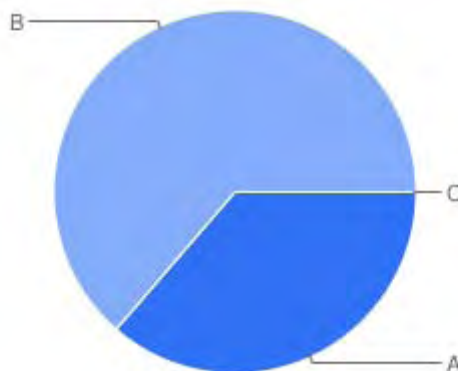
Question 6: Which of the following might you use the 'Community Hub' for in future?

Table of "Sport & Leisure"



Key	Option	Total	Percent of All
A	May use	10	90.91%
B	Unlikely to use	1	9.091%
C	Not Answered	0	0%

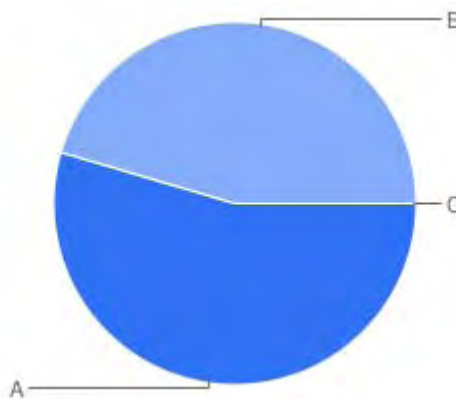
Table of "Space for Clubs and Group Activities"





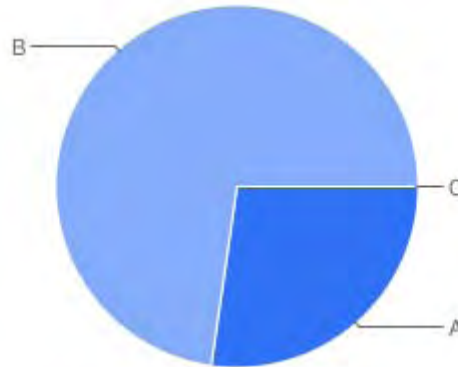
Key	Option	Total	Percent of All
A	May use	4	36.36%
B	Unlikely to use	7	63.64%
C	Not Answered	0	0%

Table of "Meeting Space/Meeting Point"



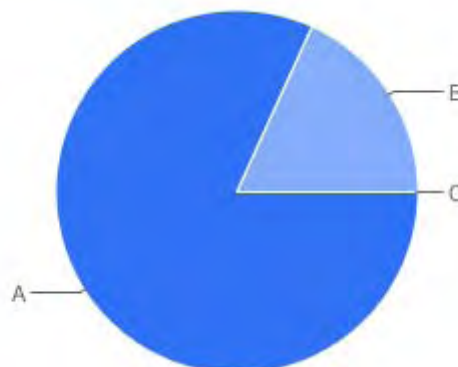
Key	Option	Total	Percent of All
A	May use	6	54.55%
B	Unlikely to use	5	45.45%
C	Not Answered	0	0%

Table of "Public Computers"



Key	Option	Total	Percent of All
A	May use	3	27.27%
B	Unlikely to use	8	72.73%
C	Not Answered	0	0%

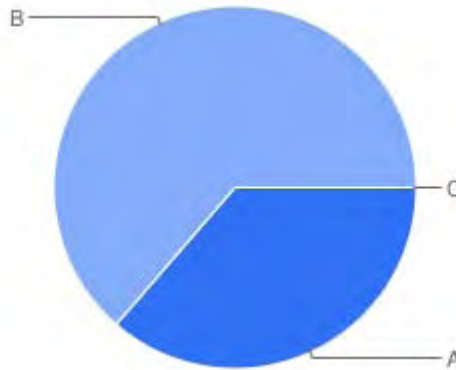
Table of "Cafe/Drinks Facility"



Key	Option	Total	Percent of All
A	May use	9	81.82%
B	Unlikely to use	2	18.18%
C	Not Answered	0	0%



Table of "Local Information & Enquiries"



Key	Option	Total	Percent of All
A	May use	4	36.36%
B	Unlikely to use	7	63.64%
C	Not Answered	0	0%

There are **2** responses to this part of the question.



ANY OTHER COMMENTS

Question 7: Please use this section to provide any other comments:

There are **6** responses to this part of the question.



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<i>Question 3: Please select your gender:</i>	4
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Overview

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Introduction

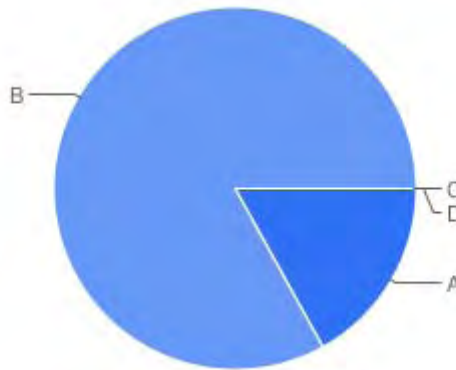
Question 1: We are grateful if you could provide your views on the following questions. Please press next to continue.



ABOUT YOU

Question 2: Please select your age range:

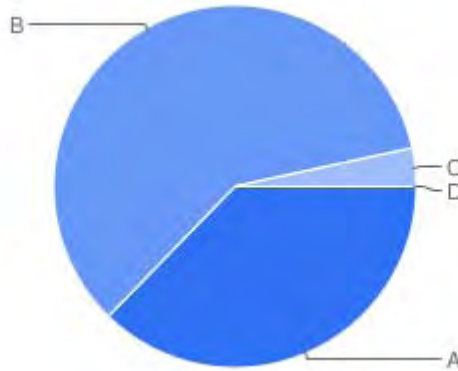
Table of "Age Range"



Key	Option	Total	Percent of All
A	Under 16 years	10	16.95%
B	16 years and over	49	83.05%
C	Prefer not to say	0	0%
D	Not Answered	0	0%

Question 3: Please select your gender:

Table of "Gender"



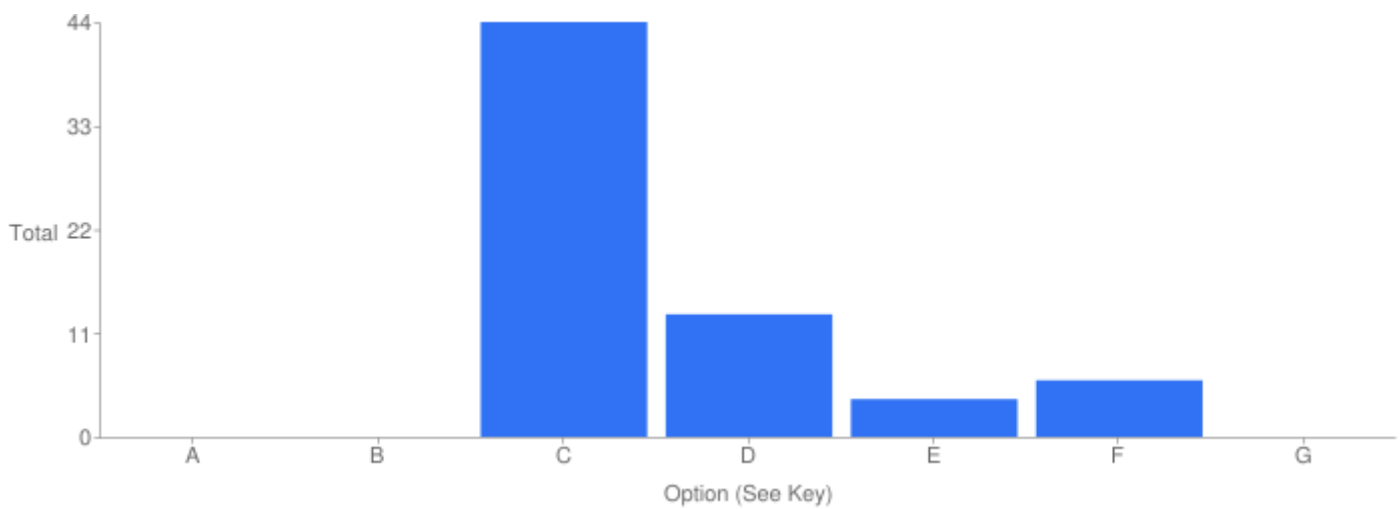
Key	Option	Total	Percent of All
A	Male	22	37.29%
B	Female	35	59.32%
C	Prefer not to say	2	3.390%
D	Not Answered	0	0%



REASON FOR VISIT TODAY

Question 4: What was your reason for your visit today?

Table of "Reason for visit"

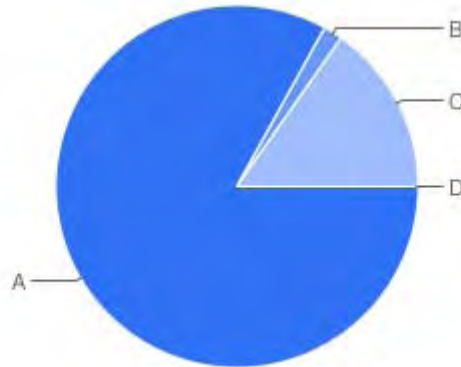


Key	Option	Total	Percent of All
A	Sports Use/Games Hall	0	0%
B	Meeting Space	0	0%
C	Library	44	74.58%
D	Web4U PCs	13	22.03%
E	Seeking Information	4	6.780%
F	Other (please state below)	6	10.17%
G	Not Answered	0	0%

There are **10** responses to this part of the question.

Question 5: Did you receive the service you were looking for?

Table of "Did you receive service?"



Key	Option	Total	Percent of All
A	Yes	49	83.05%
B	No	1	1.695%
C	Non Applicable	9	15.25%
D	Not Answered	0	0%

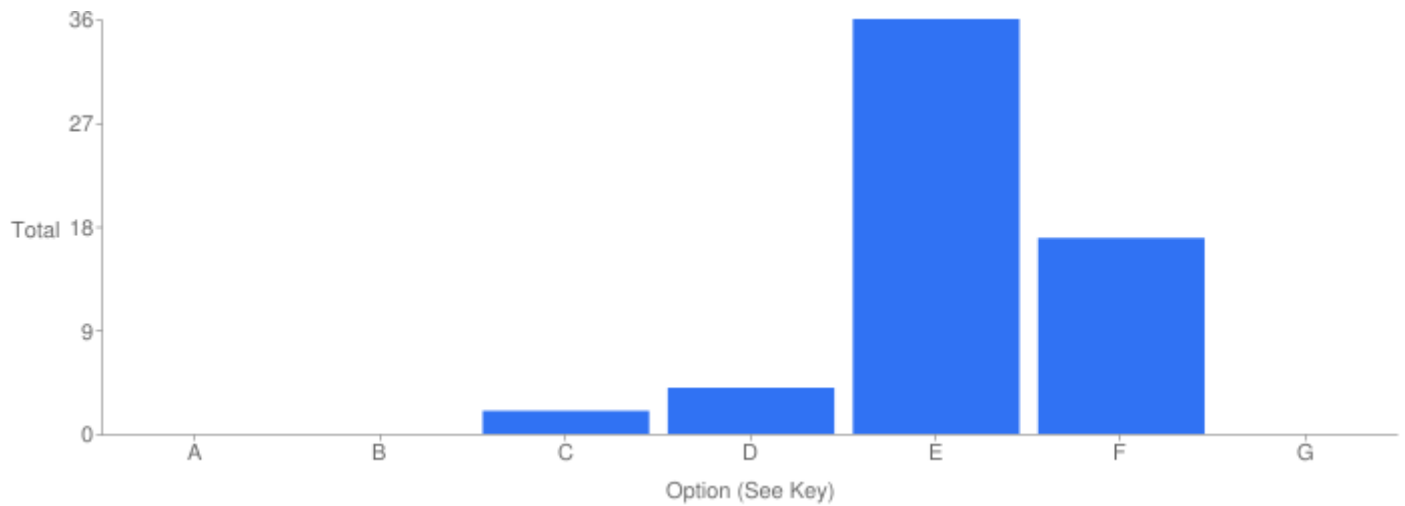
There are 1 responses to this part of the question.



YOUR VIEW ON CURRENT LIBRARY PROVISION

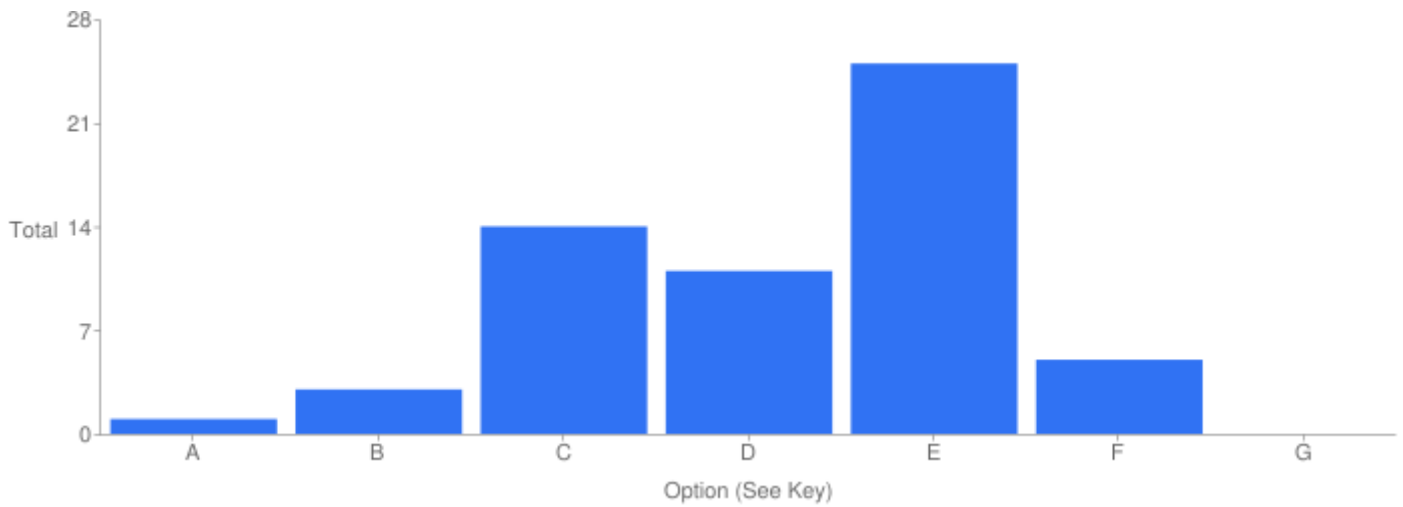
Question 6: Marks out of 5, where 1 is Very Poor and 5 is Very Good

Table of "Parking"



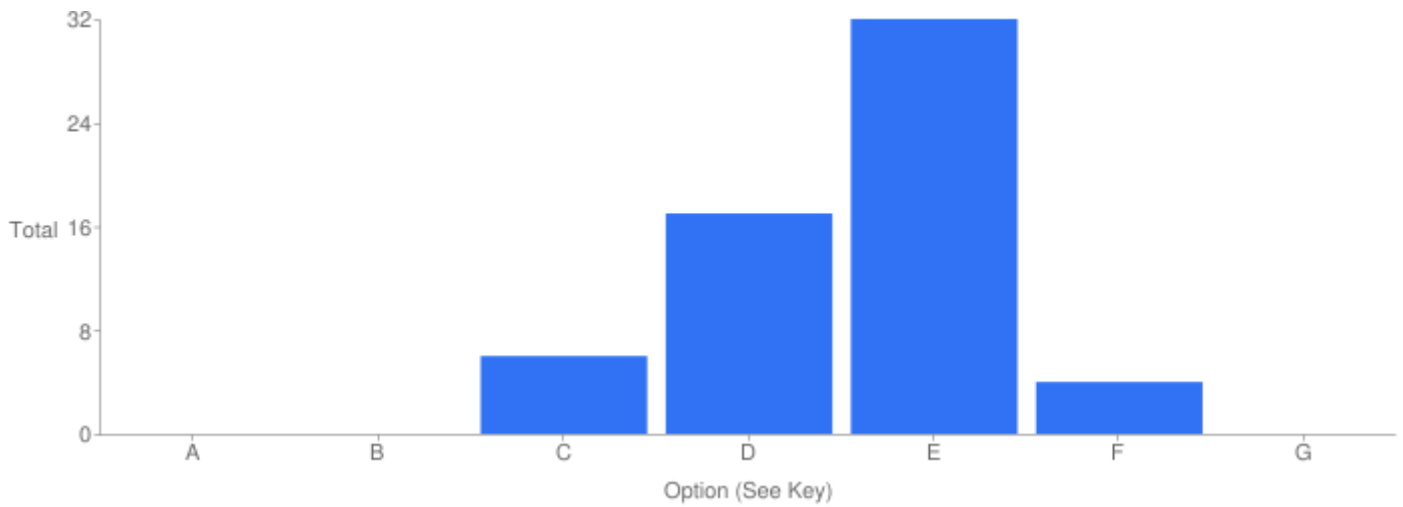
Key	Option	Total	Percent of All
A	1	0	0%
B	2	0	0%
C	3	2	3.390%
D	4	4	6.780%
E	5	36	61.02%
F	N/A	17	28.81%
G	Not Answered	0	0%

Table of "External Signage"



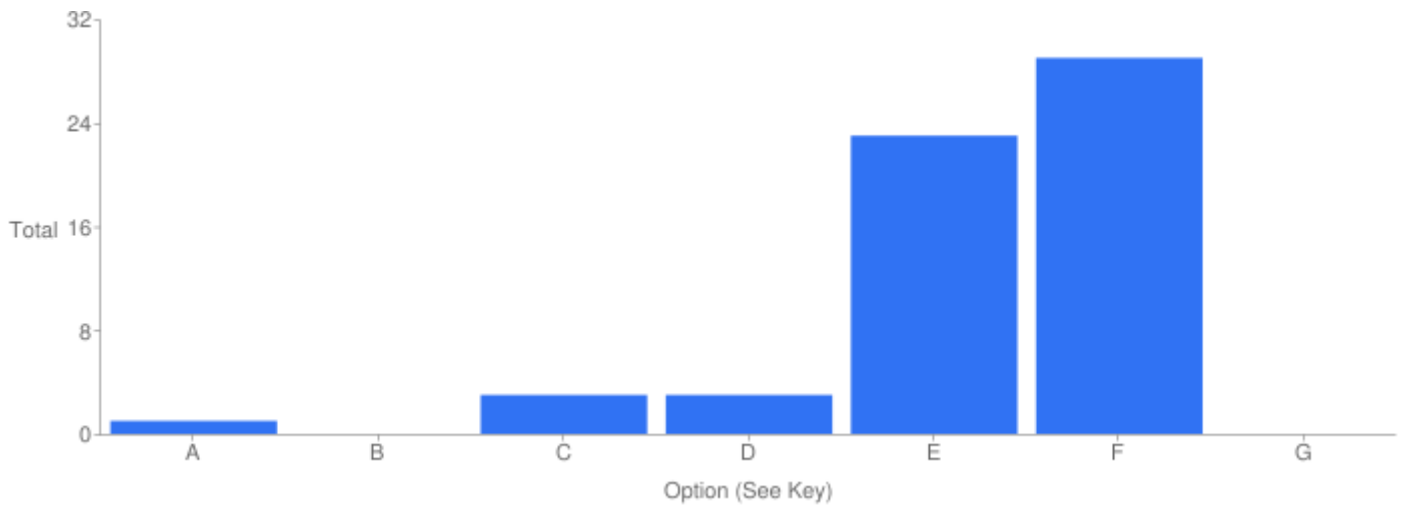
Key	Option	Total	Percent of All
A	1	1	1.695%
B	2	3	5.085%
C	3	14	23.73%
D	4	11	18.64%
E	5	25	42.37%
F	N/A	5	8.475%
G	Not Answered	0	0%

Table of "Layout"



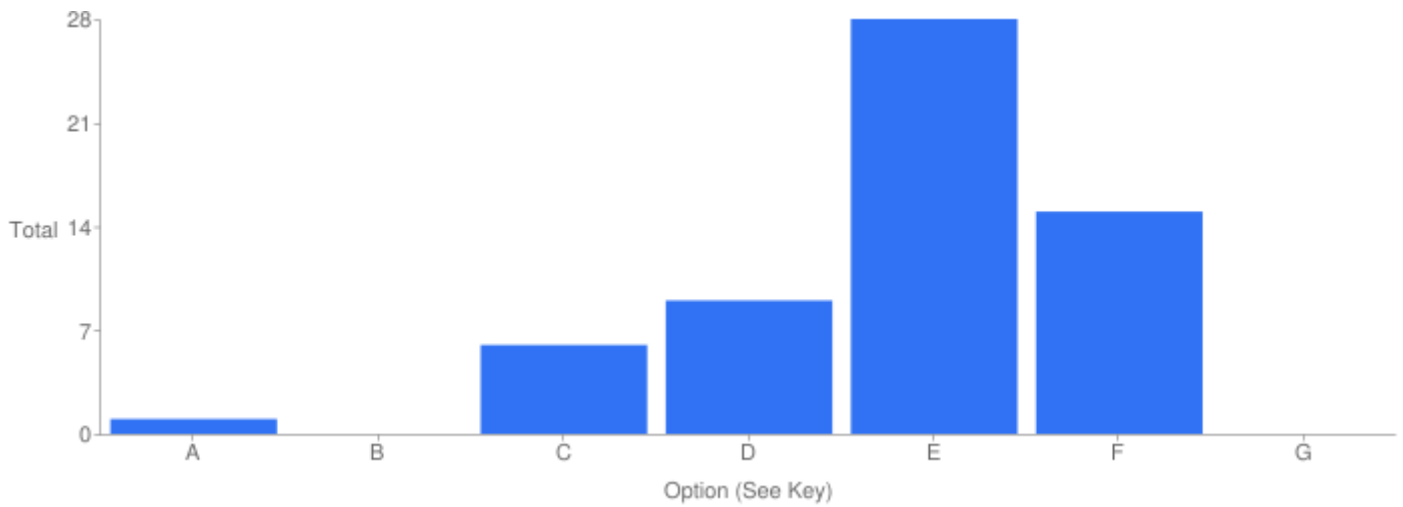
Key	Option	Total	Percent of All
A	1	0	0%
B	2	0	0%
C	3	6	10.17%
D	4	17	28.81%
E	5	32	54.24%
F	N/A	4	6.780%
G	Not Answered	0	0%

Table of "Children Library Stock"



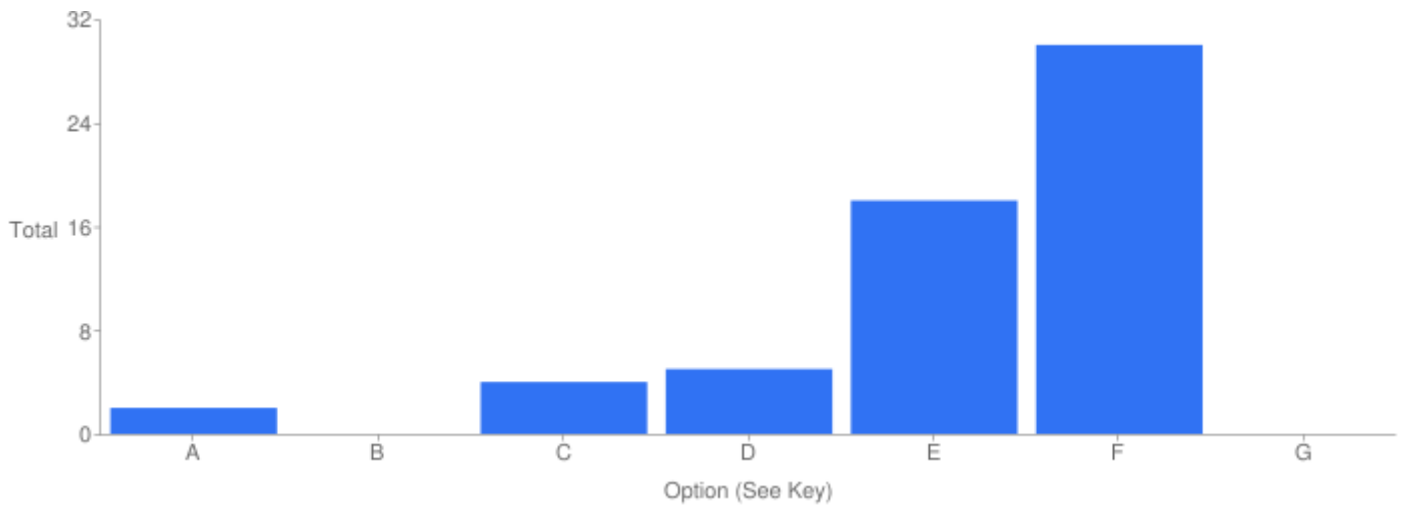
Key	Option	Total	Percent of All
A	1	1	1.695%
B	2	0	0%
C	3	3	5.085%
D	4	3	5.085%
E	5	23	38.98%
F	N/A	29	49.15%
G	Not Answered	0	0%

Table of "Adults Library Stock"



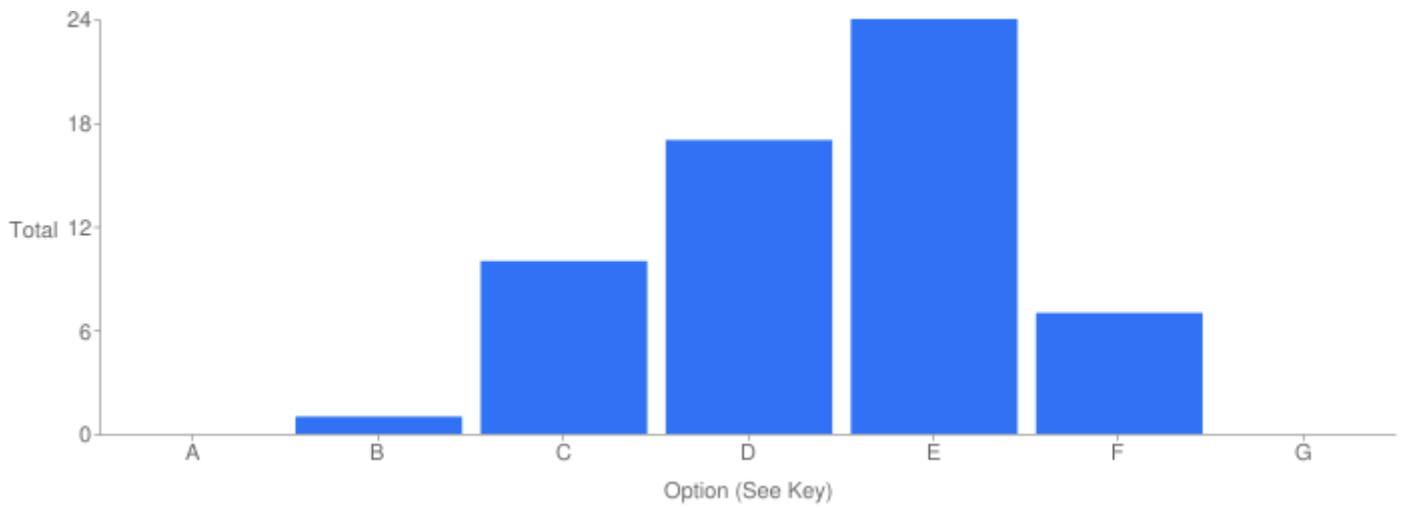
Key	Option	Total	Percent of All
A	1	1	1.695%
B	2	0	0%
C	3	6	10.17%
D	4	9	15.25%
E	5	28	47.46%
F	N/A	15	25.42%
G	Not Answered	0	0%

Table of "PCs"



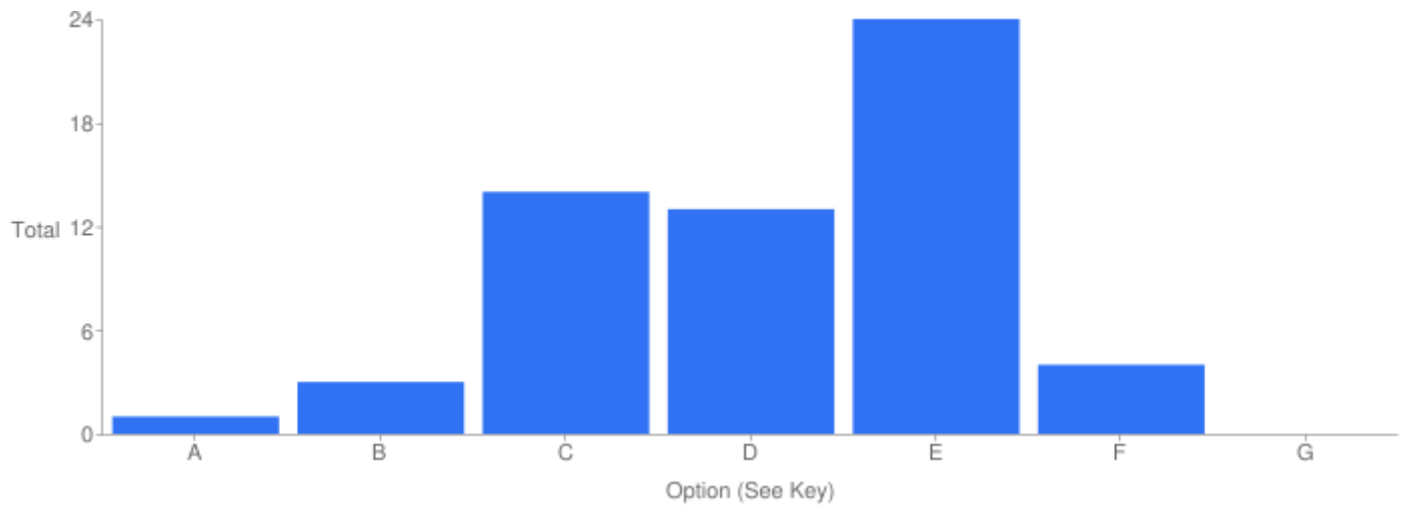
Key	Option	Total	Percent of All
A	1	2	3.390%
B	2	0	0%
C	3	4	6.780%
D	4	5	8.475%
E	5	18	30.51%
F	N/A	30	50.85%
G	Not Answered	0	0%

Table of "Information provision/noticeboards"



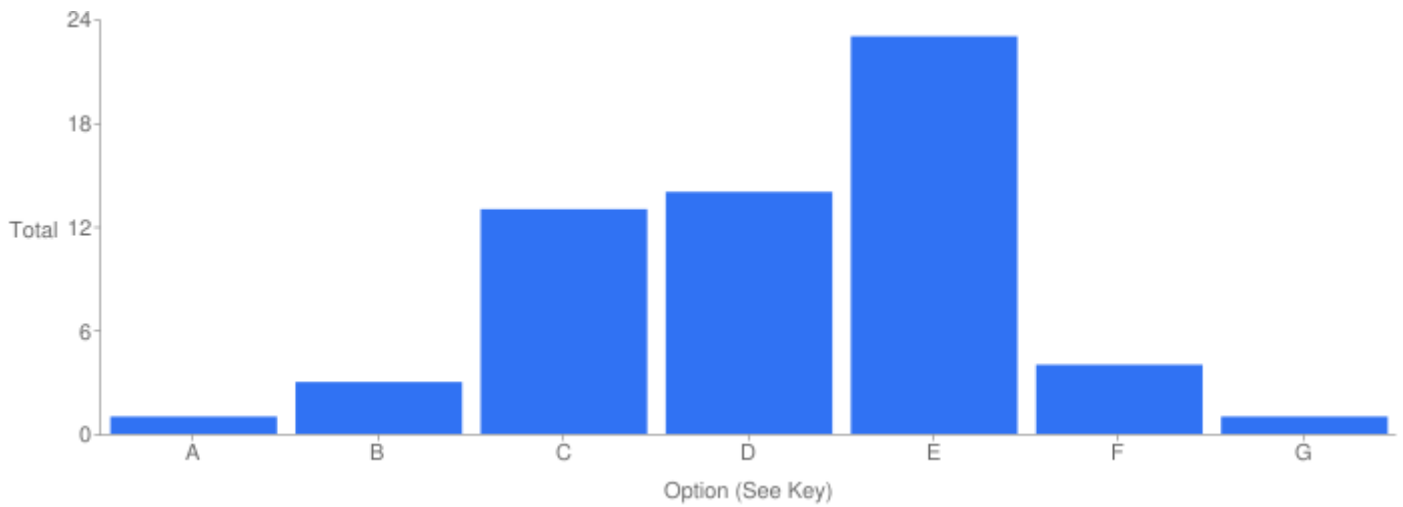
Key	Option	Total	Percent of All
A	1	0	0%
B	2	1	1.695%
C	3	10	16.95%
D	4	17	28.81%
E	5	24	40.68%
F	N/A	7	11.86%
G	Not Answered	0	0%

Table of "Seating/relaxation areas"



Key	Option	Total	Percent of All
A	1	1	1.695%
B	2	3	5.085%
C	3	14	23.73%
D	4	13	22.03%
E	5	24	40.68%
F	N/A	4	6.780%
G	Not Answered	0	0%

Table of "Opening Hours"



Key	Option	Total	Percent of All
A	1	1	1.695%
B	2	3	5.085%
C	3	13	22.03%
D	4	14	23.73%
E	5	23	38.98%
F	N/A	4	6.780%
G	Not Answered	1	1.695%

There are **4** responses to this part of the question.

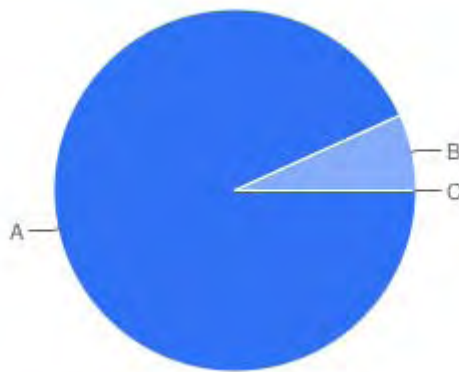
There are **15** responses to this part of the question.



FUTURE USE

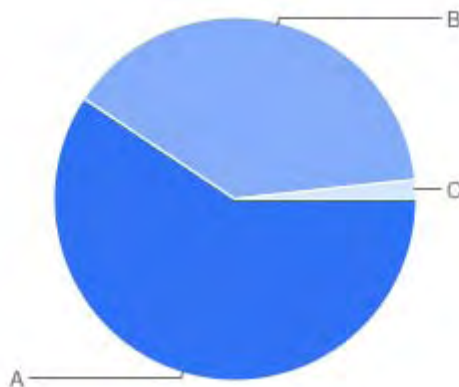
Question 7: Which of the following might you use the 'Community Hub' for in future?

Table of "Library"



Key	Option	Total	Percent of All
A	May use	55	93.22%
B	Unlikely to use	4	6.780%
C	Not Answered	0	0%

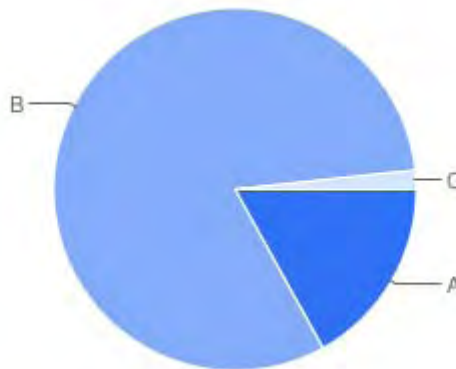
Table of "PCs"





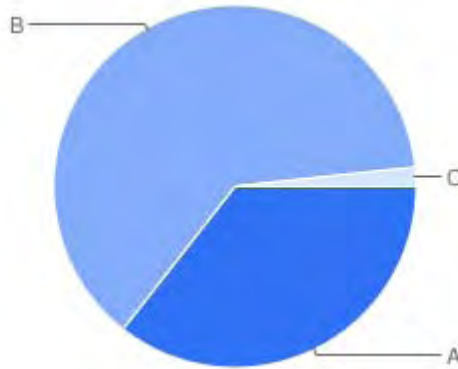
Key	Option	Total	Percent of All
A	May use	35	59.32%
B	Unlikely to use	23	38.98%
C	Not Answered	1	1.695%

Table of "Making a Payment"



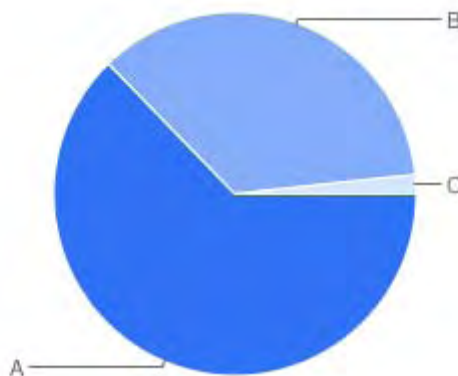
Key	Option	Total	Percent of All
A	May use	10	16.95%
B	Unlikely to use	48	81.36%
C	Not Answered	1	1.695%

Table of "Other Council Enquiries"



Key	Option	Total	Percent of All
A	May use	21	35.59%
B	Unlikely to use	37	62.71%
C	Not Answered	1	1.695%

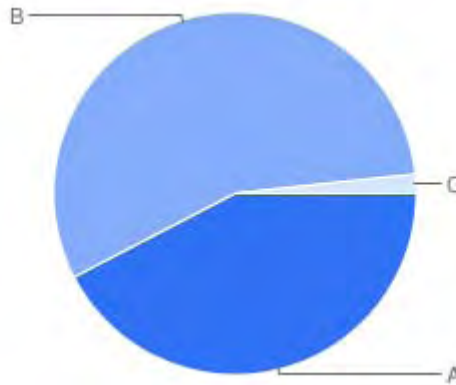
Table of "Local Information"



Key	Option	Total	Percent of All
A	May use	37	62.71%
B	Unlikely to use	21	35.59%
C	Not Answered	1	1.695%

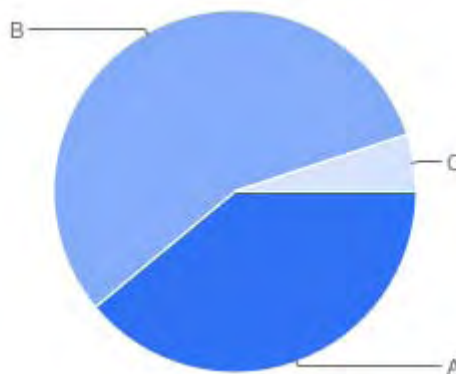


Table of "Space for Clubs and Group activities"



Key	Option	Total	Percent of All
A	May use	25	42.37%
B	Unlikely to use	33	55.93%
C	Not Answered	1	1.695%

Table of "Meeting Space/Meeting Point"

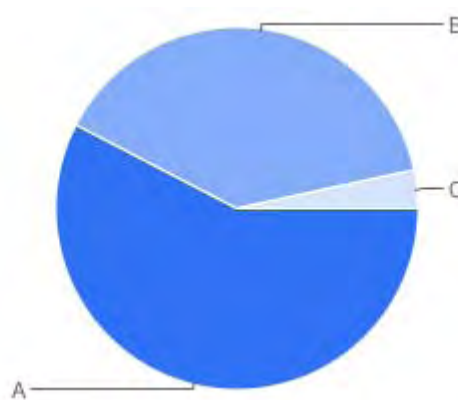


Key	Option	Total	Percent of All
A	May use	23	38.98%



Key	Option	Total	Percent of All
B	Unlikely to use	33	55.93%
C	Not Answered	3	5.085%

Table of "Cafe/Drinks facility"



Key	Option	Total	Percent of All
A	May use	34	57.63%
B	Unlikely to use	23	38.98%
C	Not Answered	2	3.390%

There are **6** responses to this part of the question.



ANY OTHER COMMENTS

Question 8: Please use this section to provide any other comments:

There are **18** responses to this part of the question.