STRONG AND SUPPORTIVE COMMUNITIES SCRUTINY COMMITTEE	Agenda Item No. 8
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Report of the Programme Manager, Neighbourhoods

Contact Officer(s) – Graeme Clark
Contact Details - 317495

Progress Report: Citizen Power Programme Civic Health and Peterborough Curriculum strands

1. PURPOSE

1.1 To provide the Committee with an opportunity to scrutinise the approach being taken in relation to two of the individual projects that form part of the RSA Citizen Power Peterborough programme, specifically the Civic Health and Peterborough Curriculum strands, and to provide input into their continuing development

2. RECOMMENDATIONS

2.1 Members are asked to comment on, scrutinise and provide input into the continuing development of the overall approach to Citizen Power Peterborough in the context of the two featured strands. To support this it is further recommended that a separate briefing session be held with Members of the Scrutiny Committee to enable them to fully understand the principles and context of the programme as a whole.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

3.1 The programme aligns to the following Sustainable Community Strategy priorities which are relevant to this Committee:

Creating Strong & Supportive Communities
- Empowering local communities
- Making Peterborough safer
- Building community cohesion
- Building pride in Peterborough

4. BACKGROUND

4.1 Citizen Power Peterborough is a two year programme which aims to bring together local people to shape the future of the city. The aim is to build connections between people and communities, encouraging and supporting them to become more involved in their communities. Seven inter-related projects will look at life in Peterborough and focus on new ways of supporting people to make a positive difference. The two projects being considered at this meeting are Civic Health and Peterborough Curriculum.

4.2 **Civic Health – a new way of building community spirit**

4.2.1 *Strand Benefits*
The intended benefits to be derived from this strand are:
- helping the most vulnerable in society have their say (through the Recovery Capital strand) in the community and shaping the services they use
- development of a new cost-effective means of surveying the public as a more meaningful replacement to the Place Survey, which allows the local authority and other local bodies to understand the capacity of communities to make a positive difference in the places that they live

4.2.2 *Background*
This strand will look at developing a new evaluation survey which will help determine the capability people have to participate in their local area. It will be a survey which can be used and sustained by the local authority and the community to better understand the capacity of communities to get involved and make a positive difference in their neighbourhood, from volunteering and joining neighbourhood associations to helping shape local services.

The survey will be designed to be flexible enough to be used in a number of settings and for different purposes. If the survey is deployed city-wide the results can be used to help target scarce funding to the communities most lacking in capacity, for example, residents moving to new areas who might not know where to go to volunteer. New services can then be designed in such a way that builds the particular skills, abilities and willingness of communities in which they may be absent. It can also help to evaluate the effectiveness of past programmes of work which were intended to build capacity. Overall the survey aims to ensure that local authorities and other organisations can cost-effectively and successfully help communities to better shape the neighbourhoods they live in.

The survey will also be designed in such a way that it allows residents and service users to help undertake the survey. This would operate under a time-banking style basis and would have the benefit of being cost-effective while building the skills and connections of those helping to undertake research in their communities.

The development of this survey should be seen in the context of the financial cuts to public services, delivery of the Big Society and the emerging localism agenda. In all of these instances communities will be asked to play a greater role in shaping their local area, however the local authority cannot take it for granted that every Peterborough resident has the skills or desire to step up to this mark. For people to get actively involved in their communities it requires a number of conditions to be met including individuals having the right skills, attitude, a sense of belonging, support from others and a belief that getting involved will make a positive difference. To build this capacity requires a new way of understanding communities and their capabilities to become actively involved at grass roots level. The development of this survey will help achieve this.

An important part of this work is about helping the most vulnerable in society have a say as they are often the ones who risk losing out most if they cannot participate in their community and engage fully with the services they access. Therefore the survey will be developed and trialled with those involved in the Recovery Capital strand (this strand works with users of drug and alcohol services to ensure these are more user-centred). Piloting the survey in this way will allow the strand to understand the capabilities of participants to take an active role in this work, the effectiveness of the services they use and the places they live in. This information can be used to evaluate the effectiveness of the services that they use and to subsequently make improvements to these services and offer suggestions to address any gaps in capacity.

The ultimate aim of this strand is to deliver a tried and tested survey and method that is flexible enough to be used by the local authority, public sector organisations and other local community organisations.

4.2.3   *Progress to date*
This particular strand is at an early stage of implementation, but activities so far include:
- running an expert seminar with a subsequent paper being published looking at the future of social research and what surveys might replace the Place Survey
- the formation of a partnership with Ipsos MORI, which will result in it working with us in developing the survey

4.2.4   *Learning from elsewhere*
The survey will build upon a similar social capital survey carried out by Camden Council in partnership with the research agency Ipsos MORI. Used three times in the borough over the past ten years, the information collected by the survey has been used to evaluate the effectiveness of council initiatives in developing social networks, trust, personal responsibility, volunteering and cohesion in communities. Camden Council have also used the results to harness and improve the work of their social cohesion forum and estate regeneration programmes allowing them to better target their investment in the most deprived neighbourhoods.

4.2.5   *Strand timelines*
The timelines for this strand are:
- **December 2010** - research paper on civic health evaluation which makes the case for the survey
- **January 2011** - qualitative research to inform survey development which includes working with groups in Peterborough to ensure the survey is developed for use at a local level
- **February 2011** - development of the survey, measurements and method
- **March 2011** - pilot the survey with participants involved in the Recovery Capital strand
- **April 2011** - first analysis of results from pilot
- **August 2011** - further pilot of the survey with participants in the Recovery Capital strand
- **September 2011** - second analysis of results.
- **January 2012** - final pilot of the survey with participants in the Recovery Capital strand
- **February 2012** - third analysis of results. Identify changes throughout and make recommendations
- **March 2012**- refine and construct the final survey, method and 'how to use' guide

4.2.6   *Budget*
The minimum spend budget for this strand is £20,000. It should be noted that that the Department for Communities and Local Government is providing £15,000 to support the delivery of this strand with the RSA and PCC each contributing £2,500 (PCC's contribution coming from the already agreed £125k pa).

4.3   **Peterborough Curriculum – connecting what we learn with where we live**

4.3.1   *Strand benefits*
The intended benefits to be derived from this strand are to:
- enable an improvement in the engagement of students from diverse backgrounds in the formal school curriculum, as a precursor to raising attainment
- enable an increase in students' understanding of and attachment to Peterborough and their immediate local areas
- increase the number of engaging and meaningful visits experienced by pupils outside participating schools
- increase the volume of qualitative, diverse relationships between schools, and between schools and other individuals and organisations
- develop a model of Area Based Curriculum which could be taken up across the city by other schools
- increase the number and diversity of adults that pupils come into positive contact with through school
- provide people and organisations with a 'way in' to working with children and schools

- foster more relationships between people and schools and teachers
- foster closer working relationships between schools which will result in schools working to common goals
- develop a collective mechanism with the local authority for dealing with common obstacles such as learning outside the classroom

To ensure this strand is able to track its impact a baseline will be established via mapping exercises to understand existing relationships and resources, particularly in recognition that many schools and organisations already engage in activities and have formed relationships that need to be built upon by this project.

4.3.2   *Background*

This strand is all about working with Peterborough's schools to develop part of their school curriculum together with the local community. The aim is to produce a curriculum which is engaging, meaningful and inclusive for pupils, thus improving educational opportunities, especially for those who struggle to relate to existing curriculum provision. The process of designing part of the curriculum based on Peterborough is also intended to improve the social capital of teachers and students, to embed schools better within communities and with parents, and to increase attachment to and understanding of Peterborough among pupils. This will be delivered by bringing partner schools together with a range of stakeholders to design a curriculum that reflects local priorities and values and utilises Peterborough's assets as learning tools, e.g. science students learning about anatomy with health care professionals at the city's newest hospital.

The strand will look to increase participation among adults and children by engaging more people in the life of schools. It will also foster attachment among pupils by using the local area as a resource for learning, ensuring pupils understand and relate to the places where they live as well as seeing more meaning in the National Curriculum content that is taught in this way. It will also enable more learning to happen outside the classroom as well as establishing a network of practitioners who are highly skilled at developing Area Based Curriculum work.

This strand should be considered in the context of Peterborough's diversity, history and ambitions which are ideal resources for learning which can be drawn upon by schools. Furthermore the Area Based Curriculum approach challenges the stance that a national framework for learning alone is able to fully meet the needs of a diverse and changing city such as Peterborough, and that by involving local people and assets in a learning context can bring individuals and groups together around the idea of Peterborough and provide a sense of belonging for everyone.

4.3.3   *Learning from elsewhere*

The Area Based Curriculum idea was first piloted by the RSA with three schools in Manchester in 2009. The schools worked with external partners (for example, Manchester United Football Club, BBC Manchester) to create projects for young people that developed their Opening Minds competences (citizenship, learning, managing information, relating to people and managing situations) as well as their knowledge of the local area. Curriculum content was grounded in the history, culture and global future of Manchester in an attempt to make the curriculum meaningful for young people and to give them a stronger sense of connection with their local area, and understanding of its past, present and future. Examples include students learning physics through working with engineers at the new Manchester airport, thereby developing confidence working with adults, communication skills, new relationships and new understanding of opportunities for learning and employment in Manchester.

The benefits of the Manchester Curriculum outlined in the evaluation report include:

- "The big idea of a 'Manchester Curriculum' challenged schools to build bridges with their city and also to reorganise time, space and teaching roles in the schools

- The emphasis on competencies encouraged a re-examination of teacher identity and pedagogy
- The project offered support for risk taking and innovation
- Time for collaborative work amongst teachers for curriculum development was seen as critical in creating opportunities for staff to reflect upon their practice, challenge assumptions, develop new ideas and personal relationships
- The opportunities for teachers to spend significant and sustained time with participating students was reported to make a major difference to staff-student relationships, and to the capacity of staff to develop appropriate and effective teaching strategies
- Visits to the city were seen to provide authentic and informal opportunities for learning
- The diversity of teaching strategies encouraged were reported to motivate many students, and to provide opportunities for different students to demonstrate achievement
- The visible investment in students through trips and activities was considered to be a particularly important message to children who often came from disadvantaged areas within the city"[1]

The Peterborough Curriculum work provides an opportunity to build on the experience and recommendations which resulted from the Manchester pilot and take the idea of an Area Based Curriculum onto another more exciting level which seeks to create sustainable and dynamic links between schools and external partners and generate new networks of learning outside schools.

As part of the broader Citizen Power project in Peterborough, the Area Based Curriculum will provide Peterborough with a unique model for a curriculum that encourages participation, attachment and innovation in its young people, in its schools, and in the wider community of the city.

4.3.4 *Progress to date*
Activities undertaken so far as part of this strand include:
- confirmation of the 5 pilot schools, who are Dogsthorpe Junior, Bishops Creighton Primary, West Town Primary, Ken Stimpson Community and Thomas Deacon Academy
- development of a community partner pool of people and organisations who wish to work with schools. Heritage, leisure and the voluntary and community sector are all well represented. Further work is planned to engage businesses and improve the diversity of this pool.
- an event for community partners to understand what is involved in this strand (40 community partners in attendance) with work progressing to begin to forge links with partners
- development of a strong relationship with Children's Services to maximise the impact of this strand and embed it within the Enjoy and Achieve Partnership strategy and workplan
- development of research tools to map the existing relationships and attachment of pupils and schools to establish a baseline and provide data to feed into the development of curriculum work
- establishment of an Interest Group formed of various local stakeholders interested in developing this strand
- specific conversations between schools and community partners being pursued, including between the Museum, Railworld, Peterborough Cathedral and others

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[1] *The Manchester Curriculum: A Report and Reflections for Future Development, Professor Keri Facer, Manchester Metropolitan University, 2009 http://www.thersa.org/projects/area-based-curriculum/manchester-curriculum*

4.3.5   *Strand timelines*
The timelines for this strand are:

- **September 2010** – confirm partner schools
- **October 2010** – confirm the pool of community partners
- **November 2010** – events to develop networks including providing community partners with greater detail of what the strand entails
- **December 2010** – meetings on planning for strand work
- **January 2011** - further engagement work to ensure the involvement of businesses, other employers and diverse faith, ethnic and other groups in the city
- **January to April (Spring Term) 2011** - provision of professional training for school and community representatives, to be provided where possible by local experts in curriculum design and student voice
- **February 2011** – confirm school and community partnerships for Area Based Curriculum design and delivery
- **March 2011** – development of initial plans for curriculum pilots with school and community partners
- **April 2011** – development of self evaluation tools
- **May 2011** - finalise protocols and communications with the local authority in relation to the design and delivery of the Area Based Curriculum pilots
- **June 2011** – Area Based Curriculum pilots finalised
- **July 2011** - strand review and repeat of the mapping exercise to understand progress and identify learning
- **August 2011** – interim strand report written
- **September to December 2011**– Area Based Curriculum pilots commence
- **January to April 2012** – continuation of Area Based Curriculum pilots, monitoring by RSA, collection of case study material and data
- **May to June 2012** – further strand review and analysis
- **July 2012**– celebration event for all stakeholders
- **September 2012** - final report and case study publication

Another key area of activity will be sustainability and the Interest Group will be tasked with thinking about what this should look like. The 5 pilot schools are already considering sustainability as part of the pilot. In addition the fact that the strand will establish a network of practitioners who are highly skilled at developing area based curriculum design will provide a potential mentoring resource to other schools in the city. This strand has already developed strong relationships within Children's Services and it is being embedded through the Children's Service strategy and School Improvement Partnerships.

4.3.6   *Budget*
The minimum spend budget for the Peterborough Curriculum strand is £122,178, with the Council's contribution totalling £61,089 which is 50% of the total (PCC's contribution coming from the already agreed £125k pa).

4.4   **Scrutiny Committee Member Roles**
The Committee will be aware that its Members are taking an interest in Citizen Power with each Councillor being 'attached' to one of the seven strands. Informal induction sessions are taking place to understand what level of input Members wish to have as the programme unfolds.

5.   KEY ISSUES

5.1   None

6.   IMPLICATIONS

6.1   Citizen Power: Peterborough is a city-wide programme and is the City's 'Big Society' project. The overarching aims are to develop sustainable, active citizenship in Peterborough focusing on new ways in which to support local people and communities to take action and make a positive difference in their areas.

7.   CONSULTATION

7.1   Engagement with local people and organisations is key to the success of this programme. Focus groups were an important part of the scoping stage and ongoing local input is planned to ensure the programme truly has a Peterborough focus. The latter part of this input is beginning to unfold as connections with grass roots groups are being made through organisations including Peterborough Council for Voluntary Services.

8.   NEXT STEPS

8.1   Feedback and challenge from Members will inform the ongoing development plan for the Citizen Power programme and its seven strands.

Citizen Power: Peterborough will continue until 2012 with different strands being considered at future meetings of the Scrutiny Committee.

9.   BACKGROUND DOCUMENTS
Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

9.1   None.

10.   APPENDICES

10.1   Appendix 1: Civic Health action plan
Appendix 2: Peterborough Curriculum action plan
Appendix 3: Civic Health Seminar: A Fresh Approach to Evaluating the Civic Health of Place

Appendix 1: Civic Health Action Plan

Strand name
Civic Health

Strand point of contact
The key contacts for this project are: • RSA: Benedict Dellot • Peterborough: Graeme Clark

Description
The Civic Health project is developing a new evaluation tool that can help to determine as well as build the capacity people have to participate in their local area. This will be designed so that PCC, other local bodies and community organisations, with the help of volunteer researchers, are able to better understand levels of community capacity.

Aims and outcomes
The aim of the strand is: *to use research as a way of developing people's capacity to become active in their community.* Through the development of a new survey tool, we hope to create a fresh approach to evaluation that is more intelligent in its understanding of what enables or prevents people from participating, cost-effective in its application and flexible enough to be used in a number of scenarios. By doing so, the project will deliver the following outcomes: 1. A final tool that can be used to collect information on the presence of community capacity and help direct scarce funding to the groups where it is most lacking and the initiatives that are best adept at building it. 2. A final tool that, by incentivising local people to play a part in researching, can be used to build people's awareness of the issues affecting their neighbourhood, catalyse connections and help generate the skills, confidence and networks needed to contribute to their community on a wider basis.

Background
Financial cutbacks to public services mean that communities themselves will be asked to play a much bigger role in shaping their local area at a grass-roots level. The context of austerity, combined with the Big Society and a localist agenda, will demand deeper and more dynamic forms of participation and civic action from your everyday person. But we cannot take it for granted that everybody has the capacity to do so. In reality, participation in the community requires, among other things, skills, attitudes, a sense of belonging, supportive relationships and a feeling that an impact can be made. Although levels of active participation in Peterborough are level with the national average, the context of around twenty-five to forty percent cuts to public spending will bring about pressure for community engagement to increase further. We need to develop the capacity and willingness of people in Peterborough to participate in community life (from interacting in neighbourhood associations to playing a part in local service delivery) and to do so in a way that is smart and cost-effective. An innovative research tool can play a part in helping to do this. The information collected can help to direct scarce funding to the services that are best adept at building people's capacity, while at the same time it can build the ability of those residents helping to undertake the research.

Activity

This project is comprised of the following key activities:

- An expert seminar and written paper on civic health evaluation – covering what activities, behaviours and attitudes a new evaluation tool might want to measure and how a tool would operate in order to measure those indicators.

- The development and piloting of the evaluation tool alongside the Recovery Capital project. Those most vulnerable in society are the ones who risk losing out the most if they are unable to have a say in the community and a part in shaping the services they use. With this in mind, the tool will be developed and then undertaken with participants in the Recovery Capital work. Piloting the survey tool here will allow us to see participants' capacity to participate, the effectiveness of different services and, given that information, how we might make improvements.

- A final written explanation of the tool and its methodology, outlining how and where it can be employed. The feedback gathered from the initial pilot will be used to harness and develop the tool into one that PCC and other bodies and groups can use in future years.

Partners

Our current partners for this project are:
- Peterborough City Council: Adrian Chapman and colleagues
- Ipsos MORI Social Research Institute

We are also hoping to establish future relationships with:
- Peterborough Council for Voluntary Service

Story of strand development

The learning of the project will be captured through a variety of means:
- A research paper outlining exploration of evaluation tool
- Evaluation of those participants using the tool to understand if this had any impact on them
- Regular strand updates and informal input onto the Citizen Power Ning site

Timeframe

December '10:   Research paper on civic health evaluation
January '11:   Qualitative research to inform survey development
February: Development of tool, measurements and method
March: Undertake tool with participants involved in Recovery Capital project
April: First analysis of results
Aug: Undertake tool with participants in RC for second iteration
Sep: Second analysis of results.
Jan '12:   Undertake tool with participants in RC for third and final iteration
Feb: Third analysis of results. Identify changes throughout and make recommendations
March '12:   Refine and construct final tool, method and 'how-to' for use

Appendix 2: Peterborough Curriculum Action Plan

Strand name
Peterborough Curriculum

Strand point of contact
• RSA: Louise Thomas • Peterborough: N/A

Description
The Peterborough Curriculum project aims to create an engaging, meaningful and inclusive educational experience for young people in Peterborough, by involving multiple stakeholders in designing a curriculum that draws on the local area.

Aims and outcomes
The project aims to: increase participation among adults and children by engaging more people in the life of schools; increase attachment among young people by using the local area as a resource for learning, and enabling more learning outside the classroom in Peterborough; increase innovation by establishing and supporting a network of practitioners highly skilled in area based curriculum design in Peterborough. The strand will deliver the following outcomes: • Delivery of engaging, enjoyable, and meaningful co-designed Area Based Curriculum projects for young people in specific year groups in 3-7 selected partner schools in Peterborough during the academic year 2011-12 • Increase in the number of engaging and meaningful visits outside of school experienced by young people at selected partner schools in Peterborough during the academic year 2011-12 (base line data to be gathered from schools in 2010-11) • Increase in the number and diversity of adults that young people come into positive contact with through school during the academic year 2011-12 (base line data to be gathered from schools in 2010-11 through social network mapping exercises with students) • Increase in the number, quality and diversity of relationships between schools and between schools and other individuals and organisations in Peterborough by July 2012 (base line data to be gathered through mapping exercises with schools and partners in autumn term 2010) • A model for an Area Based Curriculum that could be taken up across the city of Peterborough after the close of this project from September 2012, and if successful might be recognised externally and adopted by other Local Authorities or local networks of schools in the UK Most importantly, success would be that by July 2012 young people in the partner schools are excited by learning about Peterborough, that they know and are aware of a wider and more diverse network of people and organisations in Peterborough than before, and that they feel comfortable in and attached to their local area. Secondly, that schools in Peterborough are working together (Academies and locally maintained, secondary and primary) towards some common goals, and have developed collective mechanisms with the Local Authority for dealing with common obstacles – to learning outside the classroom, for example. Thirdly, that a wide range of people and organisations across Peterborough feel they have a 'way in' to working with children and schools, that more people have relationships with schools and teachers, and a sense that the city in some way 'owns' aspects of the schooling of its young

people

Background

The RSA has a long history of educational and curriculum innovation, and through previous work has become persuaded of the power of locally owned curriculum in schools. The Area Based Curriculum approach challenges the assumption that a national framework for learning is sufficient to meet the needs of diverse populations, arguing for the importance of drawing on local people, resources and contexts for learning.

Peterborough is a very diverse, historic and ambitious city and has an enormous amount of potential resource for learning that could be drawn upon by schools. At the same time, Peterborough faces the huge simultaneous challenges of rapid growth, cuts to budgets and a population that struggle to feel attached to the place or to one another. We believe that a Peterborough Curriculum could address all of these issues by drawing on community resources to support learning, bringing people together around the idea of Peterborough, and providing a sense of place for long term residents and new arrivals alike.

Activity

Autumn term 2010: engaging potential community partners; mapping existing relationships and resources; events to engage and link schools and partners
Spring term 2011: training for teachers and partners; idea generation sessions; identification and agreement of partnerships; outline plans for curriculum projects
Summer term 2011: curriculum design and planning, materials creation
September 2011 – July 2012: curriculum enactment by schools and partners, continued work with Local Authority to develop city systems in support
July – August 2012: Celebration, evaluation, final report, case studies, toolkits.

Partners

The key partners are:

- Curriculum partner schools: West Town Primary School, Dogsthorpe Junior School, Bishop Creighton Primary School, Thomas Deacon Academy, Ken Stimpson Community School
- (Local authority contacts: Mel Collins, Alison Sunley, Robin Sutton, Jan McPhee
- Interest Group: various local stakeholders inc. Business reps, parents, governors, PCC contacts, other local organisations

Story of strand development

From September we will be blogging weekly on the Ning to update on where the project is at, and will invite our partners to contribute on a regular basis as well.

Timeframe

Key highlights on a month by month basis until July 2012:

2010: September: confirm list of partner schools; October: confirm pool of community partners; November: events to develop network; December: meetings on planning

2011: January: idea generation event (including ensuring schools are aware of range of initiatives through Whole Education project and schemes such as the Arts Award); February: confirmation of partnerships; March: initial curriculum plans; April: development of self evaluation tools; May: confirmation of protocol with LA and communication; June: curriculum projects finalised; July: reflection workshops and mapping repeat; August: interim report written; September - December: projects start to be enacted

2012: January – April: ongoing project delivery by schools and partners; monitoring by RSA; collection of case study material and data; May – June: reflection and analysis; July: celebration event for all stakeholders; September: final report and case study publication.

Appendix 3: Civic Health Seminar: A Fresh Approach to Evaluating the Civic Health of Place - attached