

2011

UWE Bristol

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BRISTOL INSPIRING COMMUNITIES (“BS10 BIG-IT- UP”) – FINAL EVALUATION REPORT

This is the final report on the development and outcome of the work undertaken by the Inspiring Communities (BS10 Big-it-Up) project in Henbury and Brentry. The report attempts to identify and celebrate the achievements of the project as well as identifying the limitations and constraints experienced during the life of the initiative. Importantly, consideration is given to how positive experiences and successful aspects of the project can be sustained following the conclusion of formal funding.

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This is the final report on the development and outcome of the work undertaken by the Inspiring Communities (BS10 Big-it-Up) project in Henbury and Brentley. The report attempts to identify and celebrate the achievements of the project as well as identifying the limitations and constraints experienced during the life of the initiative. Importantly, consideration is given to how positive experiences and successful aspects of the project can be sustained following the conclusion of formal funding.

Background

With £442,000 funding confirmed from the government, the Inspiring Communities initiative focused on raising the aspirations and educational achievements of teenagers in Henbury and Brentley. Katharine de Lisle (Bristol City Council) stated that it was anticipated that up to 300 young people this area of Bristol's could benefit from the new program aimed at unlocking talent, raise aspirations and boost exam results.

The main features of the programme for the area include:

- community twinning with the City Academy in east Bristol;
- creation of a youth council;
- the creation of a local community pledge;
- volunteering projects spanning different generations;
- community events during the year;
- creation of a 'big idea' drama and music group;
- involvement of creative businesses to work with young people; and
- helping parents with support advisors and sessions to help them plan their future

Expectation of the benefits that this project could bring to Henbury and Brentley Ward was considerable. Shortly after Bristol City Council was awarded the funding for the project, Cabinet Member for Children and Young People, Councillor Clare Campion-Smith is recorder as saying:

“This programme offers an excellent opportunity to encourage young people to be ambitious about their future and to think about what they need to do to achieve their goals. Over the next two years a wide range of projects will help foster the talents of youngsters in Henbury and Brentley. It will bring agencies together with local families to build self-confidence and strengthen social networks. This will bring benefits to the entire community in the long term.”

The Campaign Leader is also reported as saying:

“This is great news for 11 to 14 year-olds in Henbury. I'm confident that these projects will inspire our young people to get great exam results and good jobs in the future. I'm sure the community will get right behind this initiative.”

The Head Boy at Henbury School and a member of the Campaign Executive. Also stated that:

“This is a really positive thing for our community and something which will bring our community together, old and young. We can all benefit from the project because it will help us learn together. I am very supportive of it.”

The project was overseen by Bristol City Council but run by a Campaign Executive made up of local representatives, including young people and organisations such as Avon and Somerset Constabulary and the University of the West of England. Thirteen partners helped deliver individual projects including Young Bristol, Henbury and Brentry Community Council and the City Academy.

At an early stage in the process, the Campaign Executive was formed. The Executive formally agreed the programme and thereafter, met at regular intervals to monitor and steer its development. Regular evaluative reports were presented to the Executive and discussed at its formal meetings. This process was seen as critical to the project since in addition to a final, evaluative report, it had been agreed to throughout the life of the project formative evaluation points would assist in refining and enriching its delivery.

Uscreate [one of the companies commissioned to work on the project], through facilitating a meeting of a panel comprising of 15 people (11 adults and 4 young people) was able to establish priorities (see Appendix A) which confirmed that the project manager and the executive group had established an appropriate agenda to be addressed by the resources available.

It also facilitated an event to encourage young people in the Henbury and Brentry area to engage and identify with the project. As a part of that exercise, a competition was held to establish an alternative name for the project. The outcome of that competition was that the new title of ‘*BS10 Big-it-Up*’ was selected through a democratic process and the young people responsible for this were rewarded for their effort. Subsequently, T-shirts, banners, badges and other publicity material sporting the title were produced and distributed. The project became known locally as ‘*BS10 Big-it-Up*’ as opposed to ‘Inspiring Communities’ (see page 24).

Methodology

The evaluation process was conducted using formative and summative approaches. As the projects developed, and information was gathered, it was shared within and across the different projects to enable all participants to gain on-going insights into successful approaches, impact, challenges and concerns. As many of the projects supported each other and/or worked together, this enabled further information to be dissemination in a formative way throughout the life of the projects.

Summative information was gathered at agreed points (for example, at the planning, mid-project and final stages) and this information was disseminated to stakeholders via meetings and the project manager.

Initially, the UWE team arranged to interview each project leads at a time and place of their choice. These interviews lasted for between 60 minutes and 120 minutes and focused on the following:

- Brief description of the activities undertaken by the project
- Description of what had been achieved
- Impact of engagement with the project on the your people participating
- Enabling factors experienced
- Barriers experienced
- Projection for subsequent developments

At the regular Project Executive Committee meetings project leaders presented brief reports on the progress of their project and this enabled the sharing of ideas and collaboration. The meetings also facilitated exploration of outcomes, and at the latter stages exit strategies that would be adopted.

A mid-project validation exercise was conducted in the form of a half-day Evaluation Workshop for all project leads hosted at the University of the West of England. The workshop was facilitated in order to gain greater access to the extent to which the initiative was meeting its aims and to elicit the reflections of providers regarding the strengths, limitations and barriers they were experiencing. At the workshop participants were reminded of the main aims of the Inspiring Communities initiative and they engaged in three workshop activities to collectively explore the following issues that had emerged as the most significant for further and rapid development:

- Communication (internal across-projects and for external stakeholders)
- Measuring success and impact
- Sustainability and long-term planning

At this interim stage the aim of the evaluation team was primarily to establish the degree to which the sub-projects were collectively supporting young people in the area and helping to meet the stated aims of the *BS10-Big-it-Up*. Therefore, the analysis adopted a holistic approach that drew together common themes and issues rather than reporting on the merits and limitations of the discrete elements at this early stage. Since the initiative was driven by a collective desire to enhance the life experiences of young people in the Henbury and Brentry area, it was felt that a report on individual project would be invidious and could lead to misinterpretation and unhealthy competition between project leads.

Towards the conclusion of the project, the leaders of each sub-element were requested to produce a final report that included an evaluation of the extent to which their intervention had impacted on the Henbury and Brentry community and how it could be sustained following the end of the Inspiring Communities initiative. They were also requested where possible, to provide feedback on the views of the young people that they had been working with.

Overview of progression over the life of the programme:

This part of the report attempts to identify what each project set out to achieve and to draw on reported material to illustrate the extent to which the original ambitions of each project has been achieved. It also attempts to illustrate how experience of undertaking the discrete activities has resulted in a shift in focus. The progress of each commissioned project as evidenced in the regular reporting procedures is described and the extent to which agreed milestones have been met reported upon and where applicable, progress made towards an exit strategy is noted.

Youth Council

[Bristol City Council (BCC) Social Care, Better Together Project]

Agreed activity

- Creating a Youth Council to connect young people from across Henbury,
 - giving them a voice,
 - increasing their self-esteem,
 - linking them to other youth and adult consultation and decision-making Forums.
 - Enabling their sense of control/responsibility for their neighbourhood and
 - creating positive social norms among young people.
- This funding was supplemented by Participatory Budget funding for specific youth-led community projects, see below.

Who would Benefit?

Up to 15 young people involved in Youth Council, 700+ aged 10-18 young people living in Henbury, over 9,000 other residents to a greater or lesser degree

Key Milestones

January 2010 - March 2010

Two meetings were held with each identifiable group/forum of young people in Henbury to introduce the idea of a Youth Council and gain three nominations per group for participation.

April 2010

An engagement activity with the newly formed Youth Council was undertaken to build the team and agree priorities.

May 2010

The Youth Council mapped out the time line for the rest of the year and undertook their first neighbourhood project.

August 2010

The Youth Forum took part in the consultation and short listing exercise for initiatives and sub-projects that would be allocated a share of the £25,000 that had been made available for that purpose.

The Youth Forum was also granted some of this money after the public vote and in February 2011, successfully hosted a talent show for local residents. This was attended by approximately 180 people.

Skills development

- Young people started to develop skills including self confidence, listening skills and negotiation.
- Three young people who would not attend the group at first gained enough self confidence to start engaging on a regular basis.

Staff meetings – the Project Worker attended meeting with staff and volunteers from other groups to raise awareness of what a Youth Forum was and how it might work in Henbury and Brentry. From these meetings it was identified that staff wanted to know more about participation work.

Multi-agency Staff Training – The Project Worker arranged and co-delivered multi-agency training events around the theme of '*Participation*'. Staff from six different youth groups attended and signed up to a set of 'Participation Standards' in developing and running the forum.

In March 2011 the Youth Forum working group signed up additional participants from the police service, Henbury and Brentry Community Council (HBCC), YIP, BTP and the Youth Service, with additional support from the Emmanuel Chapel, Henbury School and Scouts.

Group sessions – The Project Worker attended youth group sessions with the youth centre, YIP, Scouts to start to build relationships with proposed representatives, and generally raise awareness of the Forum as a voice for young people.

1:1 sessions – The Project Worker completed 1:1 session with representatives who were proposed but at the time, were not confident enough to attend a new group with other young people they did not know.

Youth Forum Structure – The Project Worker, Youth Forum and community groups developed a structure to illustrate how the youth forum could fit into existing community groups.

Participatory Budget – work was started alongside the 'Participatory Budget' project to develop Forum involvement.

Planned Participation Fun day – This engagement activity was planned and advertised. Workshops included the developing of a timeline, deciding and agreeing on priorities, team building activities, and planning a neighbourhood project.

Liaison with parents – The Project Worker started to build awareness amongst parents to gain their agreement for young people to be a part of this new project.

Key Progress Indicators

Through the Youth Council, young people worked positively together and with other forums to deliver improvements in Henbury and further afield.

- Youth Council was recognised as representative and inclusive of the *whole* community and accepted as a positive peer group activity.
 - By end of Mar 2010 information and engagement sessions were held.
 - By end of April 2010 the Youth Council had identified areas for priority action for Youth and accesses Participatory Budget funding for implementation
- By mid-May 2010 Youth Council was engaged with parties/structures essential to finding a solution to their priority action.

Participation standards for staff and agencies were agreed by relevant parties. Training evaluation showed that all staff rated the training as ‘High’ or ‘Very High’ quality and outcomes. Comments included:

“Harts Ladder of participation – can be used in my practice” X 2

“Participation standards exercise helped me to look at how I work with young people” X2

“Thinking about how to bring participation into my work’.

‘Reminder to let young people learn from their mistakes & how to support this learning.’

Youth Group mailing list of groups that were active members and groups that wanted to be kept up-to-date on progress and events was developed. Groups consisted of members from all areas of Henbury and Brentry and from both statutory and voluntary sectors. A further 12 youth groups were placed on the mailing list.

Youth Forum Group development - Representatives from different parts of Henbury and Brentry as well as from different schools and groups as well as young people who were not previously involved in any youth activities had joined the initiative. 15 core members and 42 young people from the original consultation were kept up to date with progress.

In February 2011 the Youth Forum completed a survey with 38 young people from different areas and groups within Henbury and Brentry. This survey helped them to

decide on their priorities for the next year as 'crime and safety', 'things to do' and 'education, employment and training'.

An annual calendar was developed to include HBCC dates, Youth Parliament dates and the Events Group dates. The Youth Forum also had a website and email address in place by this time.

By March 2011, the Youth Forum had a core group eight members who were assigned specific roles and responsibilities in accordance with the established priorities. There were also a further seven young people who made up the Youth Forum as associate members. By this time, the Youth Forum had 60 young people on its mailing list and who needed to be kept up-to-date with what was happening and how the Forum was involved. A total of fifteen young people were involved on a long-term basis and a further 45 on a short-term basis

All eight core members completed individual evaluations which indicate that that they have developed skills that can aid attainment and have raised aspirations.

A Youth Forum structure was by this time firmly in place and used for reference by other community groups.

By April 2011 the Youth Forum had become affiliated to the Henbury and Brentry Community Council and the following structure was in place:

- one member sat on the Youth Parliament Select Committee for Bristol,
- two members sat on the police independent advisory group for Bristol,
- two members were assigned to Neighbourhood Forum and Partnerships,
- one member was is the HBCC link,
- one member was the Events group link and
- one member sat on the 'Open Spaces Group'.

The Youth Forum took responsibility for planning a Participation Fun day to take place in early June. This proved to be a successful event with a good response from six agencies and twenty three young people.

Recognition and Awards – all fifteen forum members had by this time started making progress towards achieving their 'Bristol Award.'

By March 2011

- All eight of the core members achieved Bristol level 2 awards.
- All fifteen received their Bristol 1 Awards.

- Twelve community pledges were completed.
- Seven 'Me Maps' were completed.

Exit Strategy

- The Youth Forum working group signed up members from the police, HBCC, YIP, BTP and the Youth Service to help keep the Youth Forum going, with additional support from the Emmanuel Chapel, Henbury school and Scouts.
- There was a Multi-agency Youth Forum Plan in place.
- Youth Forum was affiliated to HBCC and was well recognised with local decision making structures by this stage.
- The Youth Forum applied for funding from alternative funding streams including Community transformers and is awaiting decisions.
- The Youth Forum had started to generate its own income from projects – being commissioned by other groups to organise events for other groups after the success of the talent show.

Summary and Observations

The development of a Youth Forum to stimulate and facilitate the engagement of young people in local politics must be seen as a significant success. The active engagement of young people in the life of the community as evidenced in this instance significantly enhances major aims of the Inspiring Communities initiative (see appendix A), by affording opportunities for the voice of youth to be heard locally in a positive manner and to demonstrate a high level of responsible behaviour.

This has offered a very positive and transparent opportunity for the wider community to witness positive contributions by young people to community life. In so doing, it has been possible to clearly demonstrate to members of the public that whilst young people may well communicate using different approaches to the older generation, importantly they still hold a similar set of values and are able and prepared to contribute positively to community life. This will help enhance inter-generational understanding and reduce negative stereotypes that may exist across different generations.

Those managing this particular sub-project also secured opportunities to integrate the experience with the opportunity for the young people involved to gain recognition through formal awards. In so doing, they have provided participants with additional evidence that will be supportive to them in future contexts.

There is no doubt that this initiative was led by a particularly competent organiser who realised the importance of close engagement with the community resulting in very positive outcomes that are realistically sustainable following the life of the project.

In terms of the future and an exit strategy, the Programme Lead draws attention to the fact that it is extremely encouraging to note that all eight core members of the youth Forum are keen to continue participating. The fact that the Youth Forum is now affiliated to the local Community Council helps ensure its continuation with adult involvement and this is a particular strength of the exit strategy designed and implemented at the point when formal funding for the project drew to a close.

It is also encouraging to note that the Forum has begun to identify ways by which it can generate its own funding and this must be seen as a particular strength within its exit strategy. However, as highlighted by the Project Lead, (see appendix A) this would be further strengthened were it possible to employ an appropriate young person to coordinate Youth Forum.

IC core aim	YES
Providing advice	*
Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	
Raising community pride in young people and drawing out the talents of the community to support young people	*
Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older members of the community)	*
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	*
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	*
Increased Young People's engagement in education / school related activities.	*

Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*
Helped enabled young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)	
Accreditation of learning in a non-formal (social learning) environments	*

***Adapted from a model produced by Lisa Bailey**

Community Twinning

City Academy Engagement & Partnerships Attainment Advisers Programme

Agreed activity

- Raising school attainment at Key Stage 3 through targeted 1:1 support inside and outside school from 'people like me'.
- Mobilising intergenerational support for young people through intensive parental engagement work and volunteering.
- Broadening horizons through links, visits and shared activities with a contrasting twinned school that has a 96% BME intake.
- Forty five (45) Year 7 and 8 students and their families in Year 1 followed through in Year 2 as Year 8/9 (selection of students agreed through rigorous data analysis and discussion with Henbury School).
- Six locally recruited community-volunteers to shadow Attainment Advisers and receive training in attainment advice work to build community capacity/capability

Who would benefit?

45 Year 7 and 8 students, their parents/carers, 6 local volunteers, Henbury School

Key Milestones

By February 2010.

- Students had been selected and an induction programme implemented.
- Training and preparation was completed

February and March 2010

- One hour weekly sessions were undertaken with the targeted young people and direct contact made with parents and carers on a fortnightly basis at minimum.

September 2010 - March 2011

- Community Volunteers were recruited and trained
- Two 12 week volunteering periods were undertaken.
 - Two Henbury residents showed an interest as Community Volunteers. One volunteer started in September 2010 but was unable to continue after a few of months due to personal issues and depression. She is a parent of the school and her local knowledge was a great contribution to the teams work. Two more volunteers were recruited by December 2010 a local

resident and a ranger from Blaise castle estate, who wanted to engage with students in the school.

Key Progress Indicators

- Regular Teacher Assessments demonstrated improvement
- Positive choices in Year 9 as demonstration of improved engagement and confidence in own ability
- Improved number of parents of Key Stage 3 pupils attending Parents' Evenings, demonstrating an increased interest among parents/carers of child's progress, and enhanced knowledge of school 'systems' and how to positively support their children's attainment.
- Engagement of wider community as Attainment Volunteers

Jan 2010

- Target students identified

Feb 2010

- Initial home visit engagement meetings with students, parents/carers were held

July 2010

- Analysis of end of year Teacher Assessed Attainment Levels undertaken

Sept 2010

- Volunteer training starts

Oct 2010

- First Twinning Visit to City Academy by students and Attainment Advisers planned and undertaken. This was designed to help students broaden their horizons.
 - Fourteen Year 8 students from Henbury School were taken on an exchange visit to the Bristol City Academy (CAB) and fourteen Year 8 CAB students visited Henbury School. This provided them with an opportunity to experience lessons as taught in different settings, learning in a new environments, and sharing an art workshop (exploring their aspirations) together in both schools. Original assumptions such as: The Academy students will be very "posh" were challenged. The Henbury students were very impressed by the buildings and equipment at the Academy. It was felt by the CAB students that behaviour was better at Henbury School. Culturally the halal meals in the food hall was less understood in Henbury. Both these trips were filmed and recorded by First Born Creatives (DVD available for viewing).

March 2011

- Volunteer Training complete and Teacher Assessed Attainment Levels analysed
 - The local resident hopes to return and volunteer in the learning mentor team in September 2011. Engaging volunteers seemed to have worked particularly well, since their local knowledge has been invaluable.
 - The volunteer who was able to give his time attended some training with the Bristol Training Exchange in “Solution Focused Coaching” techniques.
- Route mapping trip into town with twelve Year 8 Students
 - Targeted students were taken on a visit to a music studio, rangers at Ashton Court, Gardeners and carpenters and wood sculpture.
 - Listened to their career histories and shared lunch at Ashton Court.
 - Filmed and recorded, all students received a DVD of this film (DVD available for viewing).
- Final Event
 - All students and parents were invited to school and were shown the films of the trips, CAB exchange and Route mapping trip.
 - Presented T-shirts and certificates to all the students, and shared refreshments
- Classroom observations undertaken by teachers to change learning behaviours in classroom environment.

School-based data generated for the end of March 2011

Yr 8's - English:

	TARGET COHORT	REST OF GROUP
above target	0	16.17%
On Target	66.65%	49.25%
Below Target	33.28	35.21%

Yr 8 Maths:

	TARGET COHORT	REST OF GROUP
above target	8.32%	25.73 %
On Target	49.92%	47.81%
Below Target	41.60%	26.46%

Yr 9 English:

	TARGET COHORT	REST OF GROUP
above target	8.30%	16.30%
On Target	58.10%	35.58%
Below Target	33.60%	45.12 %

Yr 9 Maths

	TARGET COHORT	REST OF GROUP
above target	16.60%	28.80%
On Target	66.40%	46.20%

Below Target	17%	25.00%
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- 23 Year 7 Students in cohort. - 51% improved in their English grades, and 48% improved in their Maths grades.
- 18 Year 8 students in cohort and 49% improved in their English grades but only 25% improved in their Maths grades (6 students were ungraded on the data at the summer report).
- 45 Year 7 and 8 eligible for free school meals (FSM) engaged with three Attainment Advisers.
- Weekly English & Maths after school sessions were attended by 23 students and four parents.
- After-school sessions in English and Maths were attended all year by an average of 15 students.
- Incentives were rewarded to students who attended all the sessions in a term.
- 30 Year 7 and 8 students and parents were met by Advisors

Parents' Evening Attendance

- No data available for this; will be obtained from School in September/October 2011.

End July Teacher Assessments

- Formal evaluations from teachers show that students' attitude to learning in lessons has improved and the English and Maths sessions after school, have noticeably improved skills and confidence in lessons.

Student & Home Engagement visits

- Engagement more rapid than at Years 10/11 (usual remit of funding secured for City Academy students).
- Indicators are that by engaging earlier, funding may prove more effective.
- Evident that the approach taken to engage ethnically diverse communities in students' education (as was the case in the City Academy's community) works at least as well with disadvantaged white British pupils (Henbury's predominant community).

Exit Strategy

- Learning from the experience (particularly that articulated under 'Student & Home Engagement visits' above) is being taken forward to the broader education community in Bristol.

- Some students already know what they want to do in the future, whereas others have little idea. The latter group would benefit from focused attention to address this.
- This project has ‘sparked imaginations’ and supported parents in creating goals for their child’s future and this may help address the point raised above.
- As the Attainment advisers have been building relationships and finding out what the young people want, this has helped guide them in how to implement the focused route mapping work from September 2011.
- If engagement is a decisive factor in changing outcomes, early indicators suggested that the approach taken to *BS10 Big-it-Up!* funding may prove even more effective for young people’s outcomes.
- It is also evident that the approach taken to engaging ethnically diverse communities in students’ education (as witnessed in the Bristol City Academy’s community) works at least as well with disadvantaged white British young people (Henbury’s predominant community). This learning is being taken forward to the broader education community in Bristol.
- Proven outcomes may indicate to the School that prioritising sourcing of future funding would be worthwhile in their drive to achieve improvements in academic outcomes and parental engagement.

Summary and Observations

It is generally agreed that this initiative successfully builds on the finding of the report produced by the University of the West of England, into parental engagement in education at the point of primary/secondary transition (*‘Transition Parents’* - see [Annex 1](#)). At the end of the project, it was possible to demonstrate that teachers were able to observe a positive shift in student attitude, behaviour and attainment. Importantly, targeted students were seen to have acquired greater confidence in their own ability, resulting in an enhanced engagement with school activities.

The initiative clearly achieved its own aims whilst also addressing most of the key aims of the Inspiring Communities initiative.

This project also demonstrates that an initiative that was originally designed to operate with students from the Black and Minority Ethnic population can operate equally successfully with students from the white population (see [Appendix B](#)). The fact that the Program Leaders arranged for a video to be produced that demonstrates the experience of pupils involved in exchanges between two schools means that this is available for use with future generations of students attending the respective institutions (and can also be used by others where this is seen as desirable).

The support provided to parents also enabled further aspirations signalled in the report *‘Transition Parents’* to be realised. Since with the support of the Attainment Advisers, there was a noticeable improvement in the interest paid by parents and their engagement of the education experience of their children. Parents who had previously

shown indifference to attending school activities such as Parents' Evenings were seen to now engage in these.

These improvements need to be sustained and built upon but some concern exists as the extent to which the Exit Strategy in place can effectively support this in the absence of adequate funding.

Inspiring Communities core aim	YES
Providing advice	*
Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	
Raising community pride in young people and drawing out the talents of the community to support young people	*
Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older members of the community.)	*
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	*
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	*
Increased Young People's engagement in education / school related activities.	*
Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*
Helped enabled young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE &	

HE (route-mapping)	
Accreditation of learning in non-formal (social learning) environments.	*

Connecting the Community, Positive Structured Activity: Talent Show/Music Festival

[Better Together supporting the Youth Forum for delivery]

Agreed activity

To organise, oversee and evaluate a talent show for the young people in the Henbury and Brentry area.

Who would benefit?

- Up to fifteen young people involved in Youth Council, 700+ aged 10-18 young people living in Henbury, over 9,000 other residents to a greater or lesser degree.
- Minimum of seventy five young people and their parents/carers;
- Twenty five other adult members of the community and their younger children

Key Milestones

January 2010 - March 2010

Two meetings were held with each identifiable group/forum of young people in Henbury to introduce the idea of a Youth Council and gain three nominations per group for participation.

April 2010

- Engagement activity arranged with the newly formed Youth Council to build the team and agree priorities.
- Youth Forum agreed to be consulted and to agree this as a project.
- Youth Forum looked at existing arts, sports and music provisions in the area, and wider a field, and completed a basic mapping exercise.
- Youth Forum sought advice from Events Organisers re: possible ways to move project forward.
- Youth Forum produced a draft of what the talent show might look like.

May 2010

Youth Council 'mapped out' the time line for the rest of the year and the Youth Council agreed to undertake its first neighbourhood Project.

September 2010

Venues in the area were sourced and booked.

September 2010

Youth Forum visited another talent show that was not in the area in order to gain greater insight into what might be achieved.

October 2010

The talent show was advertised to groups and individuals in the community – applications were also made for help with tuition / costume etc.

The Youth forum also organised the delivery of a series of open access taster workshops.

November 2010

Youth forum booked all the equipment including lighting and filming and catering.

December 2010

Open Access organised a trip to see a 'performance'.

December 2010

Youth Forum sent official invites to families and community.

January 2011

Running order of the performance was decided upon and dress rehearsal arranged.

February 2011

Talent Show was performed

March 2011

Youth Forum evaluated the talent show and assist young people with 'follow on' activities – linking into existing groups.

Key Progress Indicators

Young people (with particular attention to engaging girls) participate in a programme to help broaden their horizons as follows:

- Increased travel within and beyond the community
- Increased exposure to 'people precedents'
- By March 2011, a coherent Programme of Activities had been agreed and was in place
- Activities provided have engaged a minimum of 75 young people, parents/carers and other community members engaged per activity

Outcomes Achieved

- Fifteen members of the Youth Forum were involved in the initial stages of the talent show project.
- Ten Arts and Music youth groups were identified as possible partners.
- Two local residents (a fashion artist and a makeup artist) identified as possible partners.
- The talent show took place on the 25th February 2011. There were twelve young people's acts including dancers, singers, trampolining, a chef, a beat boxer, BMXing and a face painter. There were approximately 180 people in the audience including:
 - Twelve Youth Forum members (organisers)
 - Twenty eight performers
 - Thirty five Other young people – audience
 - Fifty parents and family & residents
 - Forty younger siblings / family (under 11)
 - Eighteen staff and other agencies.
 - Some of these performers benefitted from £1,500 worth of grants that the youth forum administered and gave on behalf of the HBCC from participatory budgeting.
- The Youth Forum set up a series of taster workshops and events leading up to the talent show including:
 - BMX competition – twenty two young people were taken to a different part of Bristol to use a citywide skate facility.
 - Trip to the Old Vic theatre in the city centre to watch a play (twenty young people.)
 - Trampoline coaching sessions (twelve young people)
 - Dances coaching sessions (three young people)
 - Singing tuition (ten young people)
 - Face painting coaching (eight young people)
- All twenty eight performers were rewarded with a certificate of attendance.
- A list of follow-up activities was provided to all attendees via the talent show programme.
- One young person performed at the Colston hall since the event.
- Two of the youth forum members completed work experience at the Colston Hall following organising this event.
- One young person has been hired by different groups to do face painting.
- Four young people went on to join other local and City-wide groups to develop their talent.
- Three local businesses were used for the talent show and the Big Band was made up from local teachers and residents.

- The overwhelming feedback was that this was a successful event that helped young people and adults to see that talent in their community

Exit Strategy

- All the resources, templates and planning material have been kept by the Youth Forum to run a future event. Inventory given to HBCC Events Committee.
- A talent show has been added to the local calendar of events.
- The Youth Forum working group sign up from the police, HBCC, YIP, BTP and the Youth Service to keep the youth forum going, with additional support from the Emmanuel Chapel, Henbury school and Scouts. There is a current Multi-Agency Youth Forum Plan in place and this is to be reviewed in September 2011.
- Youth Forum is now affiliated to HBCC and is well recognised with local decision making structures.
- The Youth Forum has applied for funding from alternative funding streams including Community transformers and is awaiting decisions.
- The Youth Forum has started to generate its own income from projects – being commissioned by other groups to organise events for other groups after the success of the talent show.

Summary and Observations

This initiative succeeded in addressing all its original aims and extended its brief to provide a wide range of experiences for participating young people in the Henbury area. In doing so it managed to go a long way in helping to raise the aspirations of the young people, support them in expanding their experiences and with it, their horizons whilst also introduce them to activities in other areas of the City.

Through organising what was a very successful talent show, the project offered adopted a wide definition of ‘talent’ and provided opportunities for young people to acquire, practice and later demonstrate skills and talents that they might otherwise not have achieved. This offered an opportunity to draw the attention of almost two hundred people in the community to the talents of young its young people. Such activity supported the inter-generational aspirations of the Inspiring Communities initiative. The fact that this event was held in the local Social Club was an additional asset since this made good use of a valuable resource in the community.

Young people who participated in these events were appropriately supported in developing and refining their talents with the aid of specialists who themselves were familiar with needs of young people and practiced in how best to support them.

Inspiring Communities core aim	YES
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Providing advice	*
Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	*
Raising community pride in young people and drawing out the talents of the community to support young people	*
Encouraging young people to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older members of the community.)	*
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	*
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	*
Increased Young People's engagement in education / school related activities.	*
Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*
Helped enabled young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)	
Accreditation of learning in non-formal (social learning) environments.	*

Participatory Budgeting

Henbury & Brentry Community Council (HBCC) supported by a professional facilitator]

Agreed activity

An application was made for £15,000 in each of Year 1 and Year 2 of the project's life to support the Henbury Neighbourhood creating proposals to help address the Core Aims of Inspiring Communities.

The Neighbourhood Partnership was in existence prior to the Inspiring Communities initiative and the senior manager had some experience of Participatory Budgeting. There would be no co-ordination cost associated to this project as Bristol City Council staff were already in place to support the Neighbourhood Partnership.

Who would benefit?

The whole community will benefit – with local people influencing local funding decisions.

Key Milestones

July 2010

- Collection of ideas for projects from the community:
 - Professional facilitator contracted
 - Web site established to collect ideas.
 - Website received 396 visits
 - Communicated and promoted through local groups, flyers in local shops and in the library (ideas collected through a box in the library as well as the website).

August 2010

- Sixty five (65) ideas had been submitted to either the 'Big Idea Box' in the local library or through the website. All ideas aim to support 11-14 year olds in the target area to be engaged, be inspired and do well at school.
- Short-listing and creation of voting packages followed by a public vote managed by members of the Youth Forum in the first instance and then by a panel made up of a local councillor, two members of HBCC and two young people from the Youth Forum – supported by the facilitator.
- Arrangements for the public vote in place with a publicity mail drop to all houses in the target area, with online voting and a Big Idea ballot box in the local library.

September 2010

- Panel of community representatives (adults and young people) created six 'packages' of ideas: *Get Involved, Get Active, Get Creative, Get Going, Get Modern, Get Painting*. These were put to the community vote.
- Public meeting held and contracts established for delivery.

Exit Strategy

- HBCC has and will continue to have a raised profile in the community and has worked with the facilitator to monitor progress.
- Links have been created between the Youth Forum, other young people and HBCC which will continue post-March 2011.
- The activities that were put in place from September 2010 were designed to ensure maximum impact to the target group in the area and, where possible, will support existing organisations/ providers in the neighbourhood, ensuring that funding and expertise stays within the community, building foundations for further work.
- As this was only the second pilot for Participatory Budgeting (PB) in Bristol and the only one addressing needs of young people in a disadvantaged area of the City (other pilot relates to Neighbourhood Partnerships Well-Being funds in a more predominantly wealthy area of the City) it provided an enormous amount of learning that could be applied citywide regarding the ability of PB to directly impact community and young people's engagement and ownership of their neighbourhood and its priorities.

Summary and Observations

Participatory Budgeting has a very powerful potential for bringing communities together since it is founded on the principle of taking young people seriously. As was the case in Henbury and Brentry, this vehicle to help enhance community engagement is at its most effective when it is coordinated by a dedicated and committed leader who possesses the necessary skills and personal quality and energy. Through the organisation and dissemination of resources through a democratic process, this exercise managed to enable the Community Council to retain 'ownership' for helping to improve the youth facilities in the area. It also supported the provision of a series of resources and activities such as the talent show, music resources etc. for young people in the vicinity. This is a model that clearly worked for Henbury and Brentry and it is possible that the neighbourhood more generally could make use of this model for managing future initiatives.

Inspiring Communities core aim	YES
Providing advice	*
Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	
Raising community pride in young people and drawing out the talents of the community to support young people	*
Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older members of the community.)	*
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	*
Increased Young People's engagement in education / school related activities.	*
Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*

Helped enabled young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)	
Promote learning in non-formal (social learning) environments.	*
Accreditation of learning in non-formal (social learning) environments.	

Community Pledge & Social Marketing Activity

Uscreates

Agreed activity

- Programme Branding + three core Campaigns
- Awareness/promotion of Events, Activities & available Community Learning
- Promotion of Henbury School
- Transition Information Advice and Guidance for parents
- Involving twenty five (25) young people, eight community communicators and one hundred branding 'voters' from the community.
- The Programme utilised seventy nine man-days of social marketing consultancy over two years (£500/day).

Who would benefit?

- Nine thousand eight hundred and forty eight (9,848) Henbury residents including parents/carers and their children; Secondary and feeder Primary Schools; marketing and communication skills of 25 young people and 8 community adults and local delivery partners

Key Milestones

January 2010

- Project set up / relationship building had been undertaken
- 3 x Brand Development workshop (1.5 hours per session) conducted
- Initiation of development of social marketing strategies including literature search and best practice review

February 2010

- Set up project blog
- Insight gathering to inform social marketing
- Recruitment / training of Community Communicators to support delivery of social marketing

February – March 2010

- Community voting on brand identity

March 2010

- Project Leaders' '*Chit! Chat!*' was held on 31 Mar 2010 at Henbury School. At this event, all project leaders explained the aims and structure of their projects to

one another. Other key stakeholders such as Local Councillors were also in attendance at this event. Key communication channels such as Henbury & Brentry Newsletter were identified, as well as potential Community Communicators.

- Key communication channels such as Henbury & Brentry Newsletter were identified, as well as potential Community Communicators
- Training and support for local delivery partners to embed brand identity in programme (estimated 3 x 1.5 hour sessions and ongoing support as needed).

March 2010 - April 2010

- Development of key campaign messages and communication channels
- Brand design workshop was held as a full day session instead of the originally planned 3 x workshops. Twenty one people attended (11 Young People, 5 Parents, 5 Project Leaders). Twenty one additional people also attended the BBQ after the workshop and voted on designs. Following the workshop, the brand was put to a community vote: 301 people voted.
“It was a great day seeing the kids come up with lots of ideas, and very exciting seeing the end result come to life around the community in the form of badges and t-shirts.”
[Parent who attended the Branding Event]
- Two young people whose design won the public vote spent a session developing their design with a professional graphic designer from *Uscreates* in the creative studio of another Provider (Firstborn Studios). The winners enjoyed the session so much they requested to do work experience at *Firstborn Creatives* in East Bristol (an ethnically diverse area they had never been to before). Conversation evolved to include higher education and engagement with a group of older African Caribbean young people making a film. The young people’s parents brought them to and from the event; travel to an area of the City they too would not normally have done.
- Henbury School and the parents have fed back information about the positive impact the experience had on the two young people involved. A week later, unprompted by any adult, the young people approached the School Beat Officer for support to write a bid to the Youth Opportunity Fund for summer activities; something no one would have anticipated prior to their experience.
- BS10 Big It Up! Facebook page was set up providing a hub for all activities (including reminder of legal age for having Facebook Account). This quickly attracted one hundred and thirty six (136) fans of the page. Arrangements were put in place for full site data tracked (demographics and site popularity).

- Project Leaders' breakfast was held to provide support on populating and using the Facebook site.
"It was great to get together and find out about what each other is up to. We have identified opportunities for linking up." Feedback from project leader after breakfast.
- Training and support was offered to all project leaders. Seven project leaders and representatives received one to one sessions around communication tools and mediums.

May 2010

- 2 hour workshop with Community Communicators and local delivery partners to develop methods to communicate Community Pledge

June 10 – February 2011

- Implementation of social marketing strategies
- Particular attention was given to approaches and effectiveness of differing approaches to developing a Community Pledge.
- Implementation of Community Pledge

July 2010-March 2011

- An ethnographic exercise was undertaken with young people, teachers and parents to engage and understand young people's communication channels, key locations and potential young community communicators. The research for this involved:
 - Visual ethnography through video diaries: 5 pupils, from each of Years 6, 7, 8 and 9 were given a video camera and diary to log their day at school.
 - A lunchtime focus group session with 6 teachers at Henbury School
 - Three workshop sessions with each of Years 6, 7 and 9, bringing together the opinions of a total of approx 72 pupils.
 - Parent interviews: two after school interviews with parents of young people
 - Five Community Communicators (CCs) recruited and active as a Team. CCs meet weekly to raise awareness and uptake of BS10 Big It Up! activities.
 - Ongoing recruitment of CCs continues to achieve target of 8.
 - Arrangements were put in place for Community Communicators to receive an ASDAN Short Course qualification in return for 60 hours of volunteering from July 2010 to March 2011.

"The Community Communicators have become a real asset to BS10 Big It Up!. They really do

get out there and spread the word. The other day they set up a stand at Blaise Castle to promote the Big Idea (Participatory Budgeting) project. It was great.” [Project Worker]

"This is a project I am really enjoying getting involved with and it's an exciting way to see my local community develop together. “
[Community Communicator]

January 2011

- Evaluation

Key Outcome

- Local people had become aware of activities and other opportunities in Henbury and beyond and steps were taken for these people to engage in them.
- Nine hundred and fifty eight (958) local people were exposed to activities and opportunities related to ‘BS10 Big-It-Up!’ (This figure is based on attendance at events where ‘BS10 Big-It-Up!’ had a presence, online interactions and voting).
- Four hundred and fifty six (456) people actively engaged with the ‘BS10 Big-It-Up!’ brand via the Facebook page, workshops, events or voting on the brand. (This figure excludes activities delivered by other Project Leaders without Uscreates in attendance.)
- Team of Community Communicators was put in place (young people and adults) to support communication of ‘BS10 Big-It-Up!’ in the community.
- Two young community communicators also receive an ASDAN Short Course qualification for their volunteering. One Year 9 communicator’s time will contribute to her Year 10 placement.

Exit Strategy

The exit strategy centred on the development of the Community Pledge to support and sustain impact beyond the funding lifespan of the project, the pledges will be permanently displayed in a Mosaic in the centre of the community. In addition there will be a legacy of trained Community Communicators with stronger links built between adults already involved in community communication (e.g. in the production of Henbury & Brentury Community Council Newsletter) and young people previously not involved.

To allow for continuity there was a transfer of individuals from projects as they came to an end, to those expected to continue, ensuring motivated young people and parents have a future involvement in the community. The BS10 network website will provide a

resource point for Bristol City Council, project leaders and community leaders to communicate with each other and access materials developed over the lifetime of the project. Project articles, reports, press, photos, presentations, and handover materials have been made available to password holders.

Summary and Observations

Uscreates was commissioned to undertake the complex task of bringing the whole venture together and acting as the 'glue to make it stick' (see Appendix D 3). In order to ensure that as many members of the Henbury and Brentry community were aware of the various activities that were being organised by '*BS10 Big-it-Up!*', it was critical that an identified publicising and communicating strategy was actively promoting the initiative and its various associated activities and events.

Despite the fact that Uscreates is a company based in London (and hence new to the Henbury and Brentry community and culture), it held firm the principle that the initiative should and would be 'owned' by the community. To that end, it was imperative that any branding of the initiative be created by members of Henbury and Brentry and this was successfully achieved by the creation of a logo selected through a democratic process.

At a very early stage following the official launch of the initiative, Uscreates organised an event for Project Leads and key members of the community meet in order to inform each other of how their involvement would address the aims of the Inspiring Communities initiative. This too was viewed by Project Leads as a particularly important and useful occasion and one that enables some early consideration to how different projects could support and learn from others.

Subsequent publicity was promoted using a wide range of vehicles including a dedicated Facebook page together with an interactive website and the appointment of Community Communicators (see Appendix D (2)) along with other promotional activities.

Mention is made elsewhere in this report about the challenges created by the way that the Inspiring Communities was managed centrally. One of the consequences of this was that the actual branding process and with the subsequent publicity, had to take place following the launch of the initiative, rather than having it in place in time for that event. This has been one of the difficulties resulting from the timing and pacing of the initiative by the government. Uscreates identifies other factors that may have contributed to the difficulties experienced by Project Leaders in terms of cross project communication (see Appendix D (3)).

Intergenerational Volunteering

Young Bristol

Agreed activity

- Older and younger people in Henbury understand each other better and interact more.
- More Henbury young people and adults volunteering.

Who would benefit?

Directly benefits a minimum of one hundred young people and one hundred adults and indirectly, up to 9,648 other community members.

Key Milestones

January 2010 and March 2010

- Development worker employed one day per week.
- Worked with organisations in Henbury and around the Bristol area to develop potential volunteering opportunities for young people.
- Developed relationships with relevant agencies working with 11-14 year olds who live in Henbury including Henbury School, St Bede's, Connexions, Youth Service, and Better-Together etc.
- Developed publicity materials for the Project (consistent with Inspiring Communities Branding).
- Established Office base.
- Developed relationships with organisations providing services to older generations in Henbury e.g. Elderly People's Homes, 2x Sheltered Housing, and Lunch Clubs and Henbury Day Centre.
- Delivered volunteering opportunities – following a delayed start due to longer than predicted time necessary to develop relationships with partner organisations.

April 2010 and June 2010

- Development worker employed two days per week – thirteen young people involved with eighty adults engaged in volunteering.
- Twenty five young people with twenty five adults engaged in volunteering
- Twelve volunteering activities delivered.
- Three volunteering activities delivered. Community-based project & group community outing
- From April 2010, a minimum of one group volunteering activity available per week

July 2010 and September 2010

- Development worker employed two days per week.
- Twenty five Young People with twenty five adults engaged in volunteering
- Twelve volunteering activities delivered together with one community-based project delivered.
- Developed relationships with two more organisations providing services to older generations in Henbury: an older people's exercise group and a reading group age 50+.

August 2010

- 18 young people and 18 older people engaged in volunteering. 6 volunteering activities delivered.

September 2010

- Local Improvement Project identified and agreed by community carried out

October 2010 and December 2010

- Development worker employed two days per week
- Twenty five young people with twenty five adults engaged in volunteering
- Twelve volunteering activities delivered.
- Predicted: fifty young people (Scouts and Guides groups in November, minimum 2 class groups from Henbury school to take part in careers workshops with older community members by Christmas 2010) and twenty five adults engaged in intergenerational activities.

January 2011 and March 2011

- Twenty five young people with twenty five adults engaged in volunteering
- Twelve volunteering activities delivered together with one community-based project delivered.
- Predicted: minimum twelve volunteering activities delivered, including weekly volunteer sessions, 2 classroom workshops, Scouts & Guides activities, Healthy Walking group activity, one community-based project.

February 2011- March 20 11

- By end of March 2011, a minimum of 100 11-14 year olds and 100 adults have been involved in intergenerational volunteering, (monitored quarterly)
- Project Evaluation (see Appendix C)
 - Worked with local Housing Support Advisor to put on tea parties for elderly residents of local sheltered housing sites;

- developed opportunities for young people to volunteer at community luncheon for elderly people through the Henbury & Brentry Community Council Events Group.
- Developed relationships with: Senior Youth & Community Worker for North 2 Locality from the Youth Service, Henbury Youth Inclusion Project, Brentry Lodge Youth Centre, Henbury School, and *Better-Together* Project.
- Established at Young Bristol Head Office in South Bristol Bedminster - no permanent space available in Henbury, Library used when in local area.
- Developed relationships with: two sheltered housing complexes in Henbury, the Henbury & Brentry Community Council Events Group and Henbury Day Centre.
- Two day per week Development Worker in place.
- Thirteen young people involved with eighty adults engaged in volunteering.
- Three volunteering activities delivered. Community-based project & group community outing in planning stages.
- Developed relationships with two more organisations providing services to older generations in Henbury: an older people's exercise group and a reading group age 50+.
- Two Local Improvement Projects as agreed by the Local Community during April 2010 and March 2011
- Two areas of Henbury reclaimed as 'positive places to be'
- Double the number of Henbury people volunteering as measured by the Bristol Quality of Life Survey (an increase of 2%)
- 50% of young people gain accreditation
- 80% of young people engaged in activities not previously experienced
- 80% of young people's aspirations rise (demonstrated through benchmarking)
- Evidence of increasing pride in the community and of 'self-help can-do' attitude/approach
- Quote from elderly person who attended luncheon:
 - ‘There are no bad young people, just bad parents.’
 - Sustainable relationships & shared activities for older and younger people are being developed.
- Over ninety people have taken part in, or benefitted by intergenerational volunteer activities. Anecdotal evidence supports this.
- Approximately 40% of young people taking part in activities had not previously experienced. However, from September 2010 worked closely

with local schools to identify new young people and increase this figure to the 80% target.

- Anecdotal evidence of “self-help can-do” attitude already apparent: e.g. upon hearing from an elderly person about her grandson being bullied at school, young people – who had previously admitted to themselves having bullied – suggested a group meeting between the bullies and the victim, facilitated by themselves as peers, to try and resolve the problem.
- *Young Bristol* organised, promoted and managed Intergenerational Volunteering for 11-14 year olds in Henbury. Examples of volunteering activities offered include:
 - Supporting the elderly to use computers and the internet
 - Creative skills shared, e.g. knitting
 - Environmental projects
 - Primary School mentoring projects
 - Local improvement projects.
- *Young Bristol* supported the young people through the process and helped them to recognise the value of their work through celebrating their success at community events and supporting them through accreditation such as the Bristol Award 1 and 2. In addition, their volunteering activity contributed to accreditations to the Henbury School Award (based on Duke of Edinburgh).
- Many of the volunteering opportunities were structured in the form of group activities as these proved very successful with the 11 to 14 age group. Examples of organisations that *Young Bristol* worked with to organise volunteering opportunities include:
 - NHS Housing Management
 - Pyramid Trust
 - National Trust
 - Develop relationships with organisations providing services to older generations in Henbury e.g. Elderly People’s Homes, Sheltered Housing, Lunch Clubs.

Exit Strategy

- A variety of sustainable volunteering opportunities were developed so that they can continue after the end of the project without the support of an Inspiring Communities funded worker, e.g. young people joining and taking part in the
- Henbury Healthy Walking Group (run by Henbury & Brentry Community Council), young people assisting at community events alongside and for the benefit of

older residents (older residents have reported that it was difficult for them to make contact with young people before the

- Following the start of the Programme the people that they have met through volunteering have been inspiring to them and helped them achieve things/do things differently), regular informal social and “skills sharing” activities between the target groups.
- Interim indicators suggest that genuine lasting relationships were developing between members of the generations, which are by their nature sustainable, and the benefits of a new-found understanding between young and older people is likely to continue to be felt following the project ends (e.g. improved understanding, trust and relations between older and younger generations of Henbury).

Summary and Observations

The Project Leader for this exercise worked extremely hard to make the model work. Skills in networking were essential for its success since accessing organisations operating with young people and others that operated with the older generation required considerable research and tact. As a result, the project provided opportunity for young people to develop meaningful relationships with older members of the community. This in turn, went a long way towards enabling both groups to learn about each other and to develop meaningful relationships within which, it was possible to change pre-conceived negative perceptions held about members of the other group.

The project also provided various opportunities for young people to learn a range of new skills, make new friends, improved self-confidence and to learn more about the area where they live. The last of these benefits resulted in many of the young people involved feeling more confident in accessing areas of the ward which they had previously avoided.

The main challenge confronted related to the time available by the project leader to engage in the established activities whilst addressing a demand to establish newer events that would keep young people interested whilst also engaging new recruits to the exercise.

Many of the young people involved in this project had formed significant relationships with older neighbours who they had not previously met and in the process had learned much from their interchanges. The members of the older population who were involved had similarly benefited.

Evidence suggests that this worked well for those involved but the volume of participants remained restricted. The difficulties experienced by the Project Lead in accessing advice about the availability of potential elderly participants suggests that the project needed to be restricted to a limited number of participants.

Inspiring Communities core aim	YES
Providing advice	*
Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	
Raising community pride in young people and drawing out the talents of the community to support young people	*
Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older members of the community.)	*
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	*
Increased Young People's engagement in education / school related activities.	

Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*
Helped enabled young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)	*
Promote learning in non-formal (social learning) environments.	*
Accreditation of learning in non-formal (social learning) environments.	

Connecting the Community - Community-wide Seasonal Events

HBCC

Agreed activity

- Henbury residents of all ages “feel safer and move about the community more freely”.
 - build the community’s self-belief & confidence
 - Improvement in perception among older generations of young people in the community
 - to reclaim community areas/venues from perpetrators of Anti-Social Behaviour
 - Greater use of a variety of venues geographically spread, e.g. Children’s Centres

Who would benefit?

- Nine thousand eight hundred and forty eight (9,848) residents including originally isolated single mothers (parents of the next generation), young people

Key Milestones

January 2010

- Inclusive Community Events Management Team was set up and links were made to existing infrastructures.
- HBCC Events Group set out to work with the Youth Council and Youth Activity Group to organise three community wide events. This project was designed to build on events which were already planned to take place, extending their reach and appeal to a wider audience. Hence, bringing the whole community closer together, developing the skills of the existing organisers and engaging new volunteers. The s events originally suggested were;
 - Easter Egg hunt
 - Summer Festival
 - Christmas Carols
- Young people were recruited to the group.

February 2010

- The Easter egg hunt was planned.
- Contract for delivery of twenty community events was put in place.
 - Community Council engagement and acceptance of the contract and its terms and conditions took longer than anticipated.

- Consequently, the Community Council chose not to proceed with an Easter Egg Hunt as it was of a view that it would not have had time to secure the involvement of young people.
- 'Reclaim Events' Programme was agreed and designed.

March 2010 - May 2010

- The Summer Festival was planned and fund-raising organised..
- Some additional funding had been raised from 'Cycling City' which was used to provide a bicycle maintenance expert at the event (helping mobility/travel and transferring skills).
- All stalls and entertainment were booked and 'open-space' license granted; contingency for wet weather indoor venue was also sought.
- Some charges were made for stalls and voluntary community collections throughout the day.
- All funds raised were applied to funding inter-generational events, particularly targeted at the very elderly.
- Ten adult community members and six young people engaged in volunteering for detailed design, delivery and promotion of events

June 2010 – July 2010

- Promotion of the Summer Fun Day using
 - the Community Newsletter delivered to all households,
 - the '*BS10 Bi- It-Up!*' Facebook page set up (with 128 hits),
 - community posters/ banners organised and the BBC and local press contacted.

August 2010

- Summer Fun Day held on 21 August
- Evaluation managed by Young Bristol organising Young Volunteers through contacts made for the Intergenerational Volunteering Project (see Appendix E).

September to December 2010

- The Carols event planned

January to February 2011

- Fundraising undertaken for the following year's events.
- Evidence of self-perpetuating programme of events organised by community volunteers, accessing funding as required

Outcomes

- Improved Perceptions - Several 'BS10 Big It Up!' projects worked together with the Events Committee to involve young people in the process and in the events e.g. Community Cook-up, Youth Forum, Intergenerational Volunteering.
- The Events Committee provided positive verbal reports on young people's involvement e.g. in delivering the 2009/10 Elderly Persons Lunch (funds raised from the Community Events) where young people provided the catering, assisted the elderly onto and off transport/'buddied' them throughout the afternoon.
- Greater use of geographically spread venues
- It was hoped that ten adults and six young people could be persuaded to join the Events Committee. In the event, one young person enrolled with very positive feedback from existing older members and immediate tangible contributions were made by the young person, e.g. leveraging school contracts for wider community benefit. Five more young people were being sought at that time through Youth Forum and Intergenerational Volunteering links (members of the Youth Forum had already attended a full meeting of HBCC).
- Funding Sources and Self-perpetuation - The Chair of the Events Committee reports a greater awareness of both the need and approach to obtain funding from sources outside of local authority neighbourhood funding.

Exit Strategy

- Further support given from Programme Management resource for research on future funding sources, strategies that could be adopted to meet the criteria of differing funding sources (e.g. youth volunteering aspect as well as event)
- Support provided to enhance skills in completing funding applications to meet the criteria of potential funders. This had been requested on a case-by-case basis rather than as a 'community skills class' which they felt would not be well-attended and would not enable 'live' learning.
- Other Project Leaders involved in the Inspiring Communities initiative worked closely alongside Community Events and were also passing ideas to the Committee as they arose.
- Future support for the Community Fun Day was put forward as one of the Big Ideas in the 'Get Creative' package within *Participatory Budgeting*.

Summary and Observations

It was regrettable that the initial event on which this programme had worked [the Easter Egg Hunt] took too long to be established and had to be cancelled due to limited time for organising and generating community interest and engagement. Fortunately, other events planned took place as intended.

Particular benefits emerged from the summer Fun Day (see Appendix D) which was designed to enhance several of the Inspiring Communities aims and objectives. In so

doing, providing rich opportunities for enhancing intergenerational engagement, widening geographical perception and increasing the confidence of young and old in the wider community. The fact that other projects associated with 'BS10 Big-it-Up!' participated in the event and helped support it in various capacities is also encouraging.

Despite the endeavours of the Community Council and the Youth Forum, there was limited take-up from volunteers other than those engaged in supporting other activities ongoing during the event. Since the community wide seasonal events were already in place and are likely to continue in the future, the progress made to-date in raising the awareness of young people to a desire to engage them more actively in organising and running these events can hopefully be built upon for future occasions.

Whilst the survey conducted by young people during the Fun Day may well not be scientifically secure, one of the interesting features to emerge from that exercise was that of the people participating in the exercise, 60% of people those aged between 11 and 14 felt that they understood older people. In contrast, of the participants within the age group of 50 +, only 33.3% felt that younger people understood them. This might suggest that the work started by sub-projects such as Intergenerational Volunteering and several of the other sub-projects supported by the Inspiring Communities initiative are well placed and may help counter this perception amongst the older population.

Inspiring Communities core aim	YES
Providing advice	*
Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	
Raising community pride in young people and drawing out the talents of the community to support young people	*
Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive	*

models (peers and older members of the community.)	
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	*
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	*
Increased Young People's engagement in education / school related activities.	
Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*
Helped enabled young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)	
Promote learning in non-formal (social learning) environments.	*
Accreditation of learning in non-formal (social learning) environments.	

Connecting the Community - Community-wide Performance – Big Idea Drama & Music Group

Agreed activity

- to reclaim community areas/venues from perpetrators of Anti-Social Behaviour
- build the community's self-belief and confidence
- to create a flow of people across the community

Henbury's Big Idea Drama and Music Group is an out-of-school enterprise run by two teachers from Henbury School. They aimed to establish a community based drama and music group bringing all age groups together in three performances designed and presented by the intergenerational group. The group was hosted by the three primary schools in Henbury. The performances were designed to challenge the conventional views of young people in the Henbury area and to enabling Henbury residents of different ages to enjoy participating in community events.

Who would benefit?

Directly benefits minimum of twenty young people and twenty adults and indirectly up to 9,648 other community members.

Key Milestones

January to February 2010

- Group recruitment - recruited ten people age range from 10 to 66 years.
 - Recruited thirteen participants: two directors and two script writers – all from within the community and aged from 10 to 66.

March to June 2010

- Weekly term-time rehearsals.

July 2010

- First performance took place at Henbury School on July 16, watched by an audience of more than one hundred and fifty people.

September 2010 - November 2010

- Weekly term-time rehearsals started on 7 September.

November 2010

- Second performance planned but due to personnel changes and inadequate rehearsals, the decision was taken to cancel this event in November.

December 2010 - March 2011

- Weekly term-time rehearsals.
- Decision taken to extend the April performance to include the show that should have taken place in November

January 2011

- Two members of the group produced scripts that they had written themselves and the decision was made to use as many of these as possible for the next performance.

March 2011

- Final performance

Outcomes

- Survey-based evidence of greater community confidence, reduced fear and improved perception between different generations
- Three performances delivered to the community
- 80% of young people and adults involved in the project show a positive change in perception of other generations
- One member of the group agreed to take on directorial role.
- There has been a clear development in confidence and ability and there was a genuine desire for the group to continue. However, it looks unlikely that this will happen due to lack of funding and several member of the group including the Director unable to commit to another year.

Exit Strategy

There are two potential ways for this project could be sustained beyond the funding period:

1. levy a weekly/termly charge on participants for participation (this would most likely need to be connected to a solution that also accesses direct funding so as not to preclude participation of financially disadvantaged people of all ages) and/or
2. formally constitute the Club so that is can access funding from outside of the Programme/City Council to pay for space rental, staffing and performance.

To-date, there has been some assistance offered regarding advice and support in applying for funding via the Henbury and Southmead Neighbourhood Partnership Well Being Fund. An application has been made by a member of the group who is also looking for alternative potential funding.

Summary and Observations

Through engagement with this project, a teacher had the opportunity to engage more directly with the community, bringing many positive consequences to both teacher and to those across the community who were involved in the project directly or as observers. It facilitated a two-directional dynamic that brought different generations together whilst at the same time, bringing the School into the community (and vice versa).

The initial event worked well to generate an audience of a significant size (circa 150). Performing in front of an audience of that size offered considerable benefit to the participating young people – not least, in helping to develop their confidence and pride in themselves.

The benefit enjoyed by participants was further enhanced for a few as a result of their involvement in writing scripts for future events. Were the initiative to be continued, there is little doubt that others too would have also benefited from such activities. Whether this materialises is unclear at the point of reporting since although offering such a facility demands little in terms of expense, funding would be necessary to employ a Director to coordinate activity. Whether that can be located is unclear.

Inspiring Communities core aim	YES
Providing advice	*
Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	*
Raising community pride in young people and drawing out the talents of the community to support young people	*
Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older	*

members of the community.)	
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	
Increased Young People's engagement in education / school-related activities.	*
Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*
Helped enabled young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)	*
Promote learning in non-formal (social learning) environments.	*
Accreditation of learning in non-formal (social learning) environments.	

Connecting the Community - Community-wide Cook-up

Henbury School

Agreed activity

- to reclaim community areas/venues from Anti-Social Behaviours
- build the community's self-belief
- to create a literal flow of people across the community

A community cookery group, run from Henbury School, brought all age groups together enabling families to experiment with different foods & flavours, breaking down myths and barriers (including inter-racial) to food including better dietary plan. The group was encouraged to experiment with food from around the world. The group supported all the organised community activities such as the drama productions and the summer Fun Day festival using these as opportunities to challenge the community's perception of food. The group also supported school events such as Parents' Evenings and transition activities.

The project also delivered a weekly session during the school holidays targeted at young people.

Who would benefit?

- Minimum of twenty five young people and twenty adults and indirectly up to 9,648 other community members.

Key Milestones

January 2010 to March 2011

- Weekly, two hour session delivered during term-time for the whole community group and weekly holiday programme targeting young people.
 - Term time: eight to twelve young people per session.
 - Holiday Activities: February half-Term, Cookery Workshop for fourteen young people with a keen interest in cookery,
 - '*Bite Size Out-Reach*' to twenty young people per day for 2.5 days over half-term at the Youth Centre (young people chose what to cook).

January to February 2010

- Twenty five young people and their families recruited to the group.

- Young people encouraged to develop skills to cook as a 'kitchen team', developing from cooking as individuals.
- Once 'Team' skills were built and confidence had grown, adults/family members were encouraged to participate
- More adults introduced to the young people through for example, a Mediterranean theme to the Autumn Term Cookery Club, where a local Greek woman/mother who was very involved in community life, volunteered to teach the students.
- In addition, young people who were catering beyond the confines of the Cookery Club received immensely positive feedback from adults of all ages in the community and beyond.
- They also secured some local media coverage (including the placing of recipes and a regular recipe feature in the Henbury & Brentry Newsletter).

February 2010

- Planning of a schedule of events for the group to support over the year.
- Support for the Easter event organised by the Events Group. Events catered included:
 - Curry & Quiz Night – Ugandan School Twining fundraiser
 - Afternoon Tea for OAPs at Emmanuel Chapel
 - BBQ Night for Old Bristolians Rugby Club
 - Uscreates Community Branding Workshop
 - Youth Forum launch
 - Henbury School Community Fun Day
 - Henbury School Performing Arts Evening
 - HBCC Events Group Lunch for vulnerable OAPs
 - Henbury School Year 6 Induction Evening for parents & children (incl hand-out of recipes)
 - Community Summer Fun Day.

June 2010

- Supported the Summer Festival

July 2010

- Supported the first drama performance

November 2010

- Supported the second drama performance

December 2010

- Supported the Carols event.
- Supported schools' Christmas performances

- Distribution of Christmas Fare to elderly peoples' homes

March 2011

- Supported the final drama performance

Outcome

- Henbury residents learned new skills together
- Adults involved through 'being catered for' by young people.
- Extended adults' involvement in cooking with young people
- Fifty young people impacted directly and approximately two hundred (200) adults through event attendance.
- Inter-generational events catering provided very positive feedback on young people's skills and manner, both from those who 'book' them and those they cater for, gave opportunities for exchange of ideas and celebration of what the young people achieved.
- Young people set and priced own menus.
- Young people and adults introduced to freshly sourced herbs, spices, ingredients and meat substitutes. Indian, Mexican, Chinese and French cooking sampled; Mediterranean to come.
- Evidence through own menu setting of greater use of fresh ingredients, fresh fruit, new foods (pulses, beans, quorn).

As a result, there was clear evidence of greater community confidence, reduced fear and improved perception between different generations

- Inter-generational events catering provided very positive feedback for young people's skills and manner, both from those who 'book' them and those they cater for, giving opportunities for exchange of ideas and celebration of what the young people achieve.
- Additionally, community members were introduced to people from the catering trade and helped to develop menu budgeting skills
- Young people set and priced own menus.
- Horizons were broadened through experiencing food from among all ethnic groups resident in Henbury
- Young people and adults introduced to freshly sourced herbs, spices, ingredients and meat substitutes. Indian, Mexican, Chinese, French and Mediterranean cooking sampled;
- The group supported ten events during the year
- The group members shows an improved attitude towards food and health eating - evidence through own menu setting of greater use of fresh ingredients, fresh fruit, new foods (pulses, beans, quorn).

Exit Strategy

The *Community-Cook-Up* made modest charges for catering where the events at which they were catering were self-funded. All contributions were directly channelled back into the Project to mitigate risk of being unable to continue the project after *Inspiring Communities* funding ceases.

All adults who worked on the Project were volunteers. Such is community support for this Group that several cooking-oriented ideas were submitted to *The Big Idea* (participatory budgeting project run by Henbury & Brentry Community Council), and voted on by the Community alongside all others. It is anticipated that the project can be sustained through community enthusiasm for similar support for events and activities to be held following the cessation of funding in March 2011.

Summary and Observations

Community Wide Cook-up builds on activities already in place within the community to some extent. Engagement with 'BS10 Big-it-Up!' however, has helped firmly embed the initiative and extend its profile across the area. The project has been enthusiastically lead by an experienced leader who is well known to the young people involved an across the community. This is an important contributory factor to the success of the project.

This project has been drawn upon to advantage by many others engaged in the Inspiring Communities initiative. This has helped Community Wide Cook-up enhance its profile as its presence has been noticed in a wide range of settings and events. In this way, the talent and enthusiasm of the young people who have been involved with this project has been widely appreciated by members of the older generation who have witnessed young people contributing positively to the community.

By not limiting its appeal to young people, this initiative has also had a positive direct impact on a people across a wide range of ages within the locality. Through inviting adults from various cultural backgrounds to participate in events, members of Henbury and Brentry ward have had opportunities to experience different diets and dishes that they may otherwise not have considered. In addition, the engagement of adults working alongside young people has helped enhance greater inter-generational understanding within the community.

The nature of the project lends itself to the likelihood of it being sustainable in the future - provided that inspirational and enthusiastic leadership is retained. Catering facilities is a central element of a wide range of community activities (as demonstrated in the

examples provided above). Hence, there is likely to be a demand for continued participation long after the conclusion of the Inspiring Communities initiative. By requiring a financial contribution from the public who made use of the facilities provided by Community Cook-up, it has generated a model that is likely to be sustainable after the withdrawal of Inspiring Communities funding.

Inspiring Communities core aim	YES
Providing advice	*
Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	*
Raising community pride in young people and drawing out the talents of the community to support young people	*
Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older members of the community.)	*
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	*
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	*
Increased Young People's engagement in education / school-related activities.	*

Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*
Helped enabled young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)	*
Promote learning in non-formal (social learning) environments.	*
Accreditation of learning in non-formal (social learning) environments.	

Connecting the Community - Community Radio

Firstborn Studios[#] and Henbury School

[# The Community Interest Company of Firstborn Creatives.]

Agreed activity

- Young people (with due attention to engaging girls) participate in a programme to broaden their horizons

The intention of this venture was to work with Henbury School to produce and broadcast radio programmes that help communication across the communities and generations.

UNDERLYING PRINCIPLES

1. Widening horizons through exploring community and city broadens 'mental geography'
2. Investigating issues and exploring possibilities, sharing ideas increase awareness and improve outcomes.
3. Intergenerational communication important for community cohesion, shared understanding and improve outcomes.
4. Giving permission and opportunities to explore personal and community interests further.
5. Creativity and creative process is enjoyable and empowering. (e.g. radio production full of transferable skills)
6. Fun – involving creativity, marketing, showing off, talent expression.

MAIN ACTIVITY/PURPOSE

Activity	Purpose
Transition Summer school	Early intervention - bridge the jump between Primary and Secondary; build relationship and future thinking
Radio Training	Build confidence and skills - specific and transferable for making radio -- for Henbury and other (e.g. BBC, BCFM etc)
Saturday club	Regular contact, building on training but deepening practice - making programmes for broadcast
Events (live, community)	Raise awareness of radio - marketing podcasts and generating content
Trips (journalism)	Getting out there, asking questions, widen horizons
Marketing - broadcasting and podcasting	Raise profile and awareness of the broadcast / podcasts to ensure there are listeners for the pod casts and streaming programmes

Broadcasting	Raise the profile and community awareness of activities and opportunities. Hold community wide conversations about anything, between young people and other generations. Local role models celebrated
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Who would benefit?

- Minimum of seventy five young people and their parents/carers as well as twenty five other adult members of the community and their younger children

Key Milestones

February 2010

- Radio Equipment purchase including mobile radio desk purchased.

February 2010 to April 2010

- Detailed Programme planning and design with Partners
- Partners confirmed
- Editorial Values established
- Evaluation criteria agreed
- Dates, platforms and key events agreed (e.g. training, workshop, broadcast schedules, channels)
- Marketing plan and promotional strategy drafted and in place
- Key staff and students recruited
- URL signed up
- Online platform with audio archive and streaming potential established.
- Firstborn (FB) attended a two day training course with workshop leaders and young adults who will work as mentors in the Radio Project.

April 2010 to March 2011

- Programme making agenda created
- Execution of programme production
- Programmes podcast.
- Portable Radio desk was taken to the three local primary feeder schools to Henbury School, (Bankleaze, Blaise and Brentry) and demonstrations were given to the Year 6 pupils.
- The fifty pupils who expressed an interest, (parent/guardian consent letters requested) in doing further work making radio programs were invited to attend a two day workshop to be held at Brentry Youth Club on 14/15 August 2010.

- Parents were invited to work alongside the young people. Firstborn had previously made personal phone calls to all parents who handed their contact details in at the various events attended for recruitment purposes

May 2010

- Trip/Visit Programme established
 - BBC Sonar
 - Stories in the City
 - Citywide, Regional, National as planned.

August 2010

- Firstborn installed the radio kit in a gazebo at Henbury Community Fun day to encourage young people to 'have a go' at making their own radio jingle and doing live radio presenting to go out onto computer network on the day
- Broadcast Events
 - Online – Henbury Inspires
 - Henbury Community Fun Day – mobile studio location, live event experience, recording packages for pod casts.
- Two week workshop planned to begin in early August had to be postponed due to building works at Henbury School
- A trip to BBC Sonar also had to be postponed since this related to the School-based workshop.
- Broadcast Events
 - Online – Henbury Inspires
 - Henbury Fun Day – mobile studio location, live event experience, recording packages for pod casts.

September 2010

- A radio workshop was run fortnightly from Brentry Youth club commencing in September 2010

October 2011 to March 2011

- FB housed the mobile radio kit in the Brentry Youth Centre for easy access for community groups and a wider community involvement.
- A program of events was devised and delivered by Debra Hurne from BBC Bristol and Mirek Salmon from Henbury School.
- A domain for the radio was set up - www.bs10radio@mediacub.org.uk
- Flyers were distributed to young people in Henbury via youth leaders and schools.

Outcome

- Participants experienced increased travel within and beyond the community
- Activities engaged a minimum of seventy five young people, parents/carers and other community members engaged per activity
- Demonstrations in three local primary schools to Year 6 pupils scoping interest in workshops to year 6 pupils scoping interest in August workshops, working with ninety 10 and 11 year olds
- A three-day summer school engaged seven young people who became key players in the success of the radio station, each taking a turn at presenting, researching ideas and developing their stories.
- Four products launched live on www.radiobs10.co.uk including one about the Talent show held in Henbury. The show itself was a great success and great for confidences in the community with all the young people showing what they can do to an audience of over two hundred people – the radio captured the event including interviewing all the participants as they come off the stage. This podcast captures the essence of the event and will act as a reminder to all those who were involved for years to come.
- Over forty young people engaged with the radio project over the life of the project, where they have gained skills in researching writing interviewing or presenting. They have had the opportunity to tell their own stories and gained confidence in themselves as a result.
- Participant feedback included:
 - ‘Well, it is a fun project learning new skills on the equipment and feeling like a radio presenter and also meeting new people.’

‘[my son] has really enjoyed getting involved with the radio club Because of [his] aspergers he finds it hard to fit in with normal life and the radio club has really helped him not only gain new friends and confidence but has enhanced his PC skills and his creative skills.’

‘Through the pod cast interview TJ was able to find out a lot more about himself about his early premature birth and all the difficult things that happened to him then which has made him the bright and gifted young man he is today’

‘Thank you for your great creative and novel idea of doing the interview we both treasure it greatly.’

‘Thank you for all your support and interest’

Exit Strategy

- Purchased equipment will leave resources after this project ends and significant training will have taken place to ensure that there are the skills within the community to continue the work; the School and Youth Centre are keen supporters of the project.

Summary and Observations

It has been clear that those young people who have actively engaged with this project have had an interesting experience that has introduced them to activities which are both new to them and which they would have been unlikely to experience were it not for this initiative. They have also had considerable pleasure and fun in the process. The oral feedback from participants and their parents is witness to the extent that this initiative has been helpful to young people who were involved.

As indicated in the exit strategy, having invested in purchasing the necessary equipment and installing it in Henbury School, the project leaves a legacy that is likely to be used by the young people of Henbury well after ‘*BS 10 Big-it-Up!*’ has drawn to a close and with it, the funding.

Despite considerable effort on the part of the project team, impact in and on the community would seem to be limited, when compared with its potential. This in part at least, may be a result of the wider community’s inability to engage with it and familiarity with how best to draw upon it and to use it as a resource. In sharp contrast however, Community Radio has been used increasingly within and across Henbury School where programmes have and are being developed and broadcasted. These have been particularly valuable where they deal with critical issues such as bullying, special educational needs, Asperger syndrome etc.

There is little doubt that this has considerable potential for further development. That however, will be dependent on there being at least one member of staff with the technical and artistic abilities – as well as the enthusiasm, necessary coordinate and oversee such activity. The PFI status of the school together with health and safety requirements could however, constrain the rapid expansion of the use of the resource across the school

Inspiring Communities core aim	YES
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Providing advice	*
Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	*
Raising community pride in young people and drawing out the talents of the community to support young people	*
Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older members of the community.)	*
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	
Increased Young People's engagement in education / school-related activities.	*
Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*
Helped enabled young people to think about their future plans and aspirations in terms of	*

understanding of future employment and/or progression to FE & HE (route-mapping)	
Promote learning in non-formal (social learning) environments.	*
Accreditation of learning in non-formal (social learning) environments.	

Vision My Future

Bristol City Council, CYPS, Investors in Learning (IiL)

[A consortium of creative businesses and education business partnerships, experienced in working with young people and Schools – MINDPAW(MP), Gauntlett & Sons (G&S), Creative Edge and Ablaze].

Agreed activity

Vision My Future is the third in a series of Information Advice & Guidance initiatives that start in Year 6 with *My Future My Choice*, in Year 7 *Explore My Future* (in pilot) and as of June/July 2010 a Year 8 programme, *Vision My Future*.

- The (City-wide) programme was funded by Ablaze Education Business Partnership (via funding from General Electric) and BCC School Improvement (via the Learning Skills Council); £26,000 LSC & £14,000 GE.
- A pilot was run with eight secondary schools in the City of Bristol in the summer of 2010. Henbury School was included in the pilot. The standard programme comprises a docu-soap series shown in PSHE lessons, visits from Employer Volunteers.
- The Inspiring Communities funding was used to secure:
 - specific involvement of Henbury School Year 8 students in programme design and docu-soap participation
 - design and execution of a one-day Visioning session (45 young people per session) during which students work in groups of 15 to produce a film which expresses their combined visions. They then worked individually with designers to create a personal logo which provides a visual expression of their personal vision as a powerful aide memoire.
 - promotion of the programme and/or its outputs to schools which Henbury resident students attended (including those outside Bristol Local Authority).

Who would benefit?

- 95% of Year 8 children attending Henbury School participating in the Visioning Event
 - Students feel more positive about their futures and more in control
 - Students understand how to overcome barriers to progress/set-backs in achieving their goals
 - Increased confidence in ability to achieve at KS4 and beyond

Key Milestones

February 2010 to March 2010

- Primary research with students led by film makers - ten Henbury students involved in the primary research workshops
- Selection of student Design Steering Group membership
- Gathering of profile data for Henbury School students.

March 2010 to April 2010

- Survey designed and circulated to 12 year olds to complete with their parents

February 2010 to June 2010

- Steering Group planned production of Phase One film and workshop pack - the City-wide steering group included two students from Henbury and two from Monks Park
- Steering group met with filmmakers for a day workshop to feedback on the first phase filming

March 2010 to June 2010

- Phase One films (3 x 7 minute docu-soaps) produced – with viewing
- Film makers completed workshops in six Bristol schools, including Henbury and Monks Park
- Branded Activity Pack to accompany soaps made available to pilot schools (including Henbury School) and others which Henbury resident Year 8 children attended.
- Proposal put in place to deliver this through school in October 2010 and January 2011 to achieve greatest impact - Delivered to two year groups approx 300 students

June 2010

- One-day Visioning Workshop held for Henbury School Year 8.

January 2011

- School-based workshops

Outcome

- Henbury students can articulate their personal ambition, and have a good idea of how to get there and develop resilience to navigate set-backs.

Exit Strategy

This project developed a resource to be used in future years by both Henbury and other schools in Bristol. The package includes the film soaps based on the concept of ‘the future’ delivered in an engaging and familiar medium and the printed material for schools to use. The school workshops in October 2010 and January 2011 provided a strong template design for future years and are transferrable and flexible to suit local school needs. This project also linked with other projects in the programme to ensure greater impact and sustainability.

Summary and Observations

This was an ambitious project that has considerable potential for use with students in secondary education. The fact that Henbury School students were invited to be involved in the production of the resource meant that it held potential for added benefits in this instance.

The design of the project can be seen to clearly address many of the core aims and aspiration inherent in the Inspiring Communities initiative and the project was carefully managed so that the end product was produced in time to be used by students in PSE lessons. Inspirational speaker was also employed to stimulate the imagination of the young people at Henbury School. In order to maximise the benefits that could accrue through exposure to this material, it might be worth reflecting further on precisely when in the students’ school career they would be best employed.

Inspiring Communities core aim	YES
Providing advice	*
Raising parents’ own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	
Raising community pride in young people and drawing out the talents of the community to support young people	
Encouraging YP to use social networks within the community – skills sharing with other	*

residents, accessing services, identification of role positive models (peers and older members of the community.)	
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	*
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	
Increased Young People's engagement in education / school-related activities.	*
Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*
Helped enabled young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)	*
Promote learning in non-formal (social learning) environments.	*
Accreditation of learning in non-formal (social learning) environments.	

Me Mapping:

Firstborn Studios

[Community Interest Company of Firstborn Creatives cited as part of Investors in Learning Consortium]

Agreed activity

- Community based route mapping to access Key Stage 3 students resident in Henbury (irrespective of which School they attend), with a core focus on Year 8. Complementary to *Vision My Future* which is School-based and focuses on aspiration raising and goal-setting skills.
- Set-up community based media clubs five two-day residential events (forty five young people/residential) open to all Year 8 students resident workshops in Henbury which included visioning, overcoming barriers/set-backs and route mapping, as well as providing opportunity for travel outside of Henbury
- Bespoke support from *Ablaze education business partnership* to supply relevant people precedents for Henbury's young people for school, workshops and as Aspiration Group participants
- A celebration film-show event where young people could showcase their aspirations to parents/carers and other interested community members, sited in the grounds of Henbury School.

Who would benefit?

Young people in Year 8 and resident in Henbury

Key Milestones

March 2010 to May 2010

- Planning design and set-up for Media Club and media activity programme
 - Multi-agency teams and delivery partners engaged
 - Produced schedule and plans put in place.
 - Media Club programme and marketing programme agreed.
 - FirstBorn visited the girls group at the youth centre, working with Marie Stoner and made a short DVD with them. This was the first step in the development of media clubs in the community.

June 2010

- 'Me Map' Launch Day
- 40 short video diaries (aspirations)
 - Contact was made with Youth Forum Project Worker and FirstBorn phase completed filming about aspirations during the fun day. [These films were screened on the 6th July to the young people and parents at the Henbury Social Club. The DVDs aim to start debate about how parents and adults

can communicate about aspiration with young people - 15 young people were involved in this]

- Eight groups of five young people established as film-making Teams
- Programme of *Me Map* project activity communicated to forty (40) young people
 - Contact information was provided by the school to contact parents and carers of forty targeted pupils.
 - Forty students identified by the project and school using the following criteria:
 - CAT below 100
 - BS10 residents
 - Specifically identified pupils who have low attainment at Key Stage 2 with high CAT scores
 - Identified as being the most appropriate pupils to engage with the project - 8 groups in total
 - Engagement with businesses and organisations to host film making trips with the 8 groups completed.
- *Me Map* structure understood and started

July 2010

- Parental engagement screening and discussion
- Awareness raised of *Me Mapping*, goal-setting and related community activities.
- Awareness of family support role realised.

June 2010 – July 2010

- Getting Out There - Film-makers in Residency
 - Eight short films created profiling the workplaces visited.
 - Begun cascade of *Me Map* among young people's peers
- Arrangements for all of the trips made and trips took place. Activities in association with:
 - Bristol Evening Post – media,
 - BBC – media,
 - Bloodhound Project – engineering, Spike Island – Creative
 - Hamilton House – Creative business, Cabot Circus – Retail
 - St Pauls Carnival – Event organisation,
 - ISG Pearce - Construction
- Video documentation of trips.

June 2010 – August 2010

- Media Club Production Activity
 - 12 x Media Club sessions across different venues in Henbury.
 - Additional short films for community broadcast (e.g. local faces as people precedents)

- 'My Me Map' & visualizations (exploring ambitions more deeply)

July 2010 to August 2010

- DVD production and authoring
- Henbury Dreams DVD (compilation of material created throughout the Programme for distribution to Henbury residents, Henbury School and more broadly across the city)
- Animation workshops took place in Henbury School – two full days with 40 targeted students. Animation films were presented
- Marketing
- Incentive scheme devised
- Marketing plan devised and Implemented
- Local media involved.

August 2010 – September 2010

- Community Broadcast of 1st and 2nd Phase films
- DVD launched and disseminated, also event broadcast; both to community
- Presentation by 12 year olds about learning outcomes

November 2010 and March 2011

- Variety of media club style activities completed
- Students who we recognised would benefit from intensively working were identified on the basis of:
 - their ideas for the future
 - the community's feedback on the needs of these particular students and
 - the information that particular young people would benefit from intensive work
- Created films with three identified young people to act as a blueprint for the project – a 'how to' guide on exploring ideas for the future.
- Young people taken to interview professionals in their chosen field of interest and set up work experience placements
- Media club in the form of drama workshops held at Henbury School
- 12 young people devised and filmed sketches acting-out scenarios demonstrating the 'challenges' they might face in achieving what they want in their futures and the 'support' they may seek.
- Launch of Me-Maps at 'Inspiration Day' at the end of November 2010 to all students in Year 9 at Henbury School. All students were introduced to the principles of Me-Maps and route mapping, and a series of PSHE lessons were commenced following this day.

March 2011

- Creation of a competition surrounding the Me-Maps designed to work as an incentive to encourage young people to participate and put in extra effort to their Me-Maps.
- Competition launched by organising a Me-Mapping day at Brentry Lodge Youth Centre where a prize was presented for the best Me-Map created that day. The other young people that participated were enlisted as ambassadors for the competition and were offered offering an incentive to encourage other young people to complete Me-Maps and enter the competition.

April.2011

- Close of the competition - Over 50 completed Me-Maps judged as part of the competition
- DVD produced as a compilation to present back to the community at the end of the competition. The DVD was designed so that it will be appealing to people watching it for pleasure, but that it can also be used in lessons, alongside lesson planning.
- A finale showcase event in Henbury on the 28th of April. The event is for all community members to view the films produced by the young people of BS10. The competition winners announced at this event.
 - Over a hundred young people were invited along with their families and other community members. Approximately thirty people attended the event with eight parents. The Me-Mapping tool was explained and parents completed Me-Maps of their own. Parents felt that they had understood the process and thought it was helpful for themselves and their children,!
 - A careers advice stand was also on display.

Outcome

Henbury students would be able to articulate their personal ambition; have a good idea of how to achieve these and develop resilience to navigate set-backs.

- Students felt more positive about their futures and more in control
 - Young people have a clearer idea of what options they have and their ideas become more possible.
- Students understood how to overcome barriers to progress/set-backs in achieving their goals
- Increased confidence in ability to achieve at Key Stage 4 and beyond
- Aid the young people in setting up connections in the industry they were interested in
- Young people helped to explore their ideas and develop their vision and goals
- Created a film that as a blueprint for other viewers – to inform them on how the might explore their own visions
 - Twelve young people were actively involved and all worked in depth to develop ideas around the issues presented. Created six short sketches to form part of the final collection of media for the final DVD

- 95% of Year 8 children resident in Henbury have an annually Reviewable Route Map in place based on their personal vision of their future
- Forty young people took part in the film makers in residency project.
- over two hundred Year 9 students began the process of Me-Mapping planned run in PSHE lessons

Film makers' in-residency feedback:

Cabot Circus

“The students loved the control room and entered into intelligent dialogue with the staff. They took a real interest in camera shots and angles. The young people conducted themselves in a really mature way and were well mannered, a credit to their schools”.

(Film maker)

ISG Peace

“It was a learning curve, the group took a keen interest in the machinery and technology involved in they were all really surprised at how high class the jobs were, ‘they were not just manual builders, they were really amazed at how different the careers are on just one building site. They were really impressed with the building plan it was so complex. They were really interested in knowing about the finite details of the career paths asking how people got into their field of work and how they found out about the variety of jobs and careers available”. (Film maker)

“Overall it has been an interesting educational experience. We’ve learned things but it has been fun as well. The geo thermal heat pump was amazing.....I love Black Olives, I never had them before today. I found out how to use all of the equipment to make a film. ...In the last two days we have got through a lot of work in the time that we had. I’ve learned how to put a film together using equipment. Overall a very enjoyable two days” (student participants)

St Pauls Carnival

“Working with the Henbury pupils today, it was very obvious to see that the two day filming workshops the three of the have been participating in, has really made an impact. I

missed the first shoot, on Friday, but it was clear to see how much the 3 of them have enjoyed being part of a video shoot, and when it came to shooting interviews the confidence they showed not only asking and compiling questions, but also operating the video and audio equipment demonstrated this. It's also very clear that they have had their horizons expanded quite a lot in terms of the process' one has to go through to get a job they really like.

When asked how they thought they would go about getting a good job, instead of the usual 'get good grades, and go to university' line, they had obviously learned that the hard work continues after school; that being a volunteer gives you good access to out of reach experience, that you have to work from the bottom up, good grades don't guarantee great jobs and that having positive attitudes and being friendly and kind can get you a long way.

Also it was very obvious that they were really relishing the opportunity to be out and about in an area they were not familiar in. One of them was convinced that by going to St Paul's would guarantee him 'getting stabbed'. By the end of today they were obviously so comfortable and really enjoying meeting 'Rasta men' and eating 'rice and pea'.

In summary, a very worthwhile experience". (Film maker)

Me-Maps were given to workers at the Henbury YIP who have used them with the young people they work with. Feedback suggests that they have found them very useful:

'The young people I work with them really love them, I've been working with a difficult child who never normally focuses down on anything, but when we did this together I actually had to ring her Mum to ask if she could stay behind an extra hour to get it finished, which is really something – I will definitely use these Me-Maps in my work in the future" - Lisa Bailey, Better Together.

'These will make really useful tools to use when meeting young people for the first time, it's a great way to find out about how they see themselves which is really approachable and fun" [Youth worker at Bristol YIP]

Exit Strategy

The resources that have been created through the journalists in residence films are to be used in school in future years. The impact of the *Me Map* project overall will only be fully realised in the future and will enable young people who have taken part in this project to have a better understanding of the route to their future aspirations.

Involvement of parents will ensure that the impact impinges on families as well as individuals. The Media Clubs will build skills developed as a result of this project as a foundation for future work within the community as a foundation for future work. The Me-Maps will be used by youth workers from Henbury YIP and Better Together in their one to one sessions and will be built on and re-visited in a meaningful way. The resources (Me-Maps, DVD and lesson plans) have already been produced ready for the Me-Mapping project at Orchard and Gateway Schools in the BS10 area.

Summary and Observations

Me Mapping was carefully designed, implemented and monitored by an enthusiastic and informed group of professionals. It is evident from the feedback received from parents and professionals that it is proving to be a useful tool in working with young people in a wide range of settings within and without the formal educational context.

The impact of Me Mapping is enhanced through the adoption of a mixed-media approach to addressing the challenge. The fact that the resources have been professionally designed and produced in an attractive format enhances their appeal to all who will make use of the.

Through clear demonstration of its use to other professionals and to parents at events held during the life of the project, its value seems to have been readily appreciated by the various audiences. It is not altogether clear whether it will continue to hold the same appeal when other who will be new to the material access it for the first time without such support. It may be worth exploring further how such a potential barrier could be overcome.

It is also evident from feedback received that the parents who have participated in the various events where Me Mapping has been used, have both appreciated its potential. Those who have actually engaged in the process of creating their own Me Maps have also enjoyed the experience. The evidence however suggests that parents are not always forthcoming in engaging with the resource themselves – even where this invitation has been offered in a semi-formal event with the Project Leads present to encourage them. It is not altogether clear therefore, how problematic it may prove to be to access and involve as many parents as might be desirable.

Inspiring Communities core aim	YES
Providing advice	*
Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices	*
Raising community pride in young people and drawing out the talents of the community to support young people	
Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older members of the community.)	*
Broadening horizons & providing inspiration to young people	*
Widening Mental Geography (encouraging movement between different parts of the city and country)	*
Reassurance about physical safety within the area (encouraging movement between different parts of the area.)	
Increased Young People's engagement in education / school-related activities.	*
Helped enabled young people to think about their future plans and aspirations in terms of involvement in and with the local community?	*

Helped enabled young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)	*
Promote learning in non-formal (social learning) environments.	*
Accreditation of learning in non-formal (social learning) environments.	

Parent Support Advocates* (focusing on Transition) - Henbury School

[* Re-named from Parent Champions to Parent Advocates to avoid confusion with Government's Parent Champion initiative aimed to support Parents/Carers whose children attend schools in Special Measures.]

This project aimed to support parents in order to help them become actively involved in the life of Henbury School, particularly at points of transition.

Agreed activity

- A group of six parents to perform the role of Parent Advocates/Buddies, supporting other parents whose children were going through the transition from Primary to Secondary education. This was intended to help increase parental understanding and support positive engagement with Henbury School and increase interest in their children's educational attainment.
- The Parent Advocates worked under the supervision of a Bristol City Council funded Parent Support Adviser specialising in Transition.
- This pilot project ran through until Oct 2010 at which point consideration would need to be given to the exit strategy with a view to maintain the project without the pilot funding.

Who would benefit?

Parents/carers and their children at Key Stage 3 in Henbury School, together with Parent Advocates at Henbury School

Key Milestones

January 2010 - April 2010

- Recruit Parent Support Adviser

May 2010 - June 2010

- Parent Champions recruited and trained.

June 2010

- Parent Support Adviser work with transition Learning Mentor, Primary Schools and Parent Advocates to plan transition activity.
- Six parents recruited

June 2010 – March 2011

- Delivery of plan

July 2010

- Parent Champions 'buddying' 20 parents/carers.

October 2010

- Evaluation of the work done regarding transition and the creation of a plan for Parent Advocates to continue 'buddying' work.

Transitioning Parents

University of the West of England, Bristol

Soon after Bristol City Council had been awarded the Inspiring Communities award, the University of the West of England was commissioned to undertake a research exercise to identify how schools generally – and Henbury School in particular - might better support the parents of students transitioning from primary into secondary education. Particular attention was paid to those parents who whilst having been very supportive of their children's education at primary school, were likely to become disengaged when at this stage in their child's education (see Annex 1 for the full report).

The research included an extensive literature search, interviews with parents and key school staff (from both Henbury School and its feeder primary schools).

The enquiry identified a number of issues that many parents found disconcerting and needed attention if greater engagement at the secondary level was to be achieved. Amongst the more critical were the following:

- Difficulties experienced in approaching, accessing and engaging with key school staff and school based support workers responsible for their child;
- Poor communications systems between the school and parents, particularly where messages from home were left unacknowledged or ignored;
- A failure by the school to respond promptly to parental anxieties on behalf of themselves or their child;
- Concern that the school failed to fully understand that parents are concerned as to whether it can be sure that their child remains safe during the early days following transition;
- Where the parent(s) had experienced a negative secondary school career themselves;
- A lack of clarity amongst parents about the level and nature of the cooperation that had taken place between secondary and primary schools at the pre-transition stage;
- The organisation, format and content of Parents' Evenings particularly where these were not viewed as 'family friendly' and when they focus almost exclusively on the needs and priorities of the school as opposed to the child or the parents;
- The school perceived to be directing or demanding their involvement;
- Where contact from the school only occurred as a result for a negative reason such as the child behaving badly or producing a poor performance;
- Fears that if a concern is expressed by a parent it will in some way have negative repercussions for their child;
- Unfamiliar teaching and learning practice and the introduction of new curriculum area and examination programmes.

On the other hand, Parents felt positive about their children's transition to secondary education and would be more inclined to engage with the school and support their children's learning when:

- They experienced processes and behaviours that demonstrate that the school is prepared to respond appropriately and speedily to their or their child's anxieties e.g. being listened to, requests and concerns followed-up, the identification of a single named contact, confidence in knowing that what was agreed has been done;
- Parents invited to attend parent-focused events, allowing them to sample school-based and extra-curricular activities;
- Where as a result of the primary/secondary pre- and post-transition, the parent and the child perceives the move to secondary school as an exciting period in which they'll get to experience a whole new range of activities;
- Where a child is accompanied by a friend during the transition process.
- When 'Academic Review Days' are organised that focused on the child and his/her future and where parents have the opportunity to spend a significant length of time with a single key professional;
- When a single, named professional is identified for the parent to contact when necessary;
- Speedy response is provided when concerns are expressed by parents and a timely feedback is ensured on what the school is doing as a result;
- The presence of a '*Parents Perspective Group*' is viewed as a positively innovation by those who it reaches

These concerns and observations have been considered by the school governors and moves taken to respond to the key issues within the report as they relate to Henbury School. Modifications have also been made to the way that parent meetings are managed. What impact this will have on parental confidence and hence, engagement, will become cleared during the course of the academic year 2011-2012 and beyond.

Overview

The short timescale within which the Henbury and Brentry ward Inspiring Communities project was operated and evaluated makes it difficult to discuss outcomes as long-term and/or sustainable developments. However, it is possible that a number of the significant positive outcomes identified within this report could be built upon in future years to further the general achievements and aspirations of the Inspiring Communities initiative.

Inspiring Communities funding enabled a variety of projects to take place across the Henbury and Brentry ward. Outcomes for individual projects are examined in terms of the core aims, and in particular the benefits for the participants engaged in each project (e.g. young people, older people, professionals/community workers) and other stakeholders in the community (e.g. residents, businesses and professional services). Detailed feedback on success, impact, challenges and constraints of each project is provided in the main body of this report, some key issues are extracted here to highlight particular issues and illustrate positive outcomes i.e. they are not the only outcomes, or necessarily more significant than others not mentioned in this summary.

It is important to note that many of the projects worked together, or over-lapped, to achieve particular objectives/outcomes and that there are elements of joint or shared positive benefits and outcomes for these projects. It is difficult to quantify the overall impact of Inspiring Communities within Henbury and Brentry but the outcomes and challenges presented here give insights into the collective achievement of all of the projects when taken together.

There seems to be a general feeling amongst the project providers and members of the community (across all ages) that the Inspiring Communities scheme has provided a positive boost to the ward and that it has been a great enabler in promoting engagement across the community and had significantly assisted in broadening the perspectives of young people in Henbury and Brentry. In addition, there is evidence that many of the older inhabitants had embraced the opportunity of getting to know and understand the younger generation as a part of the project.

It was possible to determine precisely how many of the young people of Henbury and Brentry had been involved in the project and to identify how many of these had engaged with more than one sub-project. This also highlights how many young people the project had failed to engage. The following throws some light on this aspect of the projects success:

Henbury and Brentry students' participation in Inspiring Communities Projects

	n	%
Total number of students eligible	283	100

Non-participants	95	33.6
Participants	188	66.4 [100]
Participated in 1 programme	124	65.9
Participated in 2 programme	29	15.4
Participated in 3 programme	18	9.5
Participated in 4 programme	9	4.8
Participated in 5 programme	8	4.2
Participated in 6 programme	0	0
Participated in 7 programme	2	1.1

The initiative was specifically targeted to address the needs of 283 potential participants in Years 7 and 8 students in Henbury School. It is encouraging to note that during the life of the project, over 65% of the target audience actively engaged with one or more of the activities provided. Of these, 35% had made use of more than one of the projects available to them. Of those who did **not** participate in any project 37 were male and 49 were female.

Attitudinal and behavioural change does not happen overnight. It is unlikely that the precise level of success and access to the full impact achieved by the project will be evident for at least a further two years or so (particularly where it relates to raising aspirations and actual achievement). Nevertheless, indicators of a shift in both behaviour and attitude can be detected at a far earlier stage. Project Leads were asked to identify such indicators and to include this in their final evaluative commentary.

Positives

It was clear at an early stage that each of the individual projects/initiatives had quickly experienced some degree of success and were able to share this at a providers' workshop held at the University of the West of England. The following achievements were identified as examples of a successful engagement at that stage:

- *Participatory Budget* generated a lot of ideas and interest within the community (and involvement of the Community Council)
- *Vision my Future* – the film making exercise together with the dissemination and 'Inspirational Day' and the Journalist in Residence had immediate impact on a large number of Henbury School pupils. Project Leaders were firmly of the opinion that these held long-term potential and that their by design, these would be useful in ensuring their use with future generations of students at the School..

- **Branding** had been launched and the pledge was being worked on with a view to making a video to use in school assemblies.
- **Community Drama** – teachers involved as Project Leads had already worked with some pupils over many years and was building their engagement in a community wide project
- **Youth Forum** had actively engaged a number of young people in decision making demonstrating their ability to engage in discussion and debate – showing an observed improvement in skill and confidence
- Several *cooking activities* involving a core of around twenty young people, but also involving other young people in cooking activities e.g. the Youth Club
- Several *Inter-generational activities* had taken place, such as a visit to Tyntesfield, tea party, walking group (some of these were undertaken as a part of other projects, for example, the cooking and Community Drama projects)
- *Attainment Advisers* at Henbury School had been working with pupils and communicating with parents on a regular basis

Also

- several examples of positive cross-project collaboration were identified
- many examples of cross-community engagement (intergenerational) were also highlighted
- potential for sustainability inherent within some projects, beyond the life of the Inspiring Communities scheme had begun to be identified.

Lessons learnt challenges to be confronted

1. It was evident from the outset that the timeframe set by the government for the implementation and operation of Inspiring Communities was itself problematic. Officials had not given adequate consideration for the time required to source and subsequently commission the organisations and individuals with the necessary skills and resources to design and lead the various sub-projects that together comprise 'BS10 Big-it-up!'. This is a lesson that needs to be taken seriously by officials appointed to commission and administer projects as ambitious as this.

2. Limited information sharing across the different projects was identified as a shortcoming and that greater cross-project interaction might facilitate greater collaboration that could benefit many of the projects to achieve a higher level of success e.g. inter-generational work happening outside of the formal 'Inter-generational' Project but relevant learning emanating from the various contexts was not being shared.
3. Some consideration was given to how it might be possible to measure actual impact and to be able to articulate and disseminate this information. It was clear that some projects might find this easier to establish than others where impact could be measured by the number of people participating or attending events. It was accepted that the aims of the Inspiring Communities initiative were complex and that its lifespan limited. Hence, impact, in terms of attitudinal change and realisation of aspirations could only be established over a longer time-frame.
4. Several Project Leaders raised concern about other Leaders constantly requesting support to populate their work with young people affiliated to their own projects. This, it was felt, placed additional strain on people and could also result in placing inappropriate stress on the young people involved. Indeed, with each Project Leader assuming increasing responsibility and developing greater 'ownership' of their area of responsibility as the project developed, this kind of encroachment was viewed by many as inappropriate and could lead to a negative impact on the work developments in the area.
5. It was acknowledged that getting the 'Brand' 'Brand' out into the community had taken an unduly long time and some concern was expressed that the initiative might not be recognised amongst as wide a population as was intended. There was also a feeling amongst Project Leaders that some young people who were involved in more than one project could become confused and view the individual initiatives as entities in their own right with little understanding of the wider implications of the project as a whole. This led to a reduction of the impact that could be generated were the initiative treated as one brand but with sub-themes
6. The evaluation meetings at UWE (and individual interviews with Project Leaders) viewed as very valuable by Project Leaders. With hindsight, it was felt that more regular meetings of this nature (possibly on a monthly basis) would have been appreciated since it enabled individuals to share experiences and seek support from others involved in delivering the product. This suggests that several Project Leaders experienced varying degrees of isolation as the programme progressed. The importance of regular opportunities for mutual support where by problems

could be shared and resolutions sought – as well as successes celebrated - is an important resource that needs to be provided at regular intervals across the life of such initiatives.

7. Whilst the overall management of the project in Henbury and Brentry was viewed by all participants as commendable, the need for a further layer of management answerable to the Inspiring Communities Project Manager (ICPM), functioning at an operational level to support the various projects was seen by many as desirable. This would help facilitate information sharing and greater collaboration of the kind advocated in 6 above. This was identified by providers as a management tier that could usefully be included in future ventures of this nature.
8. The ICPM required individual Leaders to articulate their exit strategies at regular points and to include this as a part of the quarterly reports, greater consideration to this from an early stage in the life of the project and extending beyond its conclusion is seen as desirable. If the impetus generated by the engagement of community members in the various aspects of the Inspiring Communities programme is to be sustained beyond the life of the central funding provided, then the emphasis on enabling this must assume a higher priority than that which it would appear to have been the case on this occasion. Indeed, it might arguable be the case that this should warrant a dedicated resource and managed across the programme by a person whose sole responsibility is to ensure that the inheritance of the exercise is maximised.
9. This was a massive exercise and whilst a significant amount of central funding was dedicated to the project, this was in danger of limited impact in the mid- and long-term due to the short-timescale within which the project was to operate. The fact that each of the individual projects had to be planned, organised, initiated and established within a very limited space of time was seen as a particular barrier. Indeed, some might argue that this limitation could endanger the potential inherent in the initiative. Projects of this nature and magnitude – which strive to effect social stability and re-engagement need time to build up a ‘head-of-steam’ that will ensure that the project aims can be met and sustained long after the conclusion of the exercise.
10. As is the case in all complex settings, good communication is imperative. This initiative was no exception and proved to be at times problematic for various reasons. Difficulties were experienced in determining how best to communicate effectively with a variety of people operating in different circumstances and in different capacities. In this instance, Project Leads and supporting staff included

people with different personal and professional agendas and priorities including busy professionals, part-time staff, volunteers some of whom had limited access or experience in engaging with email or communicating effectively by telephone. Whilst community members who were committed to participating in many aspects of the initiative were relatively easy to communicate with, several participants expressed concern about the need to find better ways of communicating with people who were not necessarily actively involved in the community.

11. It was also felt by several Project Leads that there had been an over-reliance on the use of e-mail and Facebook as the main modes of communication that these and that as a result, people were inundated by repetitive messages being conveyed in these forms. Others had felt frustrated by e-mails and telephone calls not being returned and found this disheartening, resulting in a reluctance to pursue further communication attempts.
12. Mention has been made elsewhere about the value Project Leads gained from meeting as a group periodically. Such an arrangement could help resolve some of the difficulties experienced through inadequate or inappropriate communication strategies across the group. The introduction of a fortnightly or weekly breakfast or teatime informal meeting opportunities might have helped in this. This would require commitment that is not easy to sustain across a group of people who come from different cultures and whose work patterns are radically different one from the other. However, Whilst it is difficult to address such a complex arrangement, consideration needs to be given to how best to develop the most effective mode of communication between everyone involved in the exercise
13. The importance of identifying and engaging the most appropriate personnel to involve in an exercise of this nature is important. As indicated in 2 above, this project experienced the engagement of personnel from full-time professionals to community volunteers and part-time workers. Some were drawn directly from the community whilst others who were commissioned with specific tasks were drawn from much further afield. Consequently, it may not be surprising that depending on the context from which individuals were drawn, the degree of prior familiarity with the area and its particular cultures and history, as well as the capacity in which they were engaged, one might experience a difference in levels of commitment and engagement. This may also influence the degree to which the targeted population responds to them.

14. Some Project Leaders had observed some degree of cynicism amongst some members of the local community that could potentially create an unhelpful barrier to both retaining impetus and ensuring sustainability of progress made as the initiative draws to a close. It is hoped however, that whilst some Project Leads have clearly detected this attitude amongst some members of the community, that this is a small minority whose impact will be dwarfed by the enthusiasm of committed majority.
15. Each of the Projects Leads had carefully thought through the implications for each project prior to the formal end of the Inspiring Communities initiative. Indeed, the challenge of establishing an exit strategy for each project was addressed early on in the life of the exercise and reviewed and revised periodically thereafter. Several project will find it relatively realistic to be sustained now that central funding has ceased since they are either low-cost ventures or they generate their own funding stream, such as the Community Cook-up and Youth Forum. Even then, sustaining the venture is only likely to be realised if community members are prepared to support and coordinate the exercise on a voluntary basis.
16. Other activities however, may prove more difficult to continue in the absence of financial support. Yet, if the legacy of the venture is to be retained, it would seem essential that the Henbury and Brentry Community Council (supported by the Youth Forum) take the lead in this from a very early date. Thereafter, neighbourhood partnerships already in existence may well be encouraged to play a more predominant role in moving development forward.
17. Much has been invested in establishing what has proven to be a valuable exercise that has made a significant difference to the life of young and old in and around Henbury. Resources secured during the life of the programme (such as the musical instruments, radio equipment etc.) and facilities established such as the Community Website, all demand maintenance in some way or another now that the engagement of professionals is unlikely to be sustainable. This too needs further consideration at a very early stage if these resources are to be maximised and utilised across the wider community.
18. In so doing, the work underway by the Community Council and the Youth Forum to explore and secure further resources and funding to support subsequent activity is to be applauded. Time and energy spent in encourage local businesses to participate (and patronise) these activities is time well spent and will hopefully pay rich dividends. Greater use of businesses could also generate

some form of 'Buddy' system and/or greater school-business linked projects and work experience

19. The difference that this venture has made in terms of student engagement attitude to educational opportunities generally, as well as enhanced aspirations for the future demonstrated by young people over the recent months, is significant. It is unlikely however, that this will be sustained if recent improvement is not capitalised upon and student appetite to achieve is not actively supported. The positive impact made by Attainment Advisers similarly, should not be allowed to dissipate as a consequence of the initial funding drawing to an end. It would be worth Henbury School considering establishing a working group in partnership with community volunteers to search for solutions to this imperative.
20. Similarly, serious consideration should now be directed at seeking to secure further ways of retaining the interest of parents in the education of their children and supporting them and the School following the point of transition from primary to secondary. The Annex appended to this report may hopefully support the task of securing parental engagement at this critical point in their children's education.
21. Structural change to include the school refining its communication and reporting structures for parents; focus on parental perceptions so that young people attainment and success is recognised and celebrated; the structures and initiatives put in place during the life of the project need building on and used to support more young people
22. It is well accepted that where a void is left at the end of a substantial exercise such as this, communities can quickly forget what has been developed and achieved and revert to a prior state of functioning. This tendency can often be magnified where the main recipients of the impetus are young. This would be a travesty were this to happen in this instance after so much effort expended by so many and following the significant difference that is evident in the area. Finding ways ensure that the positive attitude and behaviours of the young people who have been involved in the project is sustained and that the message promoted during the life of the project is not retained is an imperative.
23. In short, it is imperative that the messages that have been cultivated during the life of the project are sustained and developed. Positive attitudes and enhanced aspirations developed amongst members of the different generations in Henbury

and Bentry will help ensure a perception of wellbeing, optimism and confidence and need to be enthusiastically nurtured.

Appendix A

Foster/Inspiring Communities Community Panel – BRISTOL – notes

Number of participants : 15 (11 adults / 4 young people)

Facilitators: Chris Mounsey-Thear / Ria Bowler

1. What does the community mean to you?

Everyone being heard, friendly, feeling free, safe, fun, family.

It means different things to different people: for some the community of Henbury meant the school, and Brentry and Henbury were seen as two separate places despite both being in Henbury ward. The community was also seen to be divided by Crow Lane.

2 What would your ideal / dream community look like?

- Free regular activities for all ages e.g. Bingo, army cadets, day trips, free bike hire
- More wildlife – woods, ponds, trees
- Lots of families – everyone together
- More places for disabled people
- More shops/a good range of shops on Crow Lane
- Safe and secure
- A nice place that everyone can get involved in
- No litter, vandalism, gangs or violence
- Caring – everyone helps each other
- Respect – mutual between all generations, everyone tries to understand each other and listens – don't make assumptions.
- A community that works together as one and supports and respects each other
- Cohesive

3 Barriers – listed in order of what the panel saw as the biggest barrier

- Geography and location
- Lack of parental engagement
- Roadmap/lack of career pathways
- Lack of positive role models

4 Activities feedback

All the proposed activities were positively received by the panel – however, it was felt that a number could be brought together in one central 'hub' that would provide

career advice and training, mentoring for young people and parents, leisure and learning activities for all ages, local information, volunteering opportunities etc.

A community event was also welcomed, and the young people advised it should be like a music festival for all ages and take place every few months.

5 Creative feedback

Inspiring Communities logo

- Generally not well received – a logo just made up of words looks ‘hard’
- Reminded people of the police, breakfast TV, a swimming pool or a travel broacher

Routes

Together, better

- Too similar to a project nearby called “better together”
- People didn’t seem to engage with the visual style
- Liked the idea of people being in it together, that it was everyone’s responsibility

Henbury generations

- The most favoured route by far
- The link between the generations is the most important aspect/needs the most important
- The activities are supposed to appeal to everyone, across the generations
- Photographs should have all the different generations represented
- Need to ensure the photographs are still realistic though – use real local people?

Invest in them

- Too focused on children – putting all the blame on parents, worried it would alienate people
- Didn’t like the use of the word ‘them’ – separates young people further from the rest of the community
- Pictures too depressing/hard hitting

Ideas

- Very keen to involve the school and young people in developing creative output further - could link into one of their activities

Appendix B

Henbury & Brentry Youth Forum Evaluation

This evaluation is a combined evaluation for the **Youth Forum and Talent Show**.

Completed by: Lisa Bailey (Better Together Project)

Sections:

1. Project Data & Figures.
2. Finance
3. Initial Youth Forum Proposal - BTP.
4. Project Workers Evaluation & Case Studies.
5. Young People's 1:1 Evaluations.
6. Parents Comments & Feedback.
7. Project Partners Comments and feedback.
8. Residents Comments and feedback.
9. Other supporting evidence & links with other IC projects
10. Good Practice Points
11. Learning Points
12. Legacy
13. Youth Forum future.

Section 1: Project Data & Figures.

Record of Direct Contacts with Young People (via youth forum and talent show)*:

Date	Activity	Duration	Number of YP People
15-Apr-10	Forum	5	6
16-Apr-10	1:1 session	1	2
12-May-10	Open Access Session	1	8
04-Jun-10	Fun Day	7	25
03-Jul-10	Henbury Fun Day	3	5
06-Jul-10	H/B Forum	3	22
13-Jul-10	H/B Newsletter	3	6
15-Jul-10	HBCC Meeting	2	2

20-Jul-10	Forum Activity	1	5
28-Jul-10	Open Access Session	4	6
02-Aug-10	Tytherington Team	6	17
03-Aug-10	Forum Activity	4	13
03-Aug-10	HBCC Fund Meeting	3	2
13-Aug-10	Drayton Manor	6	21
21-Aug-10	Summer Fun Day	1	15
06-Sep-10	Manic Monday	1	3
14-Sep-10	Forum Activity	2	4
15-Sep-10	1:1 Session	2	1
21-Sep-10	Henbury School Meeting	2	4
28-Sep-10	Forum Meeting	2	7
05-Oct-10	Visiti to Venue	2	11
12-Oct-10	Forum Activity	2	10
13-Oct-10	Henbury School	2	1
19-Oct-10	Girl Session	2	4
20-Oct-10	School Henbury	2	1
02-Nov-10	Delivering Newsletter	2	2
04-Nov-10	Chris Pratt HBCC	1	3
08-Nov-10	Word Press Session	3	4
09-Nov-10	Forum Activity	3	11
16-Nov-10	Forum Activity	3	8
23 Nvo 10	Talent Show Planning	2	11
24-Nov-10	Met Newsletter Editor	2	2

30-Nov-10	Talen Show Planning	3	11
06-Dec-10	Meeting - Emmanuel Chapel	3	5
09-Dec-10	Youth Link Meeting	3	8
14-Dec-10	Christmas Cracker & old vic	7	36
21-Dec-10	Christmas Meal	3	12
11-Jan-11	Meeting	2	10
17-Jan-11	Meeting	7	22
20-Jan-11	HBCC Meeting	2	7
25-Jan-11	Visit to Social Club	2	12
15-Feb-11	Meeting	2	10
22-Feb-11	Meeting	2	10
24-Feb-11	Meeting	2	10
25-Feb-11	Talent Show	12	75
28-Feb-11	Consultation	2	38
01-Mar-11	Meeting	2	10
04-Mar-11	BS10 Celebration	3	8
05-Mar-11	H/B Conference	5	3
15-Mar-11	Trip to Preview	2	10
22-Mar-11	Meeting	2	2
29-Mar-11	Forum Activity	2	5
04-Apr-11	Trip to London	12	4
05-Apr-11	Trip to London	22	4
Total:	54	183	550

**Some young people have had multiple contacts within the 550 direct contacts with young people.*

The remaining hours were used on planning, telephone calls, reporting and other admin.

Record of individual People worked with:**

	YP - Long Term (more than 5 sessions)	YP -Short term (less than 5 Sessions)	Residents over 18 – Short term (approx)	Residents under 11 – short term (approx)
Youth Forum	15	45	50	30
Talent Show	15	45	50	40
Totals	30	90	100	70

***Individual young people have not been duplicated between different categories. Each individual young person has been only been counted once.*

March 2011 - The Youth Forum has a core group eight members who have been assigned specific roles and responsibilities in accordance with priorities established through consultation with a representative group of 38 young people in the area. There are a further 7 young people who make up the youth forum on an associate level to be called upon for specialist advice.

The youth forum now has 60 young people on its mailing list to be kept upto date with what is occurring for young people in the area.

A total of 15 young people have been worked with on a long term basis and a further 45 on a short term basis.

Breakdown of 15 Long Term members of the Youth forum:

Males	8
Females	7
SEN?	3
Average Age	13
CP, CAF or CiN	4 CAF 1 CP
YP attending schools other than Henbury School.	4
YP known to YOT	3
LTNA or alternative provision	2

Ethnicity	14 WBRI 1 Dual Heritage YP
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Section 2: Finance.

Both the Youth Forum and Talent Show projects were delivered within the budget agreed with IC and all finances reports have been submitted and procedures followed.

Section 3: Initial Youth Forum Proposal - BTP.

Barrier	How could this initiative help overcome this barrier to attainment and aspirations?	Keys Tasks for project delivery	Progress made by April 2011.
Actual Geography	<p>A Council could be involved with agencies who have physical infrastructure in their remit.</p> <p>A youth Council can act as a 'ready made' group to plans consult.</p>	<ul style="list-style-type: none"> - Deliver information sessions to all the youth groups in the area explaining what a Youth council could be. Gauge interest, take on board ideas for development and have nominations for representatives from each group. - Project deliverers to support young people to identify and agree what local decision making they should be involved in e.g. HBCC, PACT meetings etc. Project Deliverers to facilitate the initial contacts. - Project deliverers to act as gate keepers (ensure young people aren't overloaded) - Project deliverers to ensure young people are not misrepresented or exploited. - Getting the group 	<p>COMPLETED</p> <ul style="list-style-type: none"> - There is now a working Youth Forum that has been developed through the work of the Better Together project and partners as commissioned. - April 2011 – the youth forum is now affiliated to the HBCC. In addition there is one member who sits on the youth parliament select committee for Bristol, 2 members on the police independent advisory group for Bristol, 2 members have been assigned to neighbourhood forum and partnerships, 1 member who is the HBCC link, 1 member who is the Events group link and 1 member who sits on

		<p>together, reminding young people of dates etc, making it easy for non youth groups to consult with young people.</p> <ul style="list-style-type: none"> - Provide informal learning opportunities, training, and Social Skills development, e.g. learning how to public speak, chair a meeting, take minutes, manage budgets etc. - Linking and complimenting formal learning (PSHE & citizenship.) Session plans could be easily amended to form or work alongside lesson plans as part of a scheme of work within a school setting. - Ensuring that members are representative of young people in the area. Facilitating wider consultation with young people when needed. Possibly including the use of internet networking sites and community events. Ensuring that cross sector involvement of YP is maintained. 	<p>the open spaces group.</p> <ul style="list-style-type: none"> - Youth forum now has a representative on the open spaces groups and have been involved in recent consultations.
<p>Mental Geography</p>	<p>Youth Forums can build on the sense of belonging – to an area and to a positive peer group.</p> <p>Having the confidence</p>	<ul style="list-style-type: none"> • Projects that look at ‘what are you proud of in your area’ and ‘what needs to change’ – like the postcard project that was a consultation for Bristol Museum. YP helping to identify the people precedents in 	<p>COMPLETED</p> <ul style="list-style-type: none"> - Young people have produced a calendar of reasons to be proud of henbury and brentry – reasons collected from residents at the

	<p>to have dreams and not be excluded. Friends in the group who share 'positive' group norms.</p> <p>Giving YP a chance to see that if they can make a difference to their area, may be they can take control of parts of their won lives.</p>	<p>their area.</p> <ul style="list-style-type: none"> • Building a sense of team. Team activities , games and design their own leaflet and T – Shirts etc .possibly a residential. • Helping young people to decide the aims and the values of the group. • Rewarding young people for their involvement – trips and activities. Allowing them to have a 'sessional' budget that they can save or spend. • Putting forward 'positive' news stories to the local newsletter and local press. • Ensuring that sessions are regular, well planned and consistent. 	<p>summer fun day.</p> <ul style="list-style-type: none"> - Young people have had training on team work and see themselves as a group. They have started to see that it is ok to be different and to value the skills others have. - The talent show was reported in the local newsletter and the Evening Post, also on the BS10 podcast. - 54 sessions have been delivered. - After completing 10 pieces of work for the youth forum young people were rewarded with a good quality youth forum hoodie that they designed. <p>-</p>
<p>Mental Geography</p>	<p>Youth Councils can help to widening Young People's mental Geography by supporting them to meeting new people from with their community and wider.</p> <p>YP will be given access to People Precedents.</p>	<ul style="list-style-type: none"> - Engagement in city wide Youth Council Networks giving Henbury YP access to YP from all over the city. - YPS Participation Events like democracy week and and the Youth Parliament. - Being involved in national research / consultations around YP . - Meeting and building relationships with adult decision makers in the community (HBCC etc) - Visiting other areas when consulting – eg 	<p>COMPLETED</p> <ul style="list-style-type: none"> - Some youth forum members have met with the youth forums across the city. - Some of the youth forum attended a national event in London where they were able to meet youth forums from across the country. - One of the youth forum members is now a member of the youth parliament select committee for Bristol. - The youth forum have varied their

		<p>what is play equipment like in other parks? Etc</p> <ul style="list-style-type: none"> - Showcase events – local Partnerships events . - Reward activities that build on self esteem. 	<p>meetings across the locality to give the youth people an understanding of the resources and groups in the area.</p> <ul style="list-style-type: none"> - Rewards trips have taken part in different parts of the city and country.
Education Disconnect & Parent Passivity	Youth work initiatives can help to re-engage parents with informal learning .	<ul style="list-style-type: none"> • Regular ‘positive’ feedback to parents of YP on the council. • Involving parents at appropriate opportunities – invitations to award ceremonies etc. • YP as roles models – Encouraging Parents to become involved with Adult decision making groups. 	<p>COMPLETED</p> <ul style="list-style-type: none"> - Increased attendance of parents at HBCC meetings - Parents attended talent show and other YF events - Parents thanked verbally and in writing for their efforts - Parents provided with examples of good news stories.
Fear of Physical Safety		<ul style="list-style-type: none"> • The council would act as a positive diversionary activity in itself. • Assisting YP to gain confidence to be able to safely speak out against ASB. • Adding value to ASB initiatives – a young person view of what is needed. • Increased levels of understanding amongst YP about what is / can be done about ASB to help reduce their fear. • Raising visibility of YP as positive members of the community and as victims of crimes 	<p>COMPLETED</p> <ul style="list-style-type: none"> - The meetings and reward trips have provided young people with an alternative to boredom and 2 young people report it has reduced their offending. - The young people’s understanding of what is a crime and the rights of young people as victims has increased. - The youth forum members are now more aware of what is people done to tackle ASB in the

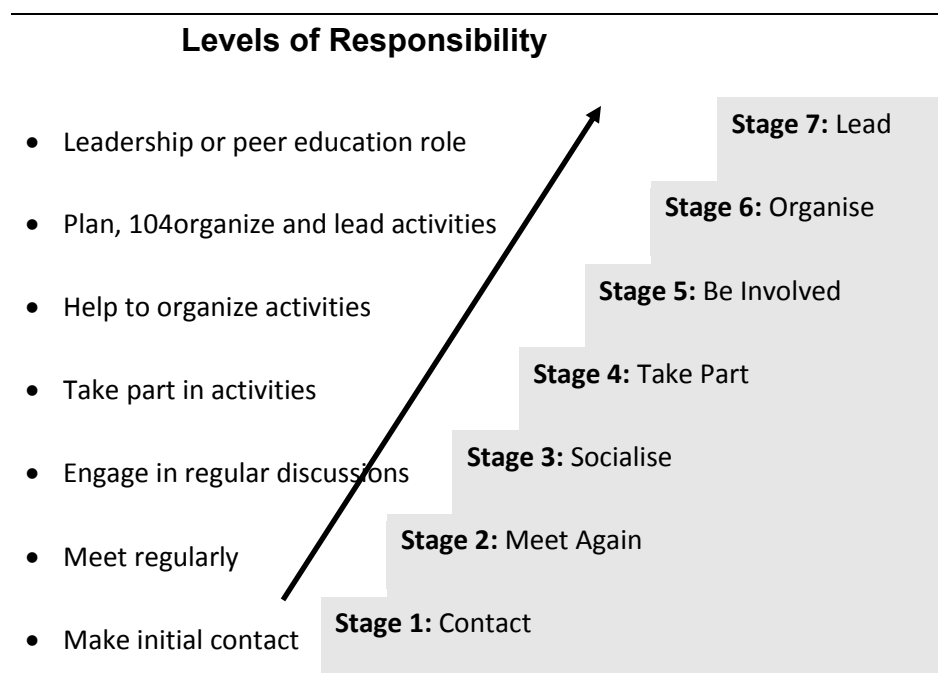
		themselves.	<p>area from attending the HBCC meetings.</p> <ul style="list-style-type: none"> - The youth forum now has a representative on the police Independent Advisory Group.
		<p>General Tasks:</p> <ul style="list-style-type: none"> • Budgets and plans to deliver in partnership. • Linking with other Community Fragmentation Projects – Community volunteering etc. • Ensuring Parental consent. • Admin – sending minutes and booking venues etc. • Risk assessment. • Following safe guarding procedures. 	<p>COMPLETED</p> <ul style="list-style-type: none"> - BTP workers has completed these tasks and examples have been provided throughout the project.

Section 4: Project Worker's Evaluation & Case Studies

Distanced Travelled:

Skills Development	Average Rating (April 2010)	Average Rating (April 2011)
Confidence (to try new things and gain new experiences)	Low	Medium – High
High self Esteem (needed to resist peer pressure)	Low	Medium – High
Positive Life View	Low - Medium	Medium – High
Commitment and motivation to control or change life	Low – Medium	Medium – High
Recognising and managing feelings	Medium	Medium
Understanding and Identifying with others (Empathy)	Low – Medium	Medium
Values development	Low – Medium	Medium
Communication Skills	Medium	Medium – High
Interpersonal & teamwork Skills	Low	Medium
Problems Solving	Medium	High
Negotiation	Low	Medium – High
Planning skills	Low	Medium – High
Reviewing skills	Low	Medium
Other:	Unknown	<p>The youth forum members have gathered a range of other skills including:</p> <ul style="list-style-type: none"> - Cooking - Caving - Canoing - DJ Skills - Photography skills - IT skills - Literacy skills (minute taking and reading) - Numeracy skills (budgeting)

A progressive model of youth worker involvement with young people



(after Gloucestershire Youth and Community Service) © John Huskins 1996

At the beginning of the project the project worker did not know the youth forum members and there was not an established relationship. By the end of the project the working relationship between young people and staff was good with young people being able to lead activities.

Level of Participation:	Rating (April 2010)	Rating (April 2011)
5) Young people-initiated, shared decisions with adults. This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults - youth/adult partnerships .		The Talent show in Feb 2011 is an example of this. This was a project that the young people wanted to deliver and which they shared decisions with the youth forum staff and funders. On many occasions the decisions taken by the young people were key factors in the success of the event – venue, activities etc. When things did not go as planned YP were allowed / supported to learn from their mistakes and errors.
4) Young people-initiated and directed. This step is when young people initiate and		

direct a project or program. Adults are involved only in a supportive role - <i>can be embodied by youth-led activism.</i>		
3) Adult-initiated, shared decisions with young people. Occurs when projects or programs are initiated by adults but the decision-making is shared with the young people - <i>can be embodied by participatory action research.</i>		
2) Consulted and informed. Happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults- <i>can be embodied by youth advisory councils.</i>		
1) Assigned but informed. This is where young people are assigned a specific role and informed about how and why they are being involved - <i>can be embodied by community youth boards.</i>		
0) Young people are engage, get involved and build relationships.	The majority of the work was at this level. Young people were engaging in services but not having much of a say into them.	
-1) Young people are Tokenised. When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate - <i>reflects adulthood.</i>		
-2) Young people are Decoration. Happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people - <i>reflects adulthood.</i>		
-3) Young people are Manipulated. Happens where adults use young people to support causes and pretend that the causes are inspired by young people - <i>reflects</i>		

Inspiring Communities – how has the Youth Forum helped to meet the objectives or core aims of IC or helped to overcome some of the identified barriers:

IC core aim / objective / barrier.	Comments, observations, example's and case studies:
Providing advice	<p>The multi-agency staff team has provided young people with advice regarding forum and non forum activities. As relationships have been built between forum members and staff the young people have trusted staff with more information about their own lives. In some situations staff have been able to assist the young people to access relevant services. CASE STUDY 1 - An example of this is one youth forum member who disclosed that her parent had issues with substance misuse. This was not known by the school and the young person's attendance was low as she took on caring responsibilities. The project worker helped the young person to understand the nature of addiction, referred to relevant services for the family, helped the YP manage some of the confusing feelings around parent substance misuse and tailored youth forum activities in a way that helped the young person to manage caring responsibilities and whilst still attending the forum. Although the young person did not want this information to be shared with the school her attendance did increase as she felt more able to leave the parent know that relevant services were in place.</p>
<p>Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices</p>	<ul style="list-style-type: none"> - Increased attendance of parents at HBCC meetings - Young people acting as role models for their parents. - Parents attended talent show and other YF events - Parents thanked verbally and in writing for their efforts - Parents provided with examples of good news stories. <p>An example of this is of a parent that has now enrolled on a college course as a result of completing a me map with her daughter. Another example is of a carer who has started to attend the HBCC meetings after her grandson was able to explain what happened at the meetings and reassure her.</p>
Raising community pride in young people and drawing out the talents of the community to support young	<p>Youth forum produced the reasons to be proud of Henbury and Brenty calendar that has been distributed widely in the area. The talent show helped young people and adults to show each other their talents. The young people on the forum showed the community that they could organise a successful event with approx 180 in attending. In addition, the performers were able to show the community what talent already existed – this included dancers, singers, a chef, bmxing, face painting, trampolining.</p>

<p>people</p>	<p>The talent show grant giving scheme was able to provide young people in the area with a chance to try out new talents or develop existing talents including singing tuition and trampolining coaching. The adults showed the young people what talents they had in that the events group provided event management advice, the big band was made up of local teachers and residents, and local businesses were used for the venue, food, face painting and advertising.</p>
<p>Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older members of the community.)</p>	<p>The youth forum have a growing number of contacts within the community and are starting to use these independently. At the talent showed the adults showed the young people what talents they had in that the events group provided event management advice, the big band was made up of local teachers and residents, and local businesses were used for the venue, food, face painting and advertising. CASE STUDY 2 - An example of this is that a young person on the forum has started to use the local youth centre when they did not previously. This young person was extremely isolated and he was a young carer for his grandmother and attended 1:1 tuition through the hospital education services because of extreme bullying at a school. Being part of the youth forum has helped him to get to know other young people in the area, get to know and feel comfortable in the youth venues in the area, and to build trusting relationships with youth work staff and adult residents. Not only has this meant that he has become less isolated I believe that this will have a positive impact on his attainment in that he has new confidence has allowed him to start attending additional group education with the hospital education services opening up the curriculum available to him This will also have a positive impact on his progression to college as he now has positive experiences of groups and has learnt some social skills.</p>
<p>Broadening horizons & Providing inspiration to young people</p>	<p>IC core aim / objective / barrier.</p>
<p>Widening Mental Geography (encouraging movement between different parts of the city and country)</p>	<p>Providing advice</p>
<p>Reassurance about physical safety within the area (encouraging movement between</p>	<p>Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices</p>

different parts of the area.)	
Increased Young People's engagement in education / school related activities.	Raising community pride in young people and drawing out the talents of the community to support young people
How, and to what extent, has involvement with BS10 activities enabled the young people to think about their future plans and aspirations in terms of involvement in and with the local community?	Encouraging YP to use social networks within the community – skills sharing with other residents, accessing services, identification of role positive models (peers and older members of the community.)
How, and to what extent, has involvement with BS10 activities enabled the young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)	Broadening horizons & Providing inspiration to young people
Accreditation of learning in a non formal setting.	Widening Mental Geography (encouraging movement between different parts of the city and country)
	Reassurance about physical safety within the area (encouraging movement between different parts of the area.)
	Increased Young People's engagement in education / school related activities.
	How, and to what extent, has involvement with BS10 activities enabled the young people to think about their future plans and aspirations in terms of involvement in and

	with the local community?
	How, and to what extent, has involvement with BS10 activities enabled the young people to think about their future plans and aspirations in terms of understanding of future employment and/or progression to FE & HE (route-mapping)
	Accreditation of learning in a non formal setting.

Every Child Matter Outcomes:

Enjoy and Achieve	Completed – the youth forum members have had fun and have achieved a great deal in a year, in particular the Talent show.
Make a positive contribution	Completed – the youth forum have made a number of positive contributions to the Henbury & Brentry area, in particular the reasons to be proud of Henbury and Brentry Calendar.
Stay Safe	Completed - The young people's understanding of what is a crime and the rights of young people as victims has increased. The youth forum members are now more aware of what is people done to tackle ASB in the area from attending the HBCC meetings. The youth forum now has a representative on the police Independent Advisory Group.
Be Healthy	No direct evidence. Some of the youth forum members have reported that they are more active now and do walk to and from the meetings. This was not rated as a priority on the young people's survey completed in march 2011.
Achieve Economic well being	Ongoing - The core youth forum members have all been given

	positive references and awards that can be used for future job / college applications. The group have also started to generate money from different funding streams and commissions.
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Section 5: Young People's 1:1 Evaluations.

	Sv	Tk	At	Ah	Jh	Ln	Al	LH
What do you think has been the youth forum's biggest success over the last year?	The talent show as a lot of people turned up and it was successful.	Talent show because it was mainly done by young people.	Talent show as lots of people came along.	Talent show – we were able to show the community what we are capable of doing.	Talent show as lots of kids came and showed there talent.	Talent show. Lots of good feedback from everyone there are people want us to do it again. I would be happy to do it again.	Talent show as lots of people turned up. It was a family evening. People enjoyed themselves and we had lots of good feedback.	Sticking with it even when things are boring – some meetings.
What has been your biggest success over the last year?	Helping to organise things and making conversations with people I didn't know.	Getting over my fear of being in crowds	Helping out and taking responsibility and enjoying it.	Volunteering – I have been proud of making the transition from young person to volunteer.	Cooking for 250 at the talent show. I did not feel that was possible before I did it. We had lots of good feedback about the food and that made me feel good.	Being part of the Trampolining DVD and getting better at trampolining. It was nice to get good feedback from people around me about something I have shown I am good at.	It was a new experience to proud of myself and to have others be proud of me and I liked it.	Getting on with everyone and keeping on going even if I have had a hard time.
Which of the following skills do you think you have developed:								
Confidence (to try new things and gain new experiences)	I feel more confident about doing new things	Yes	Yes I am more confident in saying what I think.		Yes	Yes	Yes I feel like I can try out new things.	Yes I feel more confident to say what I think and

								sometimes I have been right.
High self Esteem (needed to resist peer pressure)					Yes I am starting to do my own thing a little bit.			
Positive Life View					Yes I feel like things are possible now.			I feel like there is a future for me now.
Commitment and motivation to control or change life			I feel more mature now that I have some responsibility.					
Recognising and managing feelings	Am much better at calming myself down when I feel like I am being got at. I haven't ran away from the youth forum even though I have wanted to.							
Understanding and Identifying with others (Empathy)		Yes		I believe that I have really developed this skill as a volunteer as I have needed to look at things from both angles when trying to sort out arguments between other youth forum members.				I am very good at telling when people are upset and when I need to help them.
Values development							I have started to stick up for things that I think are right and to say when I think things	

							are wrong – building houses on our park for example.	
Communication Skills	I am much better at listening that I was.							I was the host at the talent show and talked in front of that many people.
Interpersonal & teamwork Skills		Yes	I am much better at working in a team.			Yes – I think I have matured and can control myself more when I need to (not shouting things when others are speaking.)	I have made new friends which is nice.	
Problems Solving								I am very good at helping to problem solve when things are difficult. I try and think of different solution for the others to think about.
Negotiation								I am good at getting people to meet in the middle.
Planning skills					It takes a lot of planning to cook for that many people. You need to plan a menu, think about how much you need and			

					think about vegetarians.			
Reviewing skills	I have learnt what reflecting means and why it is import to learn from things that don't always go well.							
Other:	Face painting skills	Djing skills	I have had some work experience working with younger children.	Dealing with the media	Cooking skills	Trampolining skills	Work experience set up at the Colston Hall	Work experience set up at the Colston Hall
Has being part of the youth forum helped you to think about your education?	My attendance has increased as I have been able to stay in school more rather than going home when things go wrong.	Yes I now go to more things offered by my school.	Not really I'm fine in school.	N/A	Yes I have a better attitude in school.	Yes I feel more able to cope with bullying now that I have some more friends. I would pretend to be ill if I thought I was going to be bullied but now I go in as I like seeing the people that are nice to me and I know that bullying is wrong.		I am going to do my exams now.
Has being part of the youth forum helped you to think about your future?	I have made a me map of my future.	Yes ~I now feel able to be in groups and go to college	Yes I have completed a ME MAP.	Not really as I know what I want to do but it has gave me a good reference, some volunteering experiences and more to talk about.	Yes I would like to be a chef when I am older.	Yes i have completed a Me Map and want to be a PE teacher.	Yes I want to go to college now that I feel ok talking to people I don't know.	I feel like I can achieve things if I put my mind to it.
Has being parent of the youth forum helped you to	Yes I have met lots of people at the HBCC	Yes I now have some	Yes I now know lots of people I didn't know.	Yes and I am proud to be considered	Yes	Yes I now have more friends in the area and say	Yes I know some more of my neighbours	I did chat to lots of people anyway

meet and work with different people in your area?	meeting.	friends in the area my age and I have some other adults that help me.		as one of the residents.		hello to some of the older people I meet in the area that I have seen in meetings.		but now I speak to more.
Do you think it is important for the youth forum to continue? And why.	Because it has worked so far.	Yes because young people still have a lot to say.	Yes because it does a lot of good.	Yes because it gives young people a chance to have there say.	Yes because it helps young people have things to do.	Yes because its important for young people to have a say.	Yes	Yes because it gives young people a chance to say what they think.
Do you want to continue as a youth forum member? And why.	Because I like being with other young people.	Yes I would like to take a lead role in linking with the HBCC because I think what they do is very important for the future of the area..	Yes because I feel I have more to offer.	I would like to because I believe it is important but might not be able to give it as much time.	Yes because I would like to be on the EVENTS group that helps organise things for people. I want to organise more good things for young people.	Yes because it gets me off the street and gives me an excuse to do something good.	Yes	Yes because I enjoy it.

Section 6: Parents Comments and Feedback.

	Parent 1	Parent 2	Parent 3
What has been your child's biggest success over the last year?	Starting to get out more and make some friends in the area.	Helping to be part of the talent show – it was a lovely evening	Speaking on stage at the talent show.
Which of the following skills do you think your child has developed from being part of the youth forum:			
Confidence (to try new things and gain new experiences)	Yes – he will try new things now without getting stressed beforehand. In the past I needed to reassure him lots before he leaves the house but now he just goes!		yes
High self Esteem (needed			

to resist peer pressure)			
Positive Life View			yes
Commitment and motivation to control or change life	Yes – he is involved in lots of things now and is often out of the house. He is not spending as much time on his computer, or he is its doing things for others.		
Recognising and managing feelings		She doesn't seem to run away from arguments now. She still gets upset but will go back to the group or school and won't try and stay at home.	
Understanding and Identifying with others (Empathy)	Yes - He does seem to be thinking about others more. He has come home a few times and told me about some of the problems in the area that other people have.		
Values development			
Communication Skills			yes
Interpersonal & teamwork Skills	Yes – he seems more able to cope with banter within a group without taking it personally and then wanting to leave.	She has made some friends	yes
Problems Solving			
Negotiation			
Planning skills			
Reviewing skills			
Other:			
Has being part of the youth forum helped your child to think about his/her education?	Yes – he has started to attend his school more over the last year.	Less 'fake' illnesses.	He seems to believe more is possible
Has being part of the youth forum helped your child to think about his/her future?	Yes- he is feeling more confident about going to college in the future.	She seems determined now to do well.	He has shown me his plan for the future
Has being parent of the youth forum helped your child to meet and work with different people in your area?	Yes – and he has introduced me to other people which is nice as I do get isolated as well.	Definitely has more friends	Yes
Do you think it is important for the youth forum to continue? And why.	Yes it has given young people something to do.	Yes because it has brought people together.	Yes because the talent show was good.
Would you consent to your child continuing as a youth forum member? And why.	If he wants to carry on then I would let him.	Yes because in the main she enjoys it.	Yes because he is not bored anymore.
OTHER COMMENTS	Thank you very much for all the work that has been put in – I think this has been a good		

Section 7: Project Partners Comments and Feedback.

Hi Lisa

Great night Friday, there are a loads of kids chatting about it.

Have spoken to Claire Bradford re the evening, she is keen to have a list of the young people that took part and those who helped out.

Due to the event being community based the kids get recognition from the School for their efforts, the list needs to include those who took part in the show as well as those who helped plan the event.

Once again well done see you tomorrow -Nick Merrick

Section 8: Residents Comments and Feedback.

Local resident - Marianna Pafiti-Georgiou commented on BS10 Big It Up!'s status.

Marianna wrote:

"It was fantastic! I never see my little daughter to dance sooo much. My whole family had an amazing time."

"Angela O'Driscoll" <henburysocialclub@hotmail.com> 01/03/2011 14:45 >>>

Hi - On behalf of Henbury Social Club I wanted to thank you all for all the efforts you put in to making the talent show very successful - it was a great day/evening and I hope you were all happy with the venue, facilities and reception you had from our Clubs committee/staff and members

We did ok on Bar sales but I think the most important thing for us that our members were comfortable with the club being used for this event and that we may potentially get some new members and potentially further bookings. I have asked Marianne to put an article about us in the next Newsletter and events to remember for the diary which may help non members to find out more.

*Many best wishes for any future events -Angela
Secretary*

Section 9: Other Supporting Evidence & Links with other IC projects.

More supporting evidence includes:

- 2 completed learning stories (BMX competition and Talent show.)
- Participation fun day debrief
- Articles in the Local newsletter
- Evening Post article from the 26th Feb – talent show
- Copies of completed Bristol Awards

- Reason's to be proud of Henbury & Brentry Calendar
- Numerous podcast interviews with youth forum members and attendees at youth forum organised events.
- Completed ME MAPS
- Youth survey consultation results and workshop feedback March 2011
- Participatory Budgeting Feedback
- Completed Pledges
- Talent show DVD
- Photographs from events

Youth Forum Members and support staff:



Talent Show Winners and Contestants:



Section 10: Good Practice Points:

- Participation Training for workers and partners was essential. As a multi agency staff team we have needed to refer back to the participation standards several times. The time taken to draw up these standards at the beginning, has been saved time subsequently in that they helped to aid the quick resolution of challenges throughout the project.
- Allowing young people to work at their own pace and not protecting them from their mistakes has facilitated a lot of good quality learning and skills development. An example of this was when a parent who attended the talent show was unhappy as her child was not called up on stage to receive a prize. The youth forum were asked to look at this and respond appropriately. They were able to identify:
 - were the problem occurred (last minute planning for the prize giving),
 - defend their actions all young people were given a certificate and called up for a photograph),
 - see things from the young people's point of view (disappointed that they didn't win),
 - rectify the situation according (visit paid to the contestants and apologies made where needed) and,
 - make plans to ensure that this didn't happen again – if there is another talent show.

Section 11: Learning Points.

- Participation work with young people requires more planning and non face-to-face follow up than some other types of youth work and this should be factored into proposals accordingly. This is mainly due to having to manage the group dynamics of a representative group of young people. It is not often that young people from different areas, schools, friendship circles, ages and groups are asked to work together, and it is a challenge.
- Gate keeping from staff is essential. Although we have said 'no' / 'not now' / 'try here' to some requests I think we needed to do this more as a staff team. Accepting too many requests has meant that at some points learning has not been explored with young people and young people have suffered with tiredness. Although they have been encouraged to prioritise and say no to things – they have began to do this for themselves.

Section 12: Legacy.

- The youth forum working group has sign up from the police, HBCC, YIP, BTP and the Youth Service, with additional support from the Emmanuel Chapel, Henbury School and Scouts. There is a current Multi Agency Youth Forum Plan. Review September 2011.
- The Youth Forum are affiliated to HBCC and are well recognised with local decision making structures. With the uncertain future for agencies it is felt that HBCC is the most sustainable and appropriate place to keep youth forum.
- The Youth Forum have applied for funding from alternative funding streams including Community transformers and are awaiting decisions.
- The Youth Forum have started to generate their own income from projects – being commissioned by other groups to organise events for other groups after the success of the talent show.
- The Youth Forum has an inventory of resources and its own account –that can be kept with the HBCC regardless of which agency tenders to help run the forum in the future.
- There is currently a good working relationship with key community figures and the existing youth forum members. There is no reason why this should not continue now that the IC project has come to an end.

Section 13: Youth Forum Future.

It is very encouraging that all 8 core members want to carry on with the youth forum and believe that it is important to do so.

I would like to see a local young person employed as an apprentice to run the youth forums in north Bristol. This would give the forums more credibility; make them even more young person led and provided a young person with a real employment / training opportunity (identified in the youth forum as a priority.)

Appendix C

Attainment Advisers

The Attainment Advisors worked with approximately 45 parents of Year 7 and Year 8 students who progressed to Year 8 and Year 9 respectively during the process of their engagement with the project.

They each received 3 or 4 home visits over the year and regular 3 weekly phone calls home from the Attainment Adviser to get an update on their child's progress in English and Maths, and any other issues regarding their progress in school or possible barriers to learning.

A sample of views from parents, students, and class teachers as well as the Advisors themselves were solicited towards the end of the project and the following briefly describes the outcome of these evaluations:

Appendix C (1)

Attainment Adviser Evaluation

Attainment Advisors themselves identified a range of personal benefits that they had accrued through

What part of your role has given you the most job satisfaction and why?

- One-to-one time with the young person.
- Home visits and communication with the parents has enabled me to get to know some of the needs and obstacles
- Trips in and out of school.
- Being in direct contact with the children, and the sessions that we were doing for route mapping. It was important for the children to feel there was somebody on their side, to vent their frustrations and explain their side of the story. As for the route mapping it was great to make the students see that they could see ideas for their future and releasing it with creativity had really helped them see a brighter future.

What part of your role has been the most challenging and why?

- Working with as couple of the students who did not want to engage with the project.
- The size of the case load compared to the hours of the role
- it was difficult to engage with these students who did not want to engage with school.
- Trying to speak with all the parents. Sometimes it felt like they were brushing me off, especially when updating on their child's progress. Overall however it wasn't a very challenging role as long as you stay on top of your administration.

What would you recommend for any future Attainment Adviser projects to change or adapt in the future, to enable the work to be more effective?

- That the school is part of the development of the project and that the project is more engaged within the school – so that teachers know about the project and the workers feel welcomed into the school.
- More hours per young person allocated.
- A central space within the school that students could come to if they wanted to talk and where young people could access the workers
- Young people are referred to the Attainment Advisor when they are struggling in class by teachers and learning mentors.

- Some students would benefit from longer term engagement, relationship building and continuity.
- It would be important to ensure that workers cases weren't over loaded
- It is working with the same young people and families over a year that really enabled relationships to build and change to happen, this could be lost with any short term referrals
- More one to one sessions with the student to instil confidence into them and it helps make them realise that they are capable of doing just as well as the other students in the classroom. A base where we would be readily available and where all students know where to find us.

What have you learnt?

- The importance of observation and reflection back to a young person
- How work with a young person can be strengthened by working with the family as well.
- Often those that want to learn, struggle because so much of the teachers time is spent policing others.
- Some students find it difficult to settle and learn because of all the social distractions.
- Having so many students in one classroom with all their complicated adolescent hormones and interactions going on results in some students 'playing the joker' and not learning or some being intimidated and quiet and not furthering their learning.
- That there are the same issues in all schools but the students are different and they deal with it (issues) in their own unique ways. Many students don't have the home support when they require it. It is more like they must ask, not just offered support.

What do you think is the most important part of the work?

- The important of all young people having someone that there for them, with whom they can share and learn about how to develop academically as well as socially.
- Being able to raise the confidence of my students.
- Being there for the student firstly and then to improve school/home relationships.

What are you career plans for the future?

- Developing my skills and knowledge in herbal medicine and hopefully bringing this into my community work
- To continue my youth work and do more family work.

- Work with young people in the future, don't know in what capacity but in a role that I feel will benefit myself, my employers and to work within an organisation who I feel is doing the right thing with the right intentions.

Appendix C (2)

Evaluation of Attainment Advisers by Parents

Has having an Attainment Adviser helped your child in the last few months? And if so in what way?

The majority of the respondents (85.7%) provided positive responses to the question with only two (14.3%) stating that they were either of the view that the engagement of AAs had made no difference or that they were uncertain about this.

- More confident and into different things, more sociable and outward going
- Yes really good very happy with Beth
- Has been more relaxed about being in school
- Yes my child is more confident and doing better in school
- More confident and has made different friends
- Getting on better with homework
- Yes “more brighter” gets on well with Omar
- Helped very much, he has made a lot of progress, the extra support and the positive feedback has been brilliant and he has become more mature. We like to know how he has been getting on
- Yes happier
- Yes more confident and the trips have made her more sociable
- Yes more relaxed lately
- Good that my child has someone to go to in school, who is not a teacher
- I don't know
- No Difference

What is the most useful part of having an Attainment Adviser?

- Knowing she is there for my child
- Someone who is a personal contact for me and my child
- Point of contact who is on their side
- Some one giving him more confident he is not afraid of challenges now
- Someone he can talk to who is not immediate family
- More active and learnt more
- Having feedback on how things are going
- Confidence factor and lots of calls home, Courtney loved Naela

How did you find the home visit with your child?

- Fine they explained the project, and was polite and found different things about us
- Very informative and helpful
- Seemed very down to earth and caring
- Extremely helpful very nice person, made us feel at ease
- Very understanding and polite
- It was good to have the opportunity to hear from our child about the things he wanted to do and what he wanted to achieve, and how we could help him.

How could the role of Attainment Adviser be improved?

- More time and easier to contact
- More availability
- Don't know

Has your relationship changed in any way since having an Attainment Adviser?

- More relaxed and enjoyed the afterschool sessions
- Smiling more after school
- Speaks to me more about what is going on, even if he doesn't want to do something he will day now
- Talks to me more and not so shy
- Getting positive feedback from the AA gives us the opportunity to praise our child about their improvements
- No stayed the same

Do you feel like you have a better link with the school since having an attainment adviser?

- The school has always been pretty good
- Extra understanding how the school is working with my child
- Some things especially more updates
- We get information from the teachers via the Attainment adviser, before only from reports and parents evenings

Route Mapping Question:

Has our involvement encouraged any more conversations between you and your child about their plans for the future?

- About the same
- We have these conversations but he keeps changing his mind
- Jordan still confused, did not realise that so much appealed to him

- We have been talking about it lately
- My child usually jumps from one thing to another
- Not really
- No, still evasive

Appendix C (3)

Evaluation of Attainment Advisers by Students

1. Has having an Attainment Advisor helped you in the last few months? If so, in what way?

- Yes, I know what to improve on and get better at
- Yes, it has helped with homework and classwork by constantly reminding me to do things
- With my grades, going top set in Maths and second in English
- Yes because they make me feel more confident saying things out loud
- I'm asking questions and getting higher grades
- Yeah because now I'm into my work more than I was last time
- Yes, it has helped me because I get to learn and I understand more stuff
- Yes, understanding Maths and English more both afterschool and in lessons
- Yes, had helped improve my confidence and she speaks teenage language and understands what we're saying
- Yes, made me think more confidently
- Yes it helped me by doing extra lessons
- Yes, one to ones sort of helped. Good to know how well I am doing
- Kinda, it kept me out of trouble

2. Would you have liked an Attainment Advisor before? (from 14 evaluations)

Yes	10 (71.4%)
No	2 (14.3%)
Maybe	2 (14.3%)

3. How did you find the meeting with you and your parents/carers?

- Meeting with my parents has bettered my behaviour
- Helped a lot
- Yes because we talked a lot about what I need help in and what I don't need help in
- Alright
- Alright – helped mom thinking about me to know what's going on
- OK, good for mom to know what's going on
- Good, chatted about my grades

4. What have been the positive parts of school this year?

- Getting higher levels
- My maths levels going up and remembering my homework

- Not having the fights, not being partner classed a lot
- Meeting other teachers in other schools (city academy visit)
- Holidays
- I've had extra help
- People messing around

5. What have been the negative parts of school this year?

- Distractions
- Some of my behaviour
- The start of the year I was too naughty
- Nothing yet
- My negative parts of school this year is nothing
- Not going to the trip on Friday
- Lots of tests and I didn't go on any of the trips except one
- Just getting partner classed in Learn to Learn
- Lessons
- All of it

6. Has having an Attainment Advisor helped you to get better grades in English and Maths? If so, how?

- Yes, my English has stayed same and my Maths, I have improved
- It helped me by getting more confidence
- Yes, I moved up in sets
- A little bit because I've put my hand up to answer the questions
- Yes because I can be getting more help in Maths and English
- Yes because they encouraged me to answer more questions
- Yes because they helped me
- Yes he has because I am more focused and no one will get in my way
- Yes, behaviour and more settled
- Yes more confident in lessons
- Yes, shown me an after school club
- Yes, has improved
- No

7. How could the role of Attainment Advisor be improved?

- More visits
- I don't think it could have been improved
- Going on more trips
- Going on more trips
- Nothing, my advisor was really cool

- More help in the future
- I don't think it could have been improved
- Nothing
- Nothing

8. Has your relationship with your parents/carers changed since having an Attainment Advisor? If so, how?

- No, gets on well with mom
- No
- Yes, by getting better grades it has made my mom happy
- Yeah, because I've calmed down a lot at home and at school
- Not really, I still have a good one with mom
- Hasn't she still just tells me to keep trying no matter what
- No and it doesn't need to change
- Yes
- Kind of
- Yeah, because it has helped me to get better
- Yes because I am more focused on everything at school and at home
- Yes more respectful of mom
- Yes, parents much more pleased

9. What things do you feel YOU could have improved this year?

- Messing around
- Ignore distractions
- My science
- Don't get excluded
- My behaviour, I was chatting too much
- Focussed more
- Listening and staying awake
- Maths and English
- Might have got a good grade
- Not getting partner classed
- My hand writing in English
- Attitude
- Don't get distracted

10. Do you feel working with us has given you ideas of what you want to do in the future?

- Sort of because seen different people jobs
- Yes, making me think if actually working – realistic

- Yes, I think it has helped me to be a teacher
- Yes, it has and gave me other inspirations such as college or university
- Yeah
- I will try my hardest doing my goals when I'm older
- Yes
- Yes, I maybe want to be an animal like career after the trip we had
- Yes
- Yes
- yeah

Appendix C (4)

Teacher Evaluations of Attainment Adviser

There were only 4 responses from teachers via the paper evaluations after sending many emails and face to face requests

Has there been any change that you have noticed since we [attainment Advisers] started working with these students?

- They felt that a couple of students have stayed the same but the majority had improved with their attitude to learning, focus in class and attendance at the lessons.

Do you think this student is more likely to improve their grades in this subject since they have had an attainment adviser?

Yes	2
Possibly	1

- The attainment adviser is able to give individual attention to the student which is very difficult for a teacher to do when there are 25/30 students in a class

How could the role of Attainment Adviser be improved?

- Most felt there could be no improvement, but one teacher felt that more help actually in the class would be good

Has your relationship with the student changed or improved in any way since having an attainment adviser?

- Definitely yes, through the AA I have got to know more about the student
- Liam is much more positive and more resilient and more confident
- No change

From your point of view what is the most useful part of having an AA?

- Support for individual
- Allows work with parent/teacher/student to maximise
- Can help with issues which may be an block to learning
- Making the student aware of the steps they can take to improve their own approach to learning
- Improved focus individual attention

Any other changes you have noticed?

- Generally more self confident,
- More likely to ask questions in class,

- Two students have made significant progress based on recent KS3 assessments.
- Liam has developed more confidence and asking for help in class
- Completing more work

Do you think this work should be continued?

- I believe so as many of the students do not get the support from parents at home, which they need to maximise their potential.
- Definitely
- If possible
- Yes individual support is always beneficial

How could the role of Attainment Adviser be improved?

- To observe more lessons
- To have a greater understanding of the assessment process.
- To provide feedback regarding what is covered in the attainment sessions

Any other changes noticed in the student ?

- Generally calmer and more settled
- More confident

Do you think the project should be continued next year?

- Difficulty to say at this stage, will know later on
- And everyone else said " YES"

Has your relationship changed with the student or improved in any way since having an Attainment Adviser?

- She is more confident and talkative
- No more arguments about behaviour and listening in class
- Her confidence has improved
- No

Appendix C (5)

Attainment Adviser Personal Evaluation

What part of your role has given you the most job satisfaction and why?

Being in direct contact with the children, and the sessions that we were doing for route mapping. It was important for the children to feel there was somebody on their side, to vent their frustrations and explain their side of the story. As for the route mapping it was great to make the students see that they could see ideas for their future and releasing it with creativity had really helped them see a brighter future.

What part of your role has been the most challenging and why?

Trying to speak with all the parents. Sometimes it felt like they were brushing me off, especially when updating on their child's progress. Overall however it wasn't a very challenging role as long as you stay on top of your administration.

What would you recommend for any future Attainment Adviser projects to change or adapt in the future, to enable the work to be more effective?

More one to one sessions with the student to instil confidence into them and it helps make them realise that they are capable of doing just as well as the other students in the classroom. A base where we would be readily available and where all students know where to find us.

What have you learnt?

That there are the same issues in all schools but the students are different and they deal with it (issues) in their own unique ways. Many students don't have the home support when they require it. It is more like they must ask, not just offered support.

What do you think is the most important part of the work?

Being there for the student firstly and then to improve school/home relationships.

What are your career plans for the future?

Work with young people in the future, don't know in what capacity but in a role that I feel will benefit myself, my employers and to work within an organisation who I feel is doing the right thing with the right intentions.

Appendix C (6)

Attainment Adviser Personal Evaluation

What part of your role has given you the most job satisfaction and why?

The most job satisfaction has stemmed from building up a relationship with some of the young people. Being able to have one to one time with the young person, home visits and communication with the parents has enabled me to get to know some of the needs and obstacles for each individual young person. I have also enjoyed doing the trips in and out of school, it was a lovely opportunity to hang out with the young people in a more informal setting.

What part of your role has been the most challenging and why?

The most challenging has been working with as couple of the students who did not want to engage with the project. The size of the case load compared to the hours of the role meant that there was not a lot of extra time and energy to be able to build these relationships. Also, because I am within a school setting and engaging about school work it was difficult to engage with these students who did not want to engage with school.

What would you recommend for any future Attainment Adviser projects to change or adapt in the future, to enable the work to be more effective?

I would recommend that the school is part of the development of the project and that the project is more engaged within the school – so that teachers know about the project and the workers feel welcomed into the school.

I would also recommend that there are more hours per young person allocated.

It would benefit the project if they had a space within the school that students could come to if they wanted to talk, or that the one to ones could take place at so that young people could access the workers when needed and so that the workers could have different resources to use during one to ones and create an informal environment.

An adaption of the project could be that young people are referred, by teachers and learning mentors, to the attainment advisors when they are struggling in class. Maybe short term engagement would be enough for some students whilst others would benefit from longer term engagement, relationship building and continuity. (it would be important to ensure that workers cases weren't over loaded and really it is working with the same young people and families over a year that really enabled relationships to build and change to happen, this could be lost with any short term referrals)

What have you learnt?

I've learnt the importance of observation and reflection back to a young person as well how work with a young person can be strengthened by working with the family as well.

I have also observed how difficult it can be for young people to be in school. Often those that want to learn, struggle because so much of the teachers time is spent policing others. Some students find it difficult to settle and learn because of all the social distractions. Having so many students in one classroom with all their complicated adolescent hormones and interactions going on results in some students 'playing the joker' and not learning or some being intimidated and quiet and not furthering their learning.

What do you think is the most important part of the work?

For young people I think it is important for them to have someone that is their for them, with whom they can share and learn about how to develop academically as well as socially. Being able to raise the confidence of my students was an important aspect of my work.

What are your career plans for the future?

Developing my skills and knowledge in herbal medicine and hopefully bringing this into my community work maybe through workshops. To continue my youth work and do more family work.

Appendix C (7)

Attainment Advisers Specific Issues

Issue	Positive	Negative	Conclusions/recommendations
Having an attainment mentor	<u>Parents:</u> very positive feedback– having an interest shown in their child	(this could be positive?) Parents having to spend less time in school discussing ‘issues’ as now discussed with AA	AA regular contact with parent could provide the link with schools for at least some communication
	<u>Pupils:</u> Generally positive feedback from pupils. They liked the opportunity to talk about barriers to their learning/achievement (in general they talk about school/home)	The pupils say they would like more time with AA – it might improve grades/confidence more. (N.B. they don’t come out of Core Subjects)	Distraction in class seems to be a main difficulty raised by pupils. N.B. pupils with a AA are those scoring Low Level 4 / High Level 3 for Maths and English.
	e.g. ‘Mum now knows what I struggle with’		
	Pupils understand assessment criteria much more	Parents don’t get same opportunity to understand assessment criteria	
Home Visit	Very useful for the Adviser to get a feel for the home/family dynamics.	Environment not right if other younger children there that need looking after – distractions in the home.	
Home contact	Tel call about every 2 weeks is good for maintaining contact.	Some parents don’t answer the phone, so have to write.	
	Face to face contact with (people) parents is best		How to enable more face-to-face contact. N.B. Parent Mentor mentioned that she spent time at primary school gate (at schools she works in)
Scale of operation & the amount of time with each pupil	Fran (3 pupils)+ 3 Advisers (15 pupils each). Pupils get 1:1	Only about 1 hour week for each pupil is not enough (includes 20 mins fact to face)	What is a ‘sufficient/right amount of time’ to make an impact. Will this vary for different pupils?

Class Teacher comments on behaviour, engagement and potentially attainment.	None of the pupils seem to have got worse (particular reference to attitude/behaviour, I think). Slight improvement for most and much improvement for about 25%.	Not easy to attribute any change in pupils to work with AA. (mentioned that Teacher classroom management also played a role) The attainment of some pupils in maths went down in Spring/Summer?	
After School Maths and English		Pupils didn't want to go really, but Cinema Tickets were a big draw, at first. Some pupil's did not want their parents there.	Pupil attendance dropping off, possibly after novelty of Cinema vouchers wearing off. How to sustain involvement?
		About 4 parents came to 1 st Maths session, but only 1 comes now.	How to sustain parent involvement?
Accommodation & dedicated		Using the staffroom as a base. Not having our own space difficult to create right environment, sometimes meeting pupils in open spaces like library. Also no resources to hand.	Lack of dedicated space/accommodation not very good for this type of work. Physical location of AA is crucial if they are to engage with other professional, Learning Mentors, teachers and the Parent Mentor, to have a greater impact within the short timescale of the project.
Year Group	Better working with Yrs 7, 8 & 9.	Often too late by the Yr 10 and 11 to turn things around significantly	
Learning Mentors in the School	There are Learning mentors for each year. They have a base. They are established in the school – know the staff, pupils and routines	Little or no contact with them so far (even though they may be working with some of the pupils AAs are working with). Everyone is so busy.	Need to make direct links with Learning Mentors: e.g. swop lists of pupils they are working with. Arrange to meet. Share information, strategies etc.
Temporary nature		Hard to integrate	Significant issue around:

of AA roles		with those working in more permanent role in school (Learning and Parent Mentors) – they see us as here today gone tomorrow When resource goes this work will not happen.	a) expectations of permanent staff to work with those only involved with the school for a short period. b) how to sustain a funded initiative in the longer term
Parent Adviser	Because Liz was also based in the staffroom AAs linked up with her.		
	Spends 2/3 days a week in the school		
Access to Parents	Running a coffee morning for parents (during national parenting week). Parents can ring on her mobile phone. Attends parents' forum meetings.	Limited access to parents' unlike the primary schools Liz works with – where she often catches individuals at the school gates.	
Perception of parents		Some parents find schools to be very intimidating/ frightening places.	

General Issues

Issue	Positive	Negative	Conclusions/recommendations
Volunteers from local community to support the work of AAs	Original Target of 6, reduced to 3 as would be difficult to manage six people.	Only 1 volunteer so far.	
		Confusion about role of AA. They do not teach the pupils (to enable them to attain more in Maths & English)	Have to stop using 'Attainment adviser' as it may have put people off – they think do not have the skills/knowledge to e.g. teach them maths/English
Pupils identified for work with AA had to live in the Henbury ward.		Could be missing an opportunity to work with even more needy pupils	
Work with other IC projects	Some contact with Lisa (Better Together) and Rob (First Born & Routemapping) Always good/positive to catch up and meet with other people	Met people at beginning, but the day job has taken over..we are absorbed in our jobs. Didn't manage to catch up with Matt.	How do we create space for very busy people to meet.
Work time and voluntary time		I work part-time and I have two teenagers. Can't make out of hours events, and was away on holiday when Funday took place. Also have other work commitments.	What are realistic expectations for professionals to be involved in out of (paid) hours work?

Appendix D (1)

Intergenerational Volunteering – Young Bristol

End of project evaluation interview

Reflections on what the project was about:

The project lead articulated the aims and intentions of Intergenerational Volunteering as: Establishing and managing volunteering collaborative activities for young people (11-14 year olds) and older people (over 50s). The project helped improve relationships between young and old, through giving participants opportunities to develop new skills and help reduce social isolation in the older community.

Who participated?

In term of numbers, the project has involved, its original target was 100 old and young people (200 in total). In practice, it has managed to attract 60 of each group making a total of 120. Of these, 20-30 of the older people were 'actively engaged' on a regular basis (twice a month or more). Thirty (30) elderly people were 'passively engaged' (Day Centre users being given performances from school children). At the conclusion of project funding, there were 20 young people on a waiting list to take part in the project. Over fifty *older people* were recruited from: Doctors' surgery; Extended light exercise group; walking group; book club; community art class; two council-run sheltered housing complexes; community council; word-of-mouth.

Young people were recruited from: Youth centre; Youth Inclusion Project; Youth Offending Team; Henbury Secondary School; word-of-mouth.

What has been achieved?

Weekly tea parties: held with residents of two shared housing schemes and students from Henbury School. Participants shared cakes and held general conversations but also participated in activities such as Bingo. The elderly members taught the younger people new skills. Due to pressure on the Coordinator's time and pressures to develop further activities, these tea parties were put on hold (they took up around 33% of the coordinator's contractual time) and were not open to new membership

Cost: £10-15 for venue hire + £5 refreshments

Dance/drama performances: by students of Henbury School and the Bristol Charities Day Centre for service-users

Cost: Free

Gardening: at older people's homes with CSV Environment on Wednesdays. Students granted leave from school

Cost: Free

Group trip to Tyntesfield: afternoon environmental work

Cost: £50 (Transport, food & drink, staff time)

Cooking workshops: with students from Henbury School and local elderly residents

Cost: £150 (staff time, including use of school kitchen resources)

Intergenerational Photography project: Initially expensive due to purchase of cameras and hire of professional photographer

What difference has it made and what has been learnt?

Young people had the opportunity to develop relationships with older people in the community and thereby, changing negative perceptions about the older generation. Young people have also learnt new skills, made new friends, improved self-confidence and learned more about where they live.

Challenges faced

- **Time and sustainability** – how to involve the community to make the project more sustainable, thereby allowing the project worker to spend more time developing new activities and recruiting new people to participate.
- **Reaching older people** from the community has also been challenging (see below).

Potential opportunities for the future

- Involving volunteers from the community to facilitate regular activities.
- Developing a community Intergenerational 'Hub' in Henbury in partnership with *LinkAge*, offering advice and activities to benefit young and old together.
- Developing an Advisory Group of older and younger members of the community to advise and lead on the development of the hub
- This project is now likely to continue in a refined form thanks to support secured from '*LinkAge*'. This will enable engagement in terms of 2 days per week (1 day to work on the existing programme and 1 day per week to develop a skeleton of a **Community Hub** in Henbury – a centre of services and advice for older people that involves young people in befriending them)

One of the issues that the project lead was experiencing towards the end of the funding period is that a lot of her time is presently taken up in mentoring the present project, leaving little time to devote to developing new initiatives. The same young people have continued to be involved with this initiative and that is seen as a positive since it has enabled the young people to forge genuine relationships with the older people. She believes that that would not be possible were there less frequent contact between the

same parties. She feels that it is now important to find ways of making the initiative work without her having to be centrally involved all the time – but leaving her to oversee the arrangements.

Community Services Volunteering (CSV) Environments [Intergenerational Gardening].

The programme lead has been engaged in this for some time and it now looks as if CSV will be able to take this on. The programme lead would like to get more people involved in this since it looks as if it will be sustainable. The problem is getting pupils out of school in a way that they don't miss the same lesson more than once. This limits the time that pupils can be involved in the scheme.

The *Intergenerational gardening* initiative has generated some very positive feedback from old and young participants alike. One old lady claims that her involvement in the scheme has saved her from becoming lonely.

The project lead has had to struggle to make contact with elderly people however. Once she got into the school she was quickly able to get between 50 and 60 young people interested - but access to older people has been more challenging largely due to the project lead's own background that is related to Youth Services. She has had to make contact with many smaller organisations involving older people she has found one local GP particularly helpful since that doctor wanted to get her older patients involved in community activity. Upon reflection, she feels that she would make use of GPs as a way to reach older people in the future.

Deciding how best to manage her time between existing projects and initiating new activity has been a central and continuing problem. She is confident that as a result of interest by 'Linkage', the project will continue. It has been suggested that a positive way forward might be to develop an Advisory Group of young and old people to manage the Hub with the project lead managing that group.

The project lead felt that the **Photography Project** was very successful, especially in supporting young people identify positively with the area of Henbury and 'reclaiming' it as a 'safe place'. Young people worked in pairs taking pictures of small areas of Henbury and then superimposing these on a map to turn it into a collage. They discovered areas that they had no idea existed. The end product is to become a moving exhibition in the library, doctors' surgery etc. and will end up in Henbury School.

The skill sharing involved was also a very positive thing with older people learning to use digital cameras. The tea parties resulted in young people learning sign language, knitting etc. Chloe would like to see this carry on.

The Intergenerational activity also engaged with a few of the other projects and in particular:

- Girls Group from the Youth Centre (involved in the tea party activity)
- Nick Merick and his cooking activity
- Radio Henbury

There are many other things that Chloe would have liked to have done which were not possible in the timeframe e.g. arranging opportunity for older people to talk to younger people about their careers etc.

She feels that in future, forging a partnership between a youth and elderly organisation (e.g. Linkage) would be invaluable at an early stage since this would assist in gaining access to organisations and participants from both age groups.

Indicators of quality

Email from the lead adult for the *Extended Group*:

'Hi Chloe. I thought you might like to know that Audrey Xxxxxxx has a lovely time when you took her to Tyntesfield on 20th August. When she came to *Extend* the next Monday she was full of it, and how she had been treated like 'Royalty'. She spoke to the group for a good 7-8 minutes about her experience, and I am pleased to say there were some envious comments and surprises at how much she had enjoyed herself. Thank you so much for taking such good care of her. She had nothing but praise for the young people who made her so welcome, and was 'chuffed to bits' that they were interested in her poetry and her memories. I do hope we can go ahead and forge some kind of partnership – I think that Audrey has set minds thinking much more positively now, so who knows where that will lead. Thanks once again. I will look forward to hearing from you at some time in the not too distant future. Cheers, Sue

Positive feedback was also provided from all project participants and young people involved. However, it was not possible to work with a high number of young people as it became apparent early on that the benefits of intergenerational work lay in forging relationships between old and young over time, rather than providing a series of one-off activities involving 'new' people.

Particular success indicators

- Reducing social inclusion in older people
- Improved self-confidence in young people (they made new friends, new people taking an interest in them)

- Breaking down barriers between old and young
- Challenging negative perceptions across generations
- Skills development/skills sharing (photography, knitting etc.)

Main barriers

- Initial recruitment of young people – addressed through establishing a stand at Henbury School
- Recruiting older people continued to be difficult

The future

The interest shown by LinkAge seems to have secured funding to develop an intergenerational ‘hub’ in Henbury. However, the activities will need to become self-sustaining in the long-term, with community volunteers running activities themselves.

- Chloe felt that the **Tea Parties** that the project facilitated were ‘very successful’ in helping develop meaningful relationships between old and young people in Henbury. They were also very popular with all concerned and instrumental in terms of skills sharing. At the conclusion of the project, between 5 and 10 older people took an active part in this on a weekly basis and help develop further tea parties across the area.
- **Gardening** with CSV: it was felt that it was important to develop a more direct relationship between CSV and Henbury School in an attempt to support CSV to facilitate future sessions without the need for a paid project worker on a weekly basis
- **Advisory Group**: to develop an AG of between 6 and 10 members representative of the older and younger generations to lead and develop projects under the umbrella of an **Intergenerational Hub** in Henbury
- **One-off trips**: to take place once a quarter, to be planned and managed by the Advisory Group
- **Local improvement projects**: an intergenerational ‘clean-up’ day to reclaim areas of Henbury as ‘positive places’ for the community
- **Befriending**: Intergenerational befriending scheme

Key lessons learnt

- Regular activities that allow participants to develop meaningful relationships are more effective than one-off activities.
- Regular activities need to be run ‘on the ground’ by volunteers and community members in order to allow project worker develop new projects and activities

Appendix D (2)

Intergenerational Volunteering – case study A

This is a brief case study of a young person who gained in skills and confidence as a result of taking part in intergenerational activities through the Intergenerational Volunteering project.

Intergenerational Volunteering set out to help improve trust and relations between young and older people in Henbury through intergenerational work. It also aims to help raise young people's aspirations.

The projects demanded that the intergenerational activities were delivered for older and younger community members to take part in together. This particular young person attended and contributed to intergenerational tea parties at a sheltered housing scheme for the elderly, escorted a local elderly person to community events, took part in intergenerational cooking workshops and did gardening at an elderly people's home in the community.

The young person had not been attending school and was very shy. Over the course of the project she gained in confidence and contributed more and more to the project. She is now attending school and has strong friendships with her peers and the older project participants.

As a result of undertaking this work, it has become evident that Intergenerational Volunteering Projects need to focus on the frequency of 'same people' contact so that real (informal mentoring) relationships can form between a young person and one or more older community members. One-off activities for larger numbers of people can be helpful for local improvement projects, but change in individuals needs to be supported on a more long-term basis.

Appendix D (3)

Intergenerational Volunteering – Case study B

This case study relates to an elderly person (“Mrs X”) who overcame social isolation and loneliness partly as a result of participation in the Intergenerational Volunteering project. An important aim of the project was that of helping to improve trust through developing relations between members of the older and younger members of the community.

Mrs X was referred to the project through a light exercise group for over 50s and took part in a number of the events that were organised by Intergenerational Volunteering. These included a gardening trip to a National Trust site, intergenerational tea parties, trips to community events accompanied by young people, photography projects and cooking workshops.

Mrs X became highly motivated and expanded her engagement in the project by writing poems about her experiences whilst taking part in the projects. These detailed how involvement in the project had “rescued [her] from lonely isolation”. She has also presented these poems in public.

There can be just as much benefit in intergenerational volunteering for older people as there is for younger people and this reality needs to be considered when developing intergenerational projects of this kind.

Appendix E (1)

Pledge - Uscreates

A Community Pledge was identified as an appropriate approach to sustain the positive behaviours, which were being nurtured through the *BS10 Big-It -Up!* project.

The aim was to encourage every member of the community to make a pledge to do something positive for themselves, for others or for their community. By making a pledge to do something positive we hoped that they would carry out an action, which would address the key issues identified in the initial research of the project.

As a result of a desk review a Community Pledge was agreed on by the Campaign Executive. Some ethnographic research was carried out to identify popular methods of carrying out the pledge and a number of potential pledges were developed with young people and project leaders based around the four key areas of focus; Parents Supporting Learning; Local Role Models; Future Mapping; Henbury, Brentry & beyond.

A Pledging certificate was designed with instructions overleaf and an introductory film was produced, written and starring the Community Communicators. The Certificates and the Film went together to form a pledging pack, which was distributed to schools and Project Leaders. Receipts were collected from each pledge, which were then gathered by CCs. A pledge certificate also went out to every household in the area at the back of the local Newsletter. Additionally, people could pledge at a dedicated pledging website. Henbury School students painted the pledges onto tiles, which then became part of a large Mosaic that was installed on the main high street, Crow Lane.

What difference did it make?

The pledges were tailored to the local community, which made them accessible and easily achievable. Using this method, it was possible to tie the pledges in to the project aims and to quantify how many pledges had been made by collecting receipts and counting online pledges.

Henbury School got behind the pledging initiative, ensuring that each tutor group did a session on pledging with the students and even promoted it on local radio. The concept was grasped wholeheartedly by the deputy head who championed it throughout the school.

A number of businesses made separate pledges to their community, and this gave local businesses who were at the heart of the community an opportunity to get involved further.

In particular the co-op made a pledge to get involved in a young persons project in their local area and host a local project in their workplace. As a result they were happy to store the Pledging Mosaic and then have it installed on their front wall. Henbury Pet & Garden Supplies also pledged, this time to have school visits to the shop to see and interact with animals and take some along to the school, which was great success.

By consulting young people as to what pledges they would commit to and then involving them again towards the end in the construction of the Pledging mosaic, the local community were familiar with the concept and had ownership of it.

The involvement in the construction of the mosaic was especially exciting for the young people to see their artwork permanently displayed on the high street.

What was learnt?

Without a champion within a structured context like a school it was much harder to capture pledges. Despite offering an incentive of £50 for a family day out and boxes to post the receipts in various public places, no pledge receipts from the newsletter pledge certificates were returned. Online pledging was also low. In order to capture pledges from the entire community it is necessary to generate a certain amount of excitement about the Pledge and engage some community champions to maintain interest, and monitor progress of how the pledges are achieved. More resources focused on publicising the pledge would also be well placed.

Although 110 pledges were made and a SurveyMonkey questionnaire revealed that 6 out of 9 people remembered what they had pledged and 4 out of 9 carried out their pledge the sample from the survey was not representative and the feeling is that the majority of pledges have not been carried out. Again a certain level of momentum and support is required to encourage people to act on their pledges.

Appendix E (2)

Working with Community Communicators – Uscreates

In order to communicate the project activities to the local community, a number of volunteers were recruited to act as Community Communicators (CCs). This case study discusses these individual communicators and the positive effects that fulfilling this role brought them.

This was designed to facilitate the handing of responsibility for communicating project activities to local individuals. The roles were divided into 5 main areas of focus; Adult Communicator to reach out to adults and parents in the area; Social Media Communicator to manage the Facebook, You Tube and Flickr sites; Events Communicator to assist the events group in promoting and organising events; Brand Communicator to produce flyers, posters and other branded materials for project activities; and Press Communicator to market the forthcoming activities and celebrate past activities.

Job descriptions were produced and the CCs was inducted into their roles. As the roles progressed the CCs began to meet regularly and started to initiate ideas for communicating the project and carried them out. Support was given in the form of regular Skype and in-person contact at meetings. CCs were guided as to what required their attention and their roles were made known to the project leaders so that they might request CC services.

What difference did it make?

Placing CCs in a position of responsibility from day one developed their confidence and their authority within their community as the real life context challenged them to step outside their comfort zone. The following Communicator is an example of how achieving small things has led him to strive for his potential;

When he joined the Communicators X had just left Henbury School because of bullying, and he was unwilling to walk around Henbury alone for fear of bullies. He also asked to be escorted to Henbury School for a Communicators activity which was after school hours because he had not been back since he had left. With increasing involvement in the project X's confidence grew to a point where, completely uninitiated, he began holding 'drop-in sessions' at Henbury Library for people to make their pledges. X later increased this activity to actively stopping

people on Crow Lane high street for them to make a pledge, or to invite them to a BS10 event. With more and more contact with other project leaders X began to explore other activities he was interested in and joined the Youth Forum as well as BS10 Radio. X is currently developing a new website to replace the original www.myBS10pledge.co.uk, he has joined the Crow Lane Open Space campaign group and was recently 1 of 3 representatives at a council meeting. He is now much more involved with the Youth Forum and has joined the Events group and is planning two more volunteering roles at a local farm and The Prince's Trust.

By asking the CCs to take on responsibilities we challenged them to reach specific goals, e.g. Design a poster for the Fun Day event. This pushed them to try things that they had not attempted before.

One participant worked with a local cartoonist to design seasonal posters to encourage people to pledge. She really enjoyed the experience despite feeling that she was in no way artistic before. Early on X volunteered to develop a Pledging website which he did for the first time. Having had the opportunity to discover his enormous capacity for this he has now applied for a course in Website Development at Higher Education college starting this September. Natalie was also encouraged to compete in the BS10 Talent Show and won a prize, which she said helped her to believe that she really is a good dancer.

In carrying out their responsibilities to promote BS10 Big It Up! the CCs were continually campaigning for the project and became at the very least aware, and at most, directly involved with all of the other BS10 Big It Up! projects. The sense of backing the project as a whole has remained with them and places them as unique advocates for community activity under the BS10 Big It Up! brand, even after the funded element has finished. CCs; X and Y requested that all the people remaining after the funded project ends come together to continue the work that has been started.

Z intends to continue to promote *BS10 Big-It-Up!* activities in her publication of the local newsletter and it is notable that in contrast to earlier editions, the latest publication of the newsletter was so full of BS10 Big-It-Up! activities and articles that some had to be turned away. X successfully pushed for a handover event so that the community could continue the work of BS10 Big It Up! and has since enquired about applying for Lottery Funding to continue his work as a Communicator.

What has been learnt?

It has been important to allow the CCs to explore their own abilities within a live context, to let them choose which areas they are best suited to and not restrict them to specific

roles. In the case of one participant, the role of Communicator wasn't challenging enough or wasn't of the right kind and rather than creating a specific role for him, a clearer set of aims and objectives may have provided a structure from which he could elaborate and innovate better.

The Communicators' newly found confidence was reinforced by the wider community and project leaders, as links were created throughout the project. It is these links which will sustain their confidence into the future.

Appendix E (3)

Communicating BS10 Big It Up! - Uscreates

It was our role to 'create the glue and make it stick' we developed methods to communicate between project members and across the wider community.

We wanted to use existing communication channels to spread the word about project activities and events quickly and easily, and we also wanted to create a brand that would be created and owned by the local community. We aimed to create a way for project leaders to update each other easily on what was going on and to encourage collaboration between the various project.

We held an introductory event for Project Leaders and key stakeholders to meet and learn about each project. We carried out ethnographic research into existing communication channels and held an 'Inspiration Lab' rebranding workshop followed by a public vote to identify a winner. A branding toolkit with extensive materials was developed and project leaders were trained to use them in one-to-one sessions, which were followed by breakfast meetings for technical support and collaboration opportunities. A flyer was designed and printed and a four page spread featured in the local newsletter, along with a BS10 Big It Up! Facebook page. Four local Community Communicators worked locally as communication agents creating posters, attending events and spreading the word. A 'BS10 Network' collaborative website was set up and maintained solely for Project leaders and project associates to communicate privately with each other.

Clarifying the project activities, identifying key communication channels and rebranding the project were necessary to tailor the communications approach to the specific community. In particular, asking the community to design a brand for the project encouraged ownership and meaningful recognition.

The young boys Kane Davies and Josh Small, and parent Kelly Mahoney who designed the winning brand at Inspiration Lab were very proud to see the finished design around the community at events and on T-shirts and badges. Not only the winners, but everyone at the workshop and everyone who had voted for the brand had seen it develop into the finished product. Both boys were adamant that the feature of the hat stayed on the logo as they knew that this was an iconic image for young people in the area and that it reflected the local culture.

Using ethnographic research to identify existing communication methods gave an insight into how best to communicate the project within that specific community.

Facebook emerged as the prominent method to communicate with young people who were the key audience. As a result of a push for sign up's at the Henbury School Fun Day the Facebook page took off and now has 256 fans. It is still used to promote local events, share photos of past activities and share information. Project leaders were also encouraged to use this format as it provided a single platform to communicate across the project and the local community with all the information in one place.

Use of the branded materials by all project leaders was an important factor in presenting the various projects under one brand. This was facilitated by one-to-one training sessions, an allocated Community Communicator for support, breakfast meetings, and a 'BS10 Network' collaborative website.

When asked to describe the BS10 Big It Up! logo in a survey monkey questionnaire, 7 out of 10 individuals could describe the colours and some could describe it in detail.

"Red, green, yellow, black it has the words "bs10 big it up" on it the b has a hat on it, it also says "Henbury and Brentry"

The use of banners, t-shirts, bunting, tablecloths, and badges created a unified look among BS10 projects at both summer Fun Day's in the area.

In order for the ethnography, brand development and design of materials to have its full impact this work should be scheduled before other project activities begin and allow for a coordinated launch. The time taken for the ethnography and Inspiration Lab branding workshop to be completed meant that many projects had started long before receiving branding and leaflets to let people know about the project activities. This led to a slow burn, drip, drip effect of information throughout the community. However, when the leaflet was ready for release, changes to the content due to threatened funding limited the print run and then rendered it incorrect and useless.

Facebook dominated as the most preferred communication method across all audiences but even with offers of training and support this method did not suit project leaders or the older generation. In hindsight it is important to recognise that project leaders will only engage with communication methods that do not add too much to their existing work load, and particularly if that method is unfamiliar. As a result it was not possible to go with the communication channel which carried the majority vote and different methods had to be employed depending on each audience. Parents were particularly hard to reach even for the Adult Communicator who took on this role. With

a broad focus on Young People the incentive for Parents to get involved or even maintain interest was limited.

The benefits of learning about and using branded materials was not immediately apparent to Project Leaders and must be designed with every capability level in mind so that use of the materials do not get overlooked. Use of branded materials was much more effective in the form of a pop-up banner, and bunting as these materials were easily accessible.

Appendix E (4)

Uscreates – Additional data gathered at end of the project

Interviews held with the young people involved in the project produced the following responses. Further qualitative data relating to these can be found in the video produced by Uscreates (see <http://www.vimeo.com/22712163>).

- I feel like I have more opportunities
- I feel like I want to do more
- I feel more talented
- I feel more inspired
- I feel more confident
- I feel like I have more direction
- I feel like I'm doing better at school
- I feel more supported
- I feel part of a stronger community
- I feel prouder
- In 5 years...
- In 10 years...

Further quantitative data collected by Uscreates indicate the following:

- 1222 website hits on mybs10pledge.co.uk
- 256 Facebook Fans on bs10bigitup.co.uk
 - 49% aged between 13 and 17
 - 24.4% between 18 and 24
 - 8.2% between 24 and 34
 - 10.9% between 35 and 44
 - 4.99% above 45
 - 61% female
 - 36% male
 - 96.5% from Henbury & Brentry
- 5000 BS10 Pledge certificates were distributed
- 110 BS10 pledges made
- 6 BS10 Business pledges delivered
- BS10 Pledge mosaic installed on Crow Lane
- 35 young people participated in making the mosaic

- 3 Community Communicators spent a day in London engaged in an inspiring activity (Dancing at Pineapple Dance studios, visiting BBC Radio London, attending a women entrepreneurs conference)

Additionally, Uscreates posted an electronic questionnaire on line (<https://www.surveymonkey.com/s/ZYBVGX6>) and held telephone interviews with participants who agreed to email others with a request to contact Uscreates and to participate in the interview. Both sources have resulted in limited responses and hence, very little meaningful data has been gathered in this way. What has been gathered is limited and would not add greatly to the evaluation process.

Appendix F

Parent Route mapping: Bristol Academy

“Let’s Talk 8 – 13’s”

Name of project / provider

Which part of North Bristol do you operate / work in?

Henbury School

Route Mapping Project

Please describe your work under the following headings:

• What do you do and what is good about your project?

- Engaged 30 parents and their children (mostly yr 8 and some yr 9) in a conversation about their child’s plans for the future (Route Mapping) at home.
- Organised an event in school inviting these 30 parents and their children to attend, with some x henbury students talking about their lives since leaving school, films of local young people talking about their plans for the future, and an activity to make vision boards to explore their ideas about the future.
- Two sessions in school with the same students exploring further their ideas.
- Day trip out with 11 yr 8 to visit businesses in the centre of Bristol. Including a music studio, the rangers, and gardeners at Ashton court, and a carpenters and wood sculptors workshop.

• What difference have you made to children and young people and what have you learned?

- The young people involved, have thought a lot more about their plans for the future and what they need to do to get there.
- We have broadened their experience of a variety of jobs/ employment.
- We have learnt that most young people in our cohort had already had the conversation with their parents about their futures,
- Most of the students were unsure or doubtful that their dreams could come true, and some felt their behaviour and not working hard enough would prevent them being successful in achieving what they wanted.

• What challenges are you facing?

- With the main event in school last Nov we invited all the parents to attend with their child but only 2 parents attended and one student.

• What do you see as potential opportunities / solutions for the future?

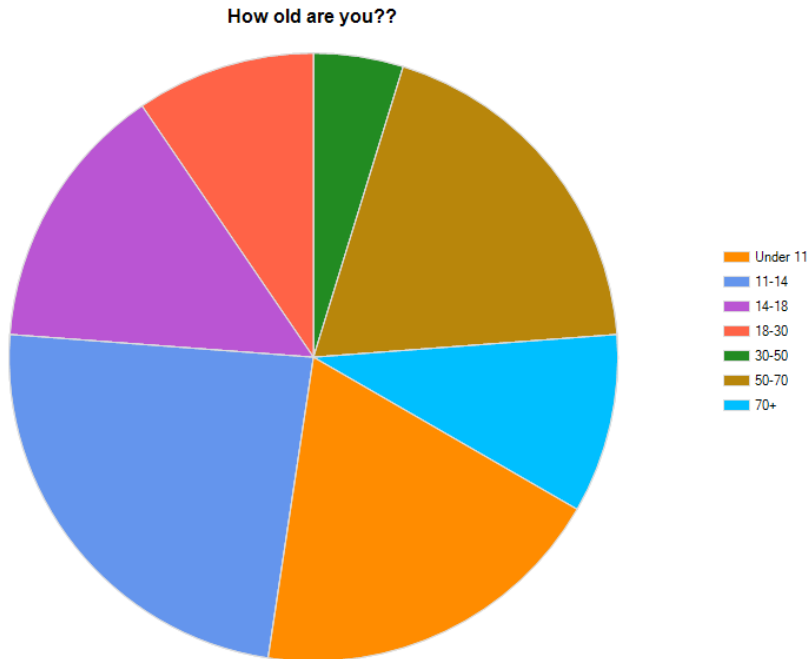
- It would be really interesting to follow up these students in the future and assess how things have changed
- The film made of the trip out to visit different workplaces could be used by Henbury School as a careers film in the future.
- All the students who came on the trip will be getting a DVD of the day out.

Names and contact details:

Appendix G

Evaluation of Fun day - Survey Report

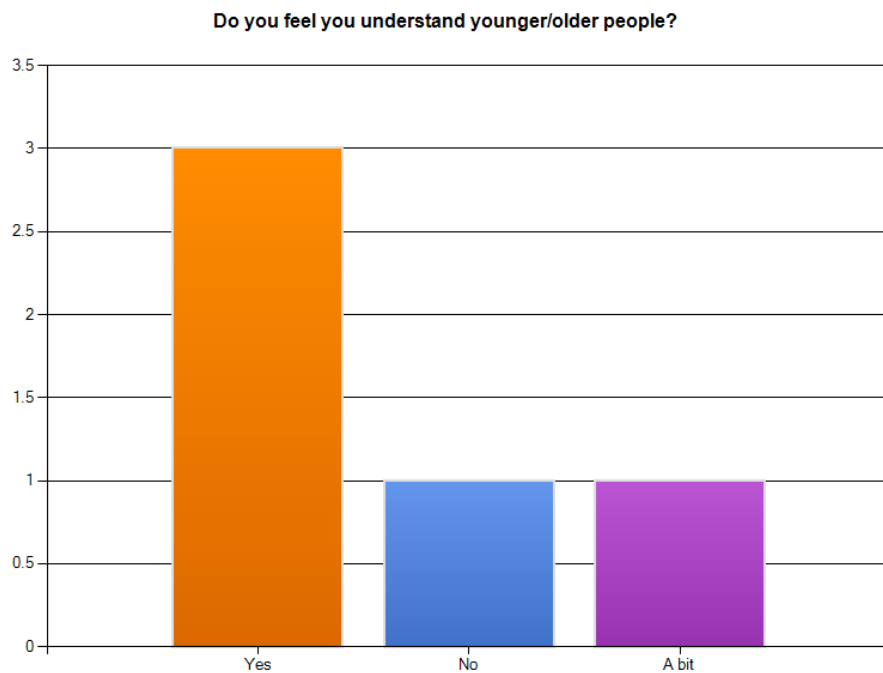
Here are some statistics from the survey that was completed at Henbury and Brentry fun day.



This pie chart shows the age of people who took part in the survey at the fun day.

The largest percentage of people attending were between 11 and 14 year olds at 23.8%.

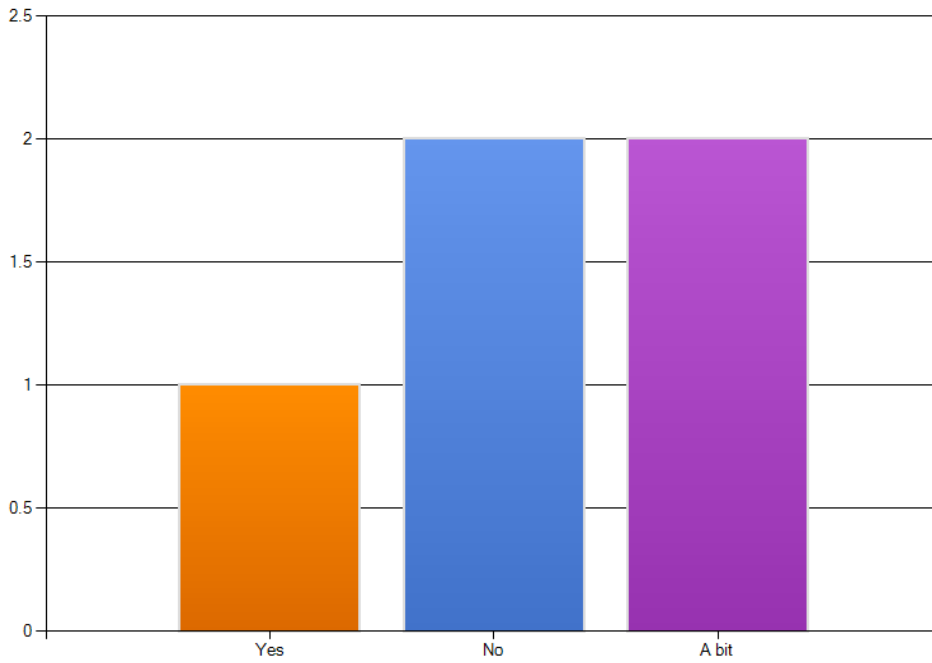
The smallest percentage were between 30 and 50 years at only 4.3%.



60% of people aged 11-14 felt that they understood older people.

Yet only 33.3% of people aged 50+ felt that younger people understood them.

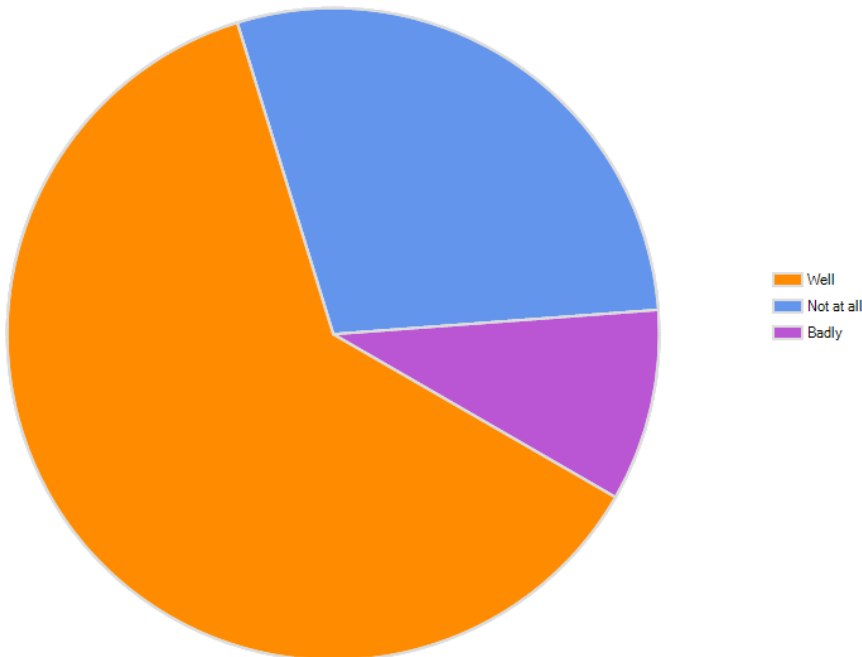
Do you feel younger/older people understand you?



This chart shows that only 20% of young people felt that older people understand them.

Yet 50% of people aged 50+ felt they understood young people.





How do you feel you interact with older/younger people in BS10?



61.9% of the respondents felt that they interacted well with members of the other generation within the BS10 area.

Only 9.5% felt they did not interact well with the members of other generations

The table below is an analysis of the information gathered on our feedback board;

Approximately * 18 people took part in our survey . The smiley faces represent how strongly they feel about the statements made below.				
Did you enjoy the event?	11	4	3	0
Did you feel safe at the event?	11	5	2	0
Do you feel proud of your community?	10	3	5	0
Would you be interested in getting involved in the organisation of future events like this?	10	4	1	3

- 61.1% of the respondents really enjoyed the event.
- 61.1% also felt very safe at the event.
- 55.5% said that they felt proud of their community.
- 55.5% also said they would be interested in getting involved in the organisation of future events.