

**THE LEVEL OF VOLUNTARY SECTOR SERVICE PROVISION
IN SOUTH EAST NEWPORT**

By

Christine Thomas

Masters in Working for Children

A Dissertation,

Submitted in Partial Fulfilment

Of the Requirements for the Masters in Working for Children

School of Humanities and Social Sciences

University of South Wales

2014

DECLARATION

This work has not previously been accepted for any degree and is not being concurrently submitted in candidature for any degree.

Signed.....

Date.....

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirement for the degree of MA.

Signed.....

Date.....

STATEMENT 2

This dissertation is the result of my own independent work, except where otherwise stated.

Other sources are acknowledged by explicit references. A reference list is appended.

Signed.....

Date.....

STATEMENT 3

I hereby give consent for my dissertation, if accepted, to be available for photocopying and for inter-library loan and for the title and summary to be made available to outside organisations.

Signed.....

Date.....

Executive Summary

The purpose of the study was to determine the level of voluntary sector service provision for children, young people and families in South East Newport and to seek to identify any gaps in that provision. The study was undertaken as an internship within the Families First programme in Newport supported by the One Newport Local Service Board (LSB). The results will inform the LSB's Neighbourhood Working Model.

The One Newport LSB project team plan to develop a neighbourhood working approach reflecting its ambition to improve public services in local areas. This approach will be implemented in the pilot area of South East Newport, comprising the wards of Alway, Ringland and Lliswerry. The first step, towards achieving this, is to map out current service provision. Therefore this study, which is limited to provision relating only to children, young people and families in the geographical area of South East Newport, presents the findings of an audit of voluntary sector provision within those limitations.

In order to address the key objectives of the research a combination of surveys, semi-structured interviews and focus groups was conducted between June and October 2013. Questionnaires were administered to two groups: service providers and residents in the pilot area. Three focus groups were conducted with adults, whilst 20 focus groups were conducted with 189

children and young people between the ages of 4 and 15 years from schools across the pilot area. Semi-structured interviews were conducted with adults at Summer Fun Day events.

Evidence of a wide range of service provision for children, young people and families was found, from which an audit, in the form of a database (see Appendix 12), has been produced. However several factors limited access to services and activities. Cost, transport and lack of information on available services were reported as significant barriers for some children, young people and families. A complex array of other limiting factors, ranging from service provider constraints, for example, capacity levels and age restrictions, to negative influences exerted by peers or family on engagement, militated against participation.

Consistent themes emerged from the research relating to services and activities that children, young people and families would like to access. Those themes led the researcher to identify and explore one area of improvement that would meet identified need.

It was concluded that a substantial level of service provision already exists in the pilot area, but that there are gaps in provision and barriers to access which need to be addressed. Despite this, enthusiasm to participate was high and should be encouraged. There could be merit in exploring the potential of the themes which emerged in an attempt to nurture this interest in engagement. The study confirms the need to increase the range and level of

service provision in South East Newport and that children, young people and families would benefit from improvements and enhancements to existing services.

Central to meeting the challenge of addressing gaps in services and activities, is the concept of neighbourhood working since it is an approach that takes into account locally identified needs.

It is recommended that the One Newport Local Service Board project team take into account the findings of this report to create improved joint working, build capacity of provision and meet the needs of children, young people and families in South East Newport.

Acknowledgements

I would like to acknowledge the guidance and support from my supervisor, Michelle Culwick, and the assistance of my work colleagues, in writing this report. My special thanks to my family and friends for their understanding and support and especially Paul, Vivienne and Rhiannon for their perseverance throughout this journey.

Table of Contents

Executive Summary.....	i
Acknowledgements	iv
Table of Contents	v
List of Tables	ix
List of Figures.....	x
Chapter 1: Introduction	1
1.1 Background	1
1.2 Purpose of the Research.....	3
1.3 Scope of the Research.....	4
1.4 Research Question.....	5
1.5 Structure of the Report	6
1.6 Summary.....	7
Chapter 2: Literature Review	9
2.1 Introduction	9
2.2 Structure of the Review	9
2.3 Search Strategy.....	10
2.4 Policy Context	11
2.4.1 Public Service Delivery and Citizen Engagement.....	11
2.4.2 The Local Service Board's Neighbourhood Working Model in South East Newport.....	13
2.4.3 Children, Young People and Families.....	16
2.5 Voluntary Sector.....	17
2.6 Service Provision.....	18

2.7 Summary	21
Chapter 3: Methodology	23
3.1 Introduction	23
3.2 Context.....	23
3.3 Research Approaches and Methods Available.....	23
3.4 Chosen Research Design	25
3.5 Chosen Research Methods.....	26
3.5.1 Surveys	27
3.5.2 Practitioner Input	29
3.5.3 Focus Groups.....	29
3.5.4 Secondary Data.....	30
3.6 Participant Recruitment and Selection	30
3.7 Modified Methods.....	30
3.7.1 Semi-structured Interviews.....	30
3.7.2 Focus Groups for Children	31
3.8 Reliability and Validity	32
3.9 Ethical Considerations.....	33
3.10 Methods of Analysing Data	35
3.11 Limitations to the Research	36
3.12 Summary	37
Chapter 4: Findings and Analysis	38
4.1 Introduction	38
4.2 Objective One	40
4.3 Objective Two	45
4.3.1 Barriers to Access	54

4.4	Typologies of Activities	59
4.5	Limitations to Data Collection and Analysis	61
4.6	Summary	64
Chapter 5:	Discussion	65
5.1	Introduction	65
5.2	Preferred Services and Activities	65
5.3	Barriers to Accessing Services and Activities	67
5.4	Themes Arising from the Analysis	68
5.4.1	Key Emergent Theme: Animal Care	69
5.5	Summary	71
Chapter 6:	Conclusion	73
6.1	Introduction	73
6.2	Limitations to the Study.....	73
6.3	Learning Points.....	75
6.4	Overall Conclusions.....	76
6.5	Recommendations.....	78
6.5.1	Practice.....	78
6.5.2	Policy	79
6.5.3	Research.....	80
6.6	Concluding Remarks.....	81
6.7	Summary	82
References	83

Appendices :

1. Map: Alway, Ringland and Lliswerry within Newport.....	91
2. Map: Alway, Ringland and Lliswerry – detailed.....	92
3. Welsh Index of Multiple Deprivation Domains	93
4. Provider’s Questionnaire	94
5. Resident’s Questionnaire	97
6. Participant Information Sheet.....	99
7. Sample Consent Letter.....	100
8. Sample Consent Return Form.....	101
9. Sample Combined Consent Letter and Return Form	102
10. Employer’s Letter of Authority	103
11. Risk Assessment Document.....	104
12. Audit of Provision	106
13. Focus Group Data – Somerton Primary School	114
14. Focus Group Data – Lliswerry Primary School.....	116
15. Focus Group Data – Alway Primary School	118
16. Focus Group Data – Lliswerry High School.....	120
17. Focus Group Data – Llanwern High School	124

List of Figures

Figure 1: The Five Most Referenced Activities Accessed – Adults.....	51
Figure 2: The Five Most Referenced Activities that Residents would like to Access – Adults	51
Figure 3: The Five Most Referenced Activities Accessed – Children	52
Figure 4: The Five Most Referenced Activities that Residents would like to Access - Children	53
Figure 5: Barriers to Access	55
Figure 6: Emerging Themes Mapped Against the Research Objectives.....	60

Chapter 1: Introduction

“What is the level of voluntary sector service provision for children, young people and families in South East Newport?”

1.1 Background

This research will investigate the current level of voluntary sector service provision for children, young people and families in South East Newport. At the current time, there is no up-to-date documentation available detailing the services provided for children, young people and families by voluntary organisations in Newport. This critical report will review the level of voluntary sector service provision for children, young people and families in one geographical area of Newport and attempt to identify any gaps in services.

I will be conducting the research during a supervised internship as part of my current work plan within the Families First programme managed by Newport City Council. The opportunity to participate in practice-based social research and accompany it with theoretically-informed evidence, led to the decision to choose an internship and critical report over a traditional research dissertation.

This in-depth study, during my internship, will take the form of a critical report, structured around investigating the level of services provided by voluntary agencies for children, young people and families in specified wards of Newport.

To set the framework of this report, in answering the key research question ‘What is the level of voluntary sector service provision for children, young people

and families in South East Newport?', it is important to define the key terms in the context of the research question:

Voluntary sector: comprised of non-profit making and non-governmental organisations (NCVO, 2013). It is also sometimes referred to, often by politicians, as the 'Third Sector', a 'part of the economy or society comprising non-governmental and non-profit-making organisations and associations'¹, and, 'Civil Society', namely 'the groups and organisations that occupy a position between the household, the state and the private sector'².

Service provision: the provision of services such as advice, guidance, signposting and support delivered in a number of ways including face-to-face or via newsletters, telephone enquiries, web-sites and social media.

Children and young people: those under the age of 25 years, but for the sake of brevity in this report, those up to the age of 18 will be termed 'children'.

Families: a household group which includes one or more person under the age of 25.

South East Newport: the electoral wards of Alway, Ringland and Lliswerry, referred to, in this report, as 'the pilot area' (see maps at Appendix 1 and 2).

Local Service Board (LSB): the local leadership team, comprising members of the statutory authorities, the voluntary and private sectors, and other key

¹ <http://www.oxforddictionaries.com/definition/english/third-sector>

² <https://www.gov.uk/government/publications/working-with-civil-society/working-with-civil-society>

stakeholders, working as equal partners and taking joint responsibility for connecting the whole network of public services in an area (WG 2007).

1.2 Purpose of the Research

As a means of delivering better co-ordinated public services at a local level, a Neighbourhood Working Model was approved by the One Newport Local Service Board (LSB) in May, 2012, to be implemented in the pilot area of South East Newport in two stages. The aim of developing a neighbourhood working approach is to improve services in local areas by involving communities and providing more effective, efficient and accessible services based on the needs of the local area.

Stage One of the Neighbourhood Working Model pilot project commenced in December, 2012, and includes a scoping exercise undertaken by the LSB's project team to map current service provision. As a result of the scoping exercise, services, mainly delivered by the statutory sector, have been identified. This indicates the need for an in-depth study on the level of provision of voluntary sector services in the pilot area which this research will address. This research will supplement the findings of the LSB project team and will inform the neighbourhood working approach. This rationale is further supported by Bell (1999, p. 172), who draws on the work of Bassey (1981: 85-6), in highlighting the case for 'individual researchers working to a limited time scale to produce research structured in response to an existing or potential problem so that the results might be of use to the institution.'

Stage Two of the Neighbourhood Working Model pilot project will focus on involvement and implementation through engaging with local people and key stakeholders to discuss local services and the options for delivery of more efficient, joined up services and will not form part of this study.

1.3 Scope of the Research

The research attempts to identify the level of voluntary sector services for children, young people and families in South East Newport, which comprises the electoral wards of Alway, Ringland and Lliswerry. All three wards fall within the Communities First cluster of East Newport. Communities First is a Welsh Government programme which supports the most disadvantaged people in the most deprived areas with the aim of contributing to alleviating persistent poverty³. The data gathered will inform Stage One of the Neighbourhood Working Model pilot project, however, Stage Two remains outside the scope of this research.

This naturalistic, interpretive research utilised an ethnographic methodology. It was intended that a dual approach of focussing on both service providers and residents would assist in answering the research question:

‘What is the level of voluntary sector service provision for children, young people and families in South East Newport?’

Further appropriateness and justification for this and other chosen methods will be examined in Chapter Three.

³ WG <http://wales.gov.uk/topics/housingandcommunity/regeneration/communitiesfirst/?lang=en>

1.4 Research Question

The key research question is:

‘What is the level of voluntary sector service provision for children, young people and families in South East Newport?’

The specific aim of this research question is:

- To list existing voluntary sector service provision for children, young people and families in the pilot area.

To assist in answering the key research question, the following objectives were pursued:

- To identify voluntary sector agencies providing a service in for children, young people and families in the pilot area.
- To identify service provision accessed by residents in the pilot area.

The sub question to enhance the research is:

‘What additional services would residents of South East Newport like to be able to access?’

The specific aim of this sub question is:

- To identify the services which residents of South East Newport would like to be able to access.

To assist in answering this question, the following objective was pursued:

- To identify any gaps in service provision in the pilot area.

This research focusses on data collection on the level of voluntary sector service provision for children, young people and families in South East Newport to inform Stage One of the LSB's Neighbourhood Working Model pilot project.

1.5 Structure of the Report

Chapter One, 'Introduction', contains the aims, objectives and scope of the research. It also provides the rationale for choosing to undertake this study as an internship. This chapter includes the justification for the research and the reasons for situating the research activity in South East Newport.

Chapter Two, 'Literature Review', includes an appraisal of the literature which examines a number of themes. Firstly, themes relating to community engagement and neighbourhood working are investigated and the government policy context considered. Secondly, it explores a range of services and leisure activities which children, young people and families access and barriers to that access.

Chapter Three, 'Methodology', identifies research strategies and approaches available for this study with justification on the use of the chosen research method, listing its advantages and disadvantages. A detailed method of obtaining the data is also provided.

Chapter Four, 'Findings', contains the primary data collated. The primary data consisted mainly of participant responses via questionnaires, semi-structured interviews and focus groups.

Chapter Five, 'Analysis', includes an examination of the data and the process of categorising it. A discussion is provided which attempts to establish relationships and attribute meaning to the data. One emergent theme drawn from the findings is briefly examined.

Chapter Six, 'Conclusions', provides an overall summary of the research project and the resulting deductions and recommendations. The limitations of this research are identified and recommendations for practice and policy are described. Finally, areas for further potential study are highlighted.

1.6 Summary

This chapter has provided the rationale for undertaking an internship accompanied by a critical report. Key terms, used throughout the report, have been defined. The LSB's Neighbourhood Working Model pilot project has been described and its aims and objectives of improving services in local areas outlined. The relevance of this research project, undertaken during the internship, to Stage One of the Neighbourhood Working Model pilot in South East Newport, has been highlighted and its context explained.

The next chapter presents an extensive literature review of policy documents relating to neighbourhood working and citizen engagement. Literature relating to children's and young people's participation in leisure activities is also appraised.

Chapter 2: Literature Review

2.1 Introduction

In this chapter, I review the literature relating to the two main areas of my research in relation to voluntary sector service provision for children, young people and families in South East Newport:

- 1) Public service delivery and the contextual policy underpinning it
- 2) Activities and services in which children, young people and families participate

The main aim of the review is to understand the policy development of improved service provision through neighbourhood working which will support the rationale of this study. The secondary aim of the review is to examine the breadth of activities and services in which children, young people and families participate.

Research on voluntary sector provision in South East Newport is limited, therefore, it is the goal of my critical report to focus on the level of voluntary sector service provision in the context of informing One Newport LSB's Neighbourhood Working Model pilot project.

2.2 The Structure of the Review

The first section of the review will provide a clear explanation of the search strategy and the key terms used. The review will then briefly summarise some of the key policies which focus on improved public service delivery and their relevance to children, young people and families in South East Newport, highlighting the research areas which emerged. The meaning of the term 'Voluntary Sector' is then discussed and gaps in this part of the literature

outlined. Finally, the levels of service provision, outcomes, factors influencing – and barriers to - participation will be reviewed.

2.3 Search Strategy

The goal of the search strategy, in providing the necessary contextual information for the research to proceed, was to locate the major resources concerning:

- 1) policy relating to public service delivery and citizen engagement
- 2) Activities and services in which children, young people and families participate

A range and variety of information sources were investigated, including books, journals, government published documents and informal input from colleagues and practitioners in the field, to establish any gaps in the data on local service provision.

Google Scholar and Google Books were utilised. Electronic databases consulted comprised Academic Search Premier, PsycArticles (EBSCO), SAGE journals and ELSEVIER using search terms which can be grouped as follows:

- Children; young people; adolescent; youth; families
- Leisure, extra-curricular, out-of-school, positive activities; participation; service provision
- Neighbourhood working; neighbourhood model; Local Service Boards (LSBs); citizen engagement; policy; Communities First; disadvantaged

communities; Welsh Index of Multiple Deprivation (WIMD); Single Integrated Plans (SIPs)

- Voluntary sector

UK and Welsh Government policy documents, focussing on improving public service delivery, neighbourhood working and citizen engagement, published over the last ten years to ensure inclusion of recent and current policy, were reviewed. British and International literature relating to children's and young people's participation in services and activities, published over the last thirty years, was also reviewed to provide a full insight of the impact of such participation. The literature is then synthesised, in relation to the importance of identifying any gaps in the provision of voluntary sector services and activities, to the Neighbourhood Working Model.

2.4 Policy Context

Policy documents were examined relating to the three main topic areas:

2.4.1 Public Service Delivery and Citizen Engagement

As this research seeks to examine the voice of the citizen with regard to neighbourhood working, it is useful to understand the UK and Welsh policy background relating to citizen engagement and empowerment.

There seems to be general agreement, in the literature, on the concept of citizens engaged in running services in their own neighbourhoods. Durose *et al* (2011) point to the emergence of the neighbourhood under the New Labour

government of 1997, as a 'site for policy interventions and as a space for civic activity' (Durose *et al*, 2011, p.1) and focussed on the most disadvantaged neighbourhoods. However, where Durose *et al* (2011) assert that there is no clear understanding of what neighbourhood working is, what it does and over what scale it operates, Lowndes and Sullivan (2008, p.62) define a neighbourhood approach as a set of 'arrangements for collective decision-making and/or service delivery at the sub-local level'. White *et al* (2006), in further describing neighbourhood working, imply a stronger emphasis on decision-making through delivery, concluding, from their studies in England, that there are a significant range of benefits in terms of service improvement and engaging citizens. A definition of community engagement is proposed by Hawtin and Purcell, 2008, (cited in Learning and Skills Improvement Services, 2010, p. 17) as '...a civil right by which residents can collectively engage in activities which influence the policy and practice of [public service providers]. Hawtin and Purcell (2008), Lowndes and Sullivan (2008) and White *et al* (2006), are, therefore, generally agreed that collectively, through citizen engagement and empowerment, residents are able to have a voice in decision-making in their communities. The relevance of this to the research is that it provides the basis for understanding how the citizens' voice can influence service provision.

In a number of key policies and strategies, the Welsh Government sets out its commitment to improving outcomes for children, young people and families and to citizen engagement in decision-making at local partnership level. The 2004 Children Act - Section 25 (Great Britain. Children Act, 2004) requires local co-operation between children's services authorities in Wales and key partner

agencies with the aim of improving the outcomes for children, young people and families. The Families First programme introduced in 2012, within which, in Newport, this internship is based, focusses on reducing child poverty in Wales and should link to other major Welsh Government programmes such as Flying Start (for families with children under four years of age in some of the most deprived areas of Wales⁴), Communities First (providing opportunities for people in disadvantaged areas to challenge the barriers preventing residents from effecting change where they live⁵) and the Integrated Family Support Service (intense support for disadvantaged families with complex needs⁶) with a joined-up, whole system approach.

2.4.2 The LSB's Neighbourhood Working Model in South East Newport

Welsh Government and local government literature on the role of the LSBs in achieving improved service delivery in Wales were examined. The key recommendation of Sir Jeremy Beecham's review of local service delivery in Wales in 2006⁷ was the need for consistent action to put the citizen at the centre. The Welsh Government's subsequent statutory guidance, 'Shared Purpose – Shared Delivery' (2012), further sets out the unique role of LSBs in achieving the outcomes of Wales' Programme for Government for improved service delivery. One of its key principles is the development of a Single Integrated Plan (SIP) to replace existing plans. Newport's SIP⁸, produced in April, 2013, proposes that a

⁴ <http://wales.gov.uk/topics/childrenyoungpeople/parenting/help/flyingstart/?lang=en>

⁵ <http://wales.gov.uk/topics/housingandcommunity/regeneration/communitiesfirst/more-about-programme/?lang=en>

⁶ <http://wales.gov.uk/topics/childrenyoungpeople/parenting/help/ifst/?lang=en>

⁷ 'Beyond Boundaries: Citizen Centred Local Services for Wales', WG, 2006

⁸

http://www.newport.gov.uk/stellent/groups/public/documents/plans_and_strategies/cont692370.pdf

Neighbourhood Working Model be implemented to assist with community engagement, joint planning and service delivery led to the development of an Engagement and Participation Strategy (Saladino, 2012) with the purpose of ensuring that the 'LSB and its partners involved citizens, service users and practitioners in the design and delivery of services in Newport'. Accordingly, a pilot project seeks to establish this Neighbourhood Working Model focussing on the wards of Alway, Ringland and Lliswerry, as defined by the One Newport LSB in the document 'Neighbourhood Working Pilot Project' (James, 2012). The Stage One requirement of the pilot project is to map current services. Statutory services have already been mapped by the LSB's project team and are listed in internal briefing papers produced by the team. The requirement now, for my research, is for an in-depth study to determine the level of voluntary sector provision for children, young people and families in South East Newport to address the key research question:

'What is the level of voluntary sector service provision for children, young people and families in South East Newport?'

White *et al*, (2006), have concluded, from their case studies in England, that there is a significant range of benefits from neighbourhood working in terms of service improvement and engaging citizens. However, the apparent scarcity of information available on a Welsh context provides a rationale for my study.

The sub-question to enhance the research is:

'What services would residents in South East Newport like to be able to access in their locality?'

Literature relating to the socio-economic status of the pilot area, namely, the Welsh Index of Multiple Deprivation (WIMD)⁹ - the official measure of relative deprivation for small areas, known as Lower Super Output Areas (LSOAs)¹⁰, in Wales (see Appendix 3), was considered.

The issues that most affect deprivation in each ward, identified by the LSB's project team, are shown in Table 1.

Table 1: The Top Three Issues Affecting Deprivation

Ward	Top Three Issues
Alway	Community Safety, Education, Income
Ringland	Education, Income, Employment
Lliswerry	Community Safety, Income, Environment

Furthermore, Alway, Ringland and Lliswerry are located in designated Community First programme¹¹ areas.

⁹ <http://wales.gov.uk/docs/statistics/2011/110831wimd11summaryen.pdf>

¹⁰ Area defined in the Index as approximately 1500 residents

¹¹ A programme which "supports the most disadvantaged people in [Wales'] most deprived areas"
<http://wales.gov.uk/topics/people-and-communities/regeneration/communitiesfirst/?view=Standard&lang=en>

2.4.3 Children, Young People and Families

To investigate the potential significant range of benefits from neighbourhood working in terms of service improvement and engaging citizens, alluded to by White *et al* (2006), I have reviewed government policy relating to the delivery of services for children, young people and families.

‘Aiming high for young people: a ten year strategy for positive activities’¹², (DCSF, 2007), describes a plan to transform leisure-time opportunities, activities and support services for young people in England. It refers to studies which ‘repeatedly show’ that participation in non-academic activities promotes learning. This supports the view of Finn (1989, p.128), who draws on the conclusions of Holland and Andre (1987), that ‘participating in [extra-curricular activities] is correlated with a range of desirable outcomes including higher educational aspirations...grades...and greater involvement in political and social activity as young adults’.

In Wales, Local Authorities produced Children and Young People’s Plans in 2008 and 2011, to drive forward improvements to the wellbeing of children and young people. Newport’s Children and Young People’s Plan, 2011-2014, describes the intention to ‘ensure that all children living in Newport are able to access a wide range of high quality and safe play, sporting, leisure and cultural activities which give them the opportunity to ...develop’ (Young Newport, 2011, p.21¹³). In 2012, the Welsh Government introduced the Families First programme, emphasising prevention and early intervention for families, particularly those living in poverty

¹² ‘Aiming high for young people: a ten year strategy for positive activities’, July 2007, HM Treasury, Department for Children, Schools and Families p.3

¹³

http://www.newport.gov.uk/stellent/groups/public/documents/plans_and_strategies/cont598694.pdf

and developed from the understanding that the best way to support children is by working with the whole family – ‘evidence suggests that early support can reduce the likelihood of families developing more complicated and costly needs’¹⁴.

Underpinned by four strategic outcomes, the most relevant to this study is:

- Children, young people and families are healthy and enjoy wellbeing

Thus, the two governments, both UK and Welsh, have developed programmes and strategies in acknowledgement of the value of positive activities and services for children, young people and families in achieving beneficial outcomes.

2.5 Voluntary Sector

Data on statutory service provision in the pilot area can be found in the LSB’s ‘Project Start-Up’ (James, 2012) document. A directory of voluntary sector organisations working with children, young people and families in Newport, known as the HYPE (Helping Young People Excel) directory, which lists over 100 voluntary sector providers of services for this demographic, was reviewed.

However, several limitations are evident. Produced in 2004, the directory has been updated, but, as entry is optional, not all organisations are listed.

Furthermore, provision listed is city-wide and there is no differentiation of those organisations targeting services exclusively in the pilot area. Yet this sector has a vital role to play in the provision of community services, as Kendall (2003, p.115) acknowledges in stating the voluntary sector’s contribution to “social cohesion” through fostering community level relationships’.

¹⁴ <http://wales.gov.uk/topics/childrenyoungpeople/parenting/help/familiesfirst/?lang=en>

2.6 Service Provision

'Service provision', defined in Chapter One, also includes, for the purposes of this report, wide-ranging leisure time and extra-curricular activities. Muschamp *et al* (2009, p. 311) distinguish between 'structured', or 'organised', activities such as those delivered at sports and community centres, youth clubs, uniformed youth clubs and church-based activities, characterised by structure, adult supervision, an emphasis on skill-building and promoting positive development for the participants (Mahoney *et al*, 2005, cited in Simoncini and Caltabiono, 2012 p. 35), as opposed to 'unstructured' or 'spontaneous' activities, such as reading, playing with friends and playing outside.

Several researchers have studied the area of beneficial outcomes of children's and young people's participation in leisure/extra-curricular activities (Muschamp *et al*, 2009; Fredricks and Eccles, 2006; Feinstein, Bynner and Duckworth, 2005 and Barber, Eccles and Stone, 2001). Mahoney, Larson and Eccles (2005) have documented the link between young people's participation in extra-curricular activities and a decrease in the rate of criminal offending. Participation in a wide range of activities has also been linked to increasing inter-personal competence, self-concept, higher educational achievement, enhanced job quality, volunteering activities and improved mental health during young adulthood - in other words opportunities for growth and development (Fredricks and Eccles, 2006; Mahoney, Larson and Eccles, 2005; Barber, Eccles and Stone, 2001; Larson and Varma, 1999). Feinstein, Bynner and Duckworth (2005, p.23) assert that the provision of structured activities for young people offers developmental opportunities and can make a big difference to their life paths.

What is remarkable here is that these studies were conducted in a range of different countries, from Wales through to the USA and Australia, yet they all point to the beneficial outcomes in later life of participation in childhood leisure time activities.

Another factor influencing the level of children's and young people's participation in leisure activities is support from family. Feinstein *et al* (2005, p.17) in their longitudinal study on the effects of age 16 leisure contexts on adult outcomes concluded that, where families were more affluent and educationally supportive, the activities that ensued, such as uniformed clubs and church-based leisure activities, tended to be associated with positive adult outcomes. Brockman *et al* (2009, p. 3-6), whose study involved 10-11 year olds, noted that children from middle and high socio-economic status (SES) groups were encouraged to participate in activity mainly by parents' financial support, co-participation and modelling. In studying a similar age group, 9-11 year olds in both Wales and the USA, Griffiths (2009, p. 199) concurs, describing the family as one of the main influences on the children's free-time preferences, in particular, the importance of the role of fathers in free-time enjoyment. Simoncini and Caltabiono (2012, p. 37) who investigated the relationship between behaviour and participation in extra-curricular activities in much younger children, 5-8 year olds, in Australia, also highlighted the 'considerable' role of parents in children's participation in activities. Similarly, Zaff *et al* (2002, cited in DCSF, 2007, p.23) found that successful programmes recognise the influence of parents in encouraging children to take part in positive activities. It is clear from the above international

literature, that a key characteristic, worldwide, of children's participation, is the influence of family.

Evidence from existing research points to the fact that children and young people face barriers in accessing activities and support services (Ferguson, 2013; Brockman *et al*, 2009; DCSF, 2007; Fredricks and Eccles, 2006). The barriers, which include transport, cost, safety issues, personal - such as lack of confidence or low aspirations - and lack of information on service provision are regularly cited in the literature (Muschamp *et al*, 2009, p.312 and DCSF, 2007, p.14).

Brockman *et al* (2009) examined the types of activities 10-11 year olds commonly participate in. They identified how, in their study conducted in Bristol, the type of activity differed by SES group and discovered that children from middle to high SES groups participated in more structured activities than children from low SES groups who engaged in more unstructured activity and 'free play'. Cost was reported as a significant barrier by children from low socioeconomic groups whilst all SES groups reported that time was a limiting factor to family-based activities. Similarly, Ferguson (2013), in her study of voluntary sector provision in the USA, found that the provision of after school buses to take the children from the school direct to the clubs was the key to engaging Florida's young people from low SES groups.

Both these studies, conducted outside of Wales, consistently show that cost is a significant barrier, it can therefore be suggested that service provision within

South East Newport could benefit from the inclusion of low cost activities and transport for children, young people and families.

Overall, there appears to be gaps in the literature relating to the level of voluntary sector service provision for children, young people and families in the pilot area of South East Newport. The literature review has, therefore, provided numerous justifications for this research project and the subsequent critical report which will seek to identify the level of voluntary sector service provision in South East Newport in order to inform the Neighbourhood Working Model pilot project.

2.7 Summary

Literature has been reviewed relating to the policy context of public service delivery and the role of the citizen, neighbourhood working and its implementation by One Newport LSB, and government programmes and strategies for delivering positive activities for children, young people and families. Also reviewed were the factors influencing children's and young people's participation in such activities and services. There was little documentation on the level of voluntary sector service provision for children, young people and families in South East Newport, which has provided justification for this critical report.

Research approaches and processes to meet the objectives and answer the overarching research question: 'What is the level of voluntary sector service provision for children, young people and families in South East Newport?' are evaluated in the next chapter.

(This page is intentionally blank)

Chapter 3: Methodology

3.1 Introduction

This section sets the study in the context of the internship around which I have structured this critical report. It outlines the research methods available and provides justification for my chosen research approach and methods, explaining the reasons for modifying the research design. This chapter concludes by outlining the data analysis approach.

3.2 Context

In May, 2012, the One Newport Local Service Board (LSB) approved a Neighbourhood Working Model to be implemented in the pilot area of South East Newport, as a means of delivering better co-ordinated public services at local level. A scoping exercise had already been undertaken by the LSB's project team which mapped current statutory service provision. This research project scopes the level of voluntary sector service provision for children, young people and families in the pilot area to inform the Neighbourhood Working Model pilot project.

3.3 Research Approaches and Methods Available

A variety of research approaches and methods were available to undertake a systematic process of investigation in attempting to answer the research question, with advantages and disadvantages to each. Qualitative research refers to 'research about persons' lives, lived experiences' (Strauss and Corbin, 1998, p.11) whereby textual material can be gathered from interviews, observations and discussions. This data can then be coded for it to be

statistically analysed, thus quantifying the qualitative data. Where both qualitative and quantitative methodologies are used in a single study in this way, is sometimes referred to as the 'mixed methods' approach (Lindsay, 2007, p.37). Qualitative and quantitative methods are not mutually exclusive and, for this study, provided factual context in addition to recognising the richness of human perception. As the data is analysed using coding and classification, this form of research enables theories to emerge and is known as grounded theory, which will guide the development of related concepts in this study (Lindsay, 2007, Strauss and Corbin, 1998).

Experimental methodologies set up trials and will therefore not be used in this study. A naturalistic methodology, which does not attempt to alter the situation, and an ethnographic approach, involving the study of a community using observations and interviews (Lindsay, 2007), although time consuming and procedurally complex (Swetnam, 1995), form the main basis for this research.

Consideration was given to the use of a number of research tools. A case study method, which concentrates on specific instances, was not relevant as a more general approach was required. Surveys attempt to obtain information, which, according to Bell (1999, p.13), 'can be analysed and patterns extracted and comparisons made', from a large population and are therefore appropriate, but can be limited by poor design, time, and resource constraints. Focus groups, where 'respondents are offered the topic and encouraged to discuss it among themselves' (Silverman, 2006, p.4), attempt to obtain data directly from the participants. The advantages for this study include: the interaction among

participants brings different perspectives to the discussion thereby opening up new avenues of exploration, and that participants are encouraged to have their voice heard which may reveal more than the use of a questionnaire. However, limitations such as the possibility of dominant members inhibiting the possible contribution from others and that the discussion could deviate from the original topic, need to be considered. Interviews are a structured way of obtaining focussed information (Swetnam, 1995), utilising standard pre-designated questions. The benefits of semi-structured interviews, in allowing enough flexibility for themes to emerge, exceed the benefits of structured and unstructured interviews in this study.

Both primary data, which refers to new material collected through the research process and enables discovery of real experiences in people's lives, and secondary data, which has already been collected for another purpose are relevant to this study.

3.4 Chosen Research Design

External influences such as limited resources, the academic criteria imposed, for example, time limitations, and the conditions set by the internship, have all exerted a powerful effect on the design. Grounded in a real situation - the implementation of the Neighbourhood Working Model under development by the One Newport LSB - my chosen methodology was naturalistic in that it did not attempt to alter the situation but observe it ethnographically, to explore the experiences of residents regarding service provision, and any gaps. This benefited me in being able to understand relationships between people and their

environment (McNiff and Whitehead, 2010) in that locality. Accordingly, the approach to my study, of inquiry into the everyday lives of residents, was interpretive rather than predictive as it was 'not concerned with establishing relationships that can be used to predict events elsewhere' (Lindsay, 2007, p.32).

I selected a qualitative method of data collection and analysis, requiring creativity and flexibility (Strauss and Corbin, 1998), which was quantified, through categorisation, and expressed and allowed me to enrich my understanding quantitatively, thus providing factual context in which to interpret the narrative of the participants. This qualitative approach supported the application of grounded theorising (Strauss and Corbin, 1998) to the data analysis of the local situation in order to inform a local solution.

The research approach was verbally agreed by senior officers in the employing agency and in the LSB, followed by written agreement and by the University of South Wales Subject Specific Tutor. In addition, the Community Development Officers, residents in the pilot area and service providers were also identified as stakeholders and therefore an additional source of information.

3.5 Chosen Research Methods

A range of fieldwork methods were used in attempting to answer the research questions: surveys, discussions with colleagues, secondary data, semi-structured interviews and focus groups. Utilisation of these various methods in a range of settings would assist in achieving triangulation of findings.

Both providers of services and receivers of services were included in the data collection. This dual approach assisted me in gathering a range of data relating

to services and activities from two prime sources: the providers and the recipients.

3.5.1 Surveys

The survey method was chosen in order to obtain answers from two main groups, service providers and service receivers, within a limited timeframe, of five months, and with limited resources, a single researcher, that would assist in answering the original research question. This method allowed distribution to respondents who were geographically dispersed and was felt to be less intrusive than formal interviews. In this way, I aimed to collect data from a representative selection of the population and, from that sample, present the findings as being representative of the pilot area population as whole.

Group A (Providers):

Pre-existing questionnaires (produced by the One Newport LSB, see Appendix 4) were e-mailed to over 100 providers (Group A) and, where there was no response, I contacted, where possible, non-respondents for completion of the questionnaire via telephone.

Group B (Residents):

In order to develop the questionnaire for this participant group, I established a small focus group of key residents in the pilot area, familiar with participating in

community research, to assist in structuring and testing the questions. To meet the research objectives, two main questions were to be included:

‘What services/activities do you currently access?’, and

‘What services/activities would you like to be able to access?’ A further question:

‘What, if anything, is preventing you from accessing these services?’ was

designed in an attempt to identify the barriers to access. With the key residents’

local knowledge and input, the questionnaire was developed to ensure that

respondents would understand exactly what was being asked, for example,

unfamiliar phrases such as ‘services’ and ‘access’ were replaced with ‘activities’

and ‘attend’. Ambiguity and superfluous questions were removed and the

revised questionnaire (see Appendix 5), piloted to the wider focus group. When

reviewed, now with participation information printed on the reverse side of the

questionnaire (see Appendix 6), it was felt to be more relevant and acceptable to

respondents.

The questionnaires, each marked with a unique code corresponding to the

delivery address to enable tracking if later required, were hand-posted through

the letter boxes of 600 homes. To be as representative of the total pilot area as

possible, the delivery area encompassed one street, of approximately the same

number of homes (30-35), in each LSOA in each of the three wards (in total 19

streets).

A further 207 questionnaires were e-mailed to residents across Newport, where

there was a child in the family with a disability¹⁵.

¹⁵ As listed on the Index for Children and Young People with a Disability, a register held by Newport’s Disabled Children Team.

3.5.2 Practitioner Input

Additional information on service provision was obtained from discussions with Community Development Officers, Youth Workers, Sports Developmental Officers and other professionals in the pilot area.

3.5.3 Focus Groups

Focus groups, providing an additional data source, were chosen as a method encouraging participants to explore beyond their current knowledge of service provision to consider and discuss different types of services that they would like to be able to access. I presented the main questions from the questionnaire for discussion to adult focus groups in each ward, with the intention of initiating the 'group effect' where group members engage in 'a kind of "chaining" or "cascading" effect and talk links to, or tumbles out of, the topics and expressions preceding it' (Lindlof and Taylor, 2002, p.182). In compliance with the agreed ethical commitment of this research project to safe practices, discussions were held in the Community Centre of each ward where participants asked questions of each other, developing their views thus stimulating more discussion. This method allowed more flexibility (than questionnaires, for example) for emerging and/or unexpected themes from each participant to be further explored.

3.5.4 Secondary Data

Secondary data was utilised as an initial source of information on voluntary sector service provision for children, young people and families in Newport, available from an existing service provider directory – the HYPE directory.

3.6 Participant Recruitment and Selection

The population of interest comprised two essential groups in the pilot area.

Group A comprised service providers and Group B comprised residents.

Inclusion and Exclusion criteria:

Group A:

Existing providers of voluntary sector, not statutory or independent, services and activities for children, young people and families in the pilot area only.

Group B:

Children and young people up to the age of 25 and all families where there is a family member under the age of 25, resident only in the pilot area.

3.7 Modified Methods

3.7.1 Semi-structured Interviews

Following the low response rate from residents (Group B) for the returned questionnaires, two from Alway, nil from Ringland, nil from Lliswerry, and nil from the families on the Index for Children and Young People with a disability, (a total of 0.25% of the questionnaires distributed), I re-evaluated the methods of data collection. To ensure that sufficient data could be collected within the timeframe, it was agreed with Community Development Officers that I could conduct semi-

structured interviews with residents at the Summer Fun Day event in each ward. These were facilitated in either the Community Centre, or the adjacent field, in each ward, attended mainly by residents, pre-dominantly families. This method was beneficial in allowing some discussion between myself, as researcher, and the respondent, aiding further exploration of any emerging themes. This facilitation, at different types of service provision settings, would enable 'cross-checking...by gathering data from a number of informants and a number of sources...to produce as full and balanced a study as possible' (Open University course E811,1988, cited in Bell, 1999, p. 102).

3.7.2 Focus Groups for Children

To gather data from children, permission had been obtained from the Head Teachers of the two secondary schools and three of the primary schools in the pilot area. Consent was granted by parents or carers (see Appendix 7 and 8). The original intention had been to distribute the questionnaire during a session with each year group within the schools and collect the completed documents at the end of the session. However, due to constraints within the school environment such as time and staffing levels, this method was reviewed. Consequently, focus groups were conducted, which stimulated discussion, allowing views to be developed thereby enabling themes to emerge.

Averaging an attendance of eight children, these focus groups were conducted with each of four year groups, Years 7 to 10 (ages 11 to 15 years) in the secondary schools (the older pupils, having already completed their external exams, were absent at the time of discussions), and with each of the four age

groups (ages 4 to 11 years) in the three primary schools, totalling 189 children. 10% of the primary school children, in the focus groups, chose to use art to produce visual representations of the activities and services they would like to access. This research tool suited my work with children as Griffiths (2009, p.192) found in her study and further describes, as outlined earlier in the literature review, 'it is already within their standard 'draw a picture' frame of reference'.

3.8 Reliability and Validity

Reliability refers to 'the extent to which data collection methods will collect the same data on repeated occasions' (Lindsay, 2007, p.65). Validity refers to 'the extent to which data collection and analysis accurately measure what the researchers intend to measure' (Lindsay, 2007, p.65). One of the difficulties I experienced as the researcher was the different names the children used for the same activity, for example, some children referred to 'Tae Kwan Do' whilst others referred to 'Martial Arts'. This created a larger amount of data than would have been the case had the responses been restricted rather than open-ended. Potential for bias was considered, such as where respondents 'may "project" some kind of person ..."behind" the questions', Oppenheim (1992, p.103), and where focus group participants were drawn mainly from existing groups, for example Mother and Toddler groups, resulted in some gender bias as participants were predominantly female. Further considerations were that a dominant member of the group may have taken control of the interview and/or influenced other members and the danger of bias from myself, as the researcher,

leading the group to answer in a specific manner (Lindsay, 2007, Borg, 1981, p.87, cited in Bell, 1999, p.139, Oppenheim, 2008, p.41).

Therefore I attempted to achieve validity and reliability in this study, through the triangulation approach, involving data collection methods as follows:

- Questionnaires administered to service providers and residents
- Semi-structured interviews conducted with residents
- Focus groups conducted with residents

As Sharp (2009, p.46) illustrates: 'The use of more than one method...brings with it the opportunity to triangulate...thus helping to ensure validity and reliability.'

3.9 Ethical Considerations

The research proposal has conformed to approved principles and conditions of the University of South Wales. The completed Research Ethics (RE1) form and documents I developed, in relation to service-user and provider involvement, were passed by the University's Ethics Committee on 17th June 2013. A sample of the Parental Consent Request letter, the Parental Consent return slip and a combined information letter and consent slip for participating adults are to be found at Appendices 7, 8 and 9. Other documents included were debriefing letters appropriate to the participant group. Ethical approval for the research project was also given by the LSB's Lead Officer and a Letter of Authority was signed by the Internship Supervisor at the Employing Agency (Appendix 10). Ambiguity was minimised and the purpose of the research was explained assuring anonymity and confidentiality. Informed consent was obtained from all those interviewed, including parents, where relevant, through the schools, and

agreement reached about the use of the data and how its analysis will be reported and disseminated. Additional care was exercised where the participants were children or young people.

Risk to the wellbeing of myself and the participant was assessed through the use of risk assessment tools (see Appendix 11). Interviews were only conducted in those venues designated by Community Development Officers - some at existing sessions such as Mother and Toddler groups. Every precaution was taken to ensure that participants felt safe, comfortable and were assured of the freedom to withdraw from the study at any time. Respect for children's rights was paramount and ethical principles in the field of research involving children, such as ensuring that children do not suffer harm, were adhered to (Morrow, 2004, p. 1).

It was important to manage participants' expectations, thus it was made clear to all participants that, whilst they were being given the opportunity to identify any need for enhanced service provision, it did not necessarily follow that this provision would be made available.

3.10 Methods of Analysing the Data

The analytic strategy for the data collected was guided by the research question.

I adopted a realist approach to analysis in that I was interested in the experiences and reality of the participants (Braun and Clarke, 2006).

The following analytic tools were utilised:

- Questioning
- Assigning a meaning to a word or phrase
- Making comparisons (Strauss and Corbin, 1998).

All field notes were transcribed and data qualitatively analysed through a process of segmentation, categorisation and re-linking to themes arising from the research evidence for interpretation. It was quantified directly through written responses to questionnaires and semi-structured interviews and indirectly from transcriptions of discussions during the focus groups. Frequent terms emerging from the data collected were subsequently grouped into similar categories in relation to the research question. This supports the view of Bell (1999, p.173) who identified that separate pieces of information will mean nothing to the reader unless they have been placed into categories.

The data for the pupil respondents was unitised using the children's ages.

Words or phrases, for example, *play*, *fitness*, *courses* and '*walking the dog*' were identified and coded, resulting in the identification of themes or groups which could then be organised and classified. The data was allocated to these groups which enabled its interpretation and the findings to be presented and analysed in a more manageable format.

3.11 Limitations to the Research

Limitations to conducting the study included:

- Design:
time frame and expenditure were limited
- Participant involvement:
access to participants, willingness to take part, answers may have reflected opinion as opposed to fact, a large group could have inhibited the contribution from some participants, language or communication difficulties, predominantly female engagement, managing expectations that additional services would be introduced, consideration of different cultures and attitudes
- Problems of execution:
sole researcher in this activity, logistical difficulties in organising focus groups such as venue hire, outdoor semi-structured interviews affected by adverse weather conditions

Practical limitations, such as time and costs, affected each aspect of the data collection. Attempts to contact Group A (providers) non-respondents and the survey sample size for Group B (residents) were both limited due to time and cost restraints. However, as Oppenheim (1992, p.43) suggests, 'the size of the sample is, of itself, not very important...a sample's accuracy is more important than its size'. For that reason, the survey sample was strictly drawn from each Lower Super Output Area (LSOA)¹⁶, in each of the wards, to ensure an even

¹⁶ Lower Super Output Areas are geographical areas with roughly the same population (1500) <http://wales.gov.uk/docs/statistics/2011/110831wimd11summaryen.pdf>

spread. Similarly, I attempted to draw an equal sample whilst attending the Fun Day event in each ward.

3.12 Summary

This chapter explored the data collection methods and research processes available. It provided my justifications for my chosen research approach and methods to meet the research objectives and assist in answering the key research question:

‘What is the level of voluntary sector service provision for children, young people and families in South East Newport?’ The next chapter presents the findings.

Chapter 4: Findings and Analysis

4.1 Introduction

A systematic approach to presenting and analysing the data is provided in this chapter. It is structured in such a way as to address each objective in turn, from the data collected. These data collection and analysis methods assisted in answering the key research question:

‘What is the level of voluntary sector service provision for children, young people and families in South East Newport?’ and the sub-question:

‘What additional services would residents in South East Newport like to be able to access?’

During the period of the data collection, June to October, 2013, field notes were taken at all settings. The data was collected during my internship with the Families First programme in Newport where I was required to identify the level of voluntary sector service provision for children, young people and families in South East Newport. The data gathered would contribute to the Stage One phase (scoping exercise), to be completed early in 2014, of the LSB’s Neighbourhood Working Model. Contribution to the Stage Two phase is beyond the scope of this study.

The data will be presented in tables and charts, partly ‘in-line’ with the narrative though some diagrammatical material will be contained in the appendices as these tools ‘help to summarise the data effectively’ (Sharp, 2009, p.121).

To aid the presentation and discussion of the findings, Table 2 offers a timetable of the data collection process.

Table 2: Data Collection Timetable

Date (2013)	Research Tool	Participants
June – August	Questionnaire (e-mailed)	Service Providers (Group A)
July – September	Discussions (with practitioners)	Service Providers (Group A)
June – August	Questionnaire (door-to-door)	Residents (Group B)
29 th July	Semi-structured interviews	Residents (Grp B) - Ringland
3 rd August	Semi-structured interviews	Residents (Grp B) – Alway
14 th August	Semi-structured interviews	Residents (Grp B) - Lliswerry
6 th September	Focus groups	Residents (Grp B) - Lliswerry
18 th September	Focus groups	Residents (Grp B) - Ringland
23 rd September	Focus groups	Residents (Grp B) - Alway
18 th June	Focus groups	Children – Somerton Primary
25 th June	Focus groups	Children – Alway Primary
8 th – 12 th July	Focus groups	Children – Lliswerry High
12 th July	Focus groups	Children – Llanwern High
10 th October	Focus groups	Children – Lliswerry Primary

4.2 Objective One:

Identify voluntary sector service provision for children, young people and families in South East Newport

Group A (Providers)

Methods

Survey, Practitioner input and Secondary data

This data was gathered from the questionnaire, discussions with providers, Community Development Officers and other professionals, together with the secondary data.

Analysis

The data gathered was unitised according to age groups and further categorised according to the requirements of the Neighbourhood Working Model project team (for example, type of provision, venue, staffing levels and so on). This formed the basis from which to compile a detailed and comprehensive audit of services and activities which has been submitted to the Neighbourhood Working Model project team. An annotated version which has had sensitive data, such as 'funding source', removed, is to be found at Appendix 12. It is clear from the data gathered that service providers are delivering a wide range of services and activities for children, young people and families in the pilot area.

Group B (Residents)

Methods

1. Survey and Semi-structured Interviews

The data gathered from the questionnaires and the semi-structured interviews at the Fun Day events was collated and tabulated below.

**Table 3: Services/Activities Accessed
(Questionnaire and Semi-structured Interviews)**

Collection		Data Collected
Method	No. of Respondents	Activities/Services accessed
Door-to-door distribution	2	Bingo, Walking Group, Community centre café, Support from Church, Karate, Youth Club
Always Fun Day Event	27	Bingo, Walking Group, Mother & Toddlers, Credit Union, Golf, Nurture group, Food bank, Martial Arts, Fishing, Swimming, Football, After School Club, Playgroup/scheme, Boxing, Drama, Dancing, Breakfast Club, Friday Club, Scouts, Youth Club, Leisure Centre, Graffiti wall, Mother and Toddlers, Aqua Fit, Netball, Rugby, Athletics, Volunteering, Gymnastics, Bowls, Brownies
Ringland Fun Day Event	17	Walking Group, Mother & Toddlers, Dance, Conservation Group, CFR ¹⁷ , Sky Ride ¹⁸ , Caravanning, Food bank, Martial Arts, Gymnastics, Volunteering, Mother & Toddlers, Beavers, Brownies, Football, Dance, ATC ¹⁹ , Swimming, Duke of Edinburgh Award, Volunteering, Boxing, Caravanning
Lliswerry Fun Day Event	3 ²⁰	Bingo, Job Club, Youth Club, Swimming, Football, Dancing, Bike Riding, Gymnastics, Guitar

2. Focus groups

¹⁷ CFR: Community First Responder – volunteers who are trained to provide lifesaving first response to emergency calls (Source: <http://www.respondersuk.org/>)

¹⁸ Sky Ride: Traffic-free rides for groups of cyclists of all ages and abilities to ride safely together on a traffic-free route (Source: <http://www.goskyride.com/SkyRideCity>)

¹⁹ Air Training Corps

²⁰ Refer to pg. 36 re: inclement weather

Adults

Following each focus group discussion a summary of the data collected from each of the main questions was compiled. The table below shows these responses:

**Table 4: Services/Activities Accessed
(Adult Focus Groups)**

Collection		Data Collected
Ward	No. of Attendees	Activities/Services Currently Accessed
Alway	6	Bingo, Walking Group, After School Club, Knitting Group, Mother and Toddler, Go-ape Play Club, Food Co-op, Cooking Club, Cake Decorating Class, Indoor Bowling, Various courses including Construction, Litter Picks
Ringland	6	Mother and Toddler Group, Music and Movement Group, Martial Arts, Messy Play Group, Gymnastics, Table Tennis, Badminton, Nurturing Course, Citizen's Advice Bureau, Food Bank, Shelter Housing, Health Visitor
Lliswerry	3	Breakfast and After School Club, Bingo, Youth Club, Play Club, Martial Arts, Dance, Litter Picks, Reen Clearing

Children

The results from the school focus groups are given in Appendices 13 to 17, segmented into schools and, further, by year group.

Analysis

All the data from the various data collection methods - questionnaires, semi-structured interviews, focus groups and secondary data – was unitised according to age groups and categorised. Where the children had submitted drawings, this material was cross-checked with the transcribed interviews. Segments of the

data were then gathered together that were relevant to a certain category arising from the initial framework of data (such as the HYPE directory) and from the data itself. This data was then utilised to contribute to the audit of provision, initiated from the data collected from Group A (Providers) respondents, referred to earlier. In analysing the data, it is evident that a wide range of services and activities are being accessed. The primary objective of identifying the level of voluntary sector service provision for children, young people and families in the pilot area has therefore been addressed.

Unstructured, or spontaneous activities, were referenced frequently by children. Whilst the original intention of the study had been to capture data on services and structured activities provided, it was felt that it was important to include these additional findings on unstructured activities, in order to produce a more accurate account of the level of activity in the pilot area. Girls, in particular, expressed a preference for 'Walking the dog', as an activity, as the following quote from a pupil at Somerton Primary school illustrates:

"I like walking my dog. It's the only time that my Mam lets me out on my own – without, like, a grown-up and stuff." (A pupil from Year 6)

The frequency with which 'walking the dog' and 'riding my bike' was referenced, both by primary and secondary school age children, may reflect the fact that:

1. These types of activities could be pursued at no, or low, cost as the study was undertaken in an area of economic disadvantage (as defined by the WIMD²¹ and the Community First²² programme, referred to in Chapter 2)
2. These activities could be undertaken with no, or minimum, adult supervision
3. The children enjoyed a certain amount of independence and autonomy
4. Parental encouragement to participate in structured activities was lacking (as discussed in more detail with reference to barriers in 4.4)

This analysis is consistent with the findings of Brockman *et al* (2009) and Griffiths (2009), as reported in the literature review, that socio-economic status and parental encouragement have an influence on the types of activity in which children engage.

Local environments influenced the respondent's choice of activity as identified from the focus group data which featured a number of fishing sessions '*with my Dad*' at Lliswerry Ponds. This was reported by a number of the school children, as quoted below:

"My Dad [in some cases this was 'my step-Dad'] takes me fishing – it's awesome!" (Quoted by a range of pupils from age 8 to 18 years of age)

Similarities between these findings and those of Simoncini and Caltabiono (2012) and Griffiths (2009) as discussed in the literature review, are:

²¹ Welsh Index of Multiple Deprivation

²² <http://wales.gov.uk/topics/people-and-communities/regeneration/communitiesfirst/?view=Standard&lang=en>

- the importance of family influence, particularly the father-son experience
- the biggest influence on people's choice of leisure activities is their immediate environment

4.3 Objective Two: Identify any gaps in service provision for children, young people and families in South East Newport

This objective applied only to Group B (residents) in order to identify any gaps in services, and, what, if any, barriers were preventing participation in services.

Questionnaires, semi-structured interviews and focus groups were the data collection methods used to answer the question:

'What community services/activities would you like to be able to access in South East Newport?'

Methods

1. Survey and Semi-structured interviews

From the questionnaires distributed door-to-door and the semi-structured interviews undertaken during the Fun Day Events in the pilot area, the following data was collected:

**Table 5: Services/Activities that Families would Like to Access
(Questionnaires and Semi-structured Interviews)**

Collection		Data Collected
Method	No. of Respondents	Activities that residents would like to be able to access
Door-to-door survey	2	Day Trips, Courses, Activities for Under 5's, Child Minding
Always Fun Day Event	27	Family/Children's Activities, Fun Fair, Walking Groups, Play Club, Dancing, Football, Brownies, Rainbows, Exercise Programme, Sports/Adventure Parks, Child Care for Over 5's, Increased Information on Services, Everything, Radio, Litter Bin at Lliswerry Ponds, Well Equipped Parks, Courses with Crèche,
Ringland Fun Day Event	17	Well maintained Parks, Courses with Childcare, Dancing, Youth Club, Drama, Sports, Swimming Pool warm enough for Disabled, Family/Children's Activities, Any, More Fun/Open Days, Enhanced Youth Club Provision, Horse Riding, Martial Arts, Climbing Wall, Skate Park, Cooking, Increased Information on Services, Swimming, Increased range of Community Centre Activities, Soft Play Centre
Lliswerry Fun Day Event	3	Rock Climbing, Swimming Club, Farm, Gardening Club, Girls Football Club, Park/Playground for younger children, Increased Awareness of Services Available

2. Focus groups

Adults

I presented the same questions to the adult focus groups, in each ward of the pilot area, in order to obtain an understanding of the group's views of what they felt was missing in the provision of services. A summary of the data collected

from each of the main questions was compiled for each adult focus group. The table below shows these responses.

**Table 6: Services/Activities that Families would Like to Access
(Adult Focus Groups)**

Collection		Data Collected
Ward	No. of Attendees	Activities/Services
Alway	6	Homework Classes (with computers) for Children, Information Dissemination, Mother and Toddler Group for under 5's, Safe Place for Bins re: at the flats, Restricted Car Parking on Pavements/Slipways, Community Café, Increased opening times for Community Centre, Adventure Playground, More courses Adults and Children, Well Maintained Parks, Multi-use Youth Centre, Cleaner Streets re: dog-fouling, Improved Maintenance of Waste-land, Increased Community Police Presence, Improved Community Cohesion e.g. retailers contributing to sponsoring Fun Day, Ethnically Relevant Activities/Events, City Farm/Sensory Garden
Ringland	6	Activities for Children outside of Term Time, Well Maintained Parks, Crèche, Youth Clubs and Activities for Teenagers, Activities for Families e.g. coffee mornings and centre for counselling and support, Wider Range of Courses e.g. cookery, life skills, career advice and information, healthy eating, Allotments, Litter Picks, Animal Activities e.g. petting farm
Lliswerry	3	Mother and Toddlers, Keep Fit, Activities every night ²³ , MUGA ²⁴ , Improved Park Facilities, Food Hampers, Credit Union, Improved Street Cleaning, Visible Police on the Beat, Improved Dental Services, Information on Available Activities

²³ The Focus group participants stated that they would like to see activities every evening at the Community Centre but, due to staffing costs, this was not possible

²⁴ Multi-Use Games Area

Children

The results from the school focus groups are given in Appendices 13 to 17, segmented into schools and, further, by year group.

Analysis

Where the children had submitted drawings during the focus groups, this material was cross-checked with the transcribed material found in Appendices 13 to 17. It was expected, given that one of the discussion prompts was 'unrestricted suggestions for what you would like to be able to access', that some of the activities that the children listed would be far from conventional, such as Waterparks, Fun Fairs and a Zoo. However, what became apparent was that some of the activities that the children stated they would like to access were already provided, such as football and swimming. This indicates that it was 'access' rather than the provision of a service that determined the respondents' ability to participate. To establish that this was the case across the sample group, the data from these focus groups was compared with the data collected from the questionnaires, semi-structured interviews and adult focus groups. Consistent with previous research outlined in the literature review (Ferguson, 2013; Brockman *et al*, 2009; Muschamp *et al*, 2009), this analysis shows that there are barriers to access in the pilot area.

These combined results from the Fun Day events and the focus groups show that there is a wide range of services and activities that residents would like to be able to access. Where the provision already exists, respondents felt quite strongly that the standard of facilities should either be upgraded or enhanced.

An example of this, relating to skateparks, is illustrated in the following quote from a pupil at Lliswerry High School:

“The section of the skatepark that we are allowed to use for our scooters is designed for bikes so the layout is rubbish for us”.

(A pupil in Year 8)

This indicates that as the skatepark is used for an activity for which it was not designed, there is a gap in the type of services provided. It is important to note that some of the services and activities were already provided in the area, and therefore it can be concluded that it was ‘access’ rather than the provision of a service that determined the respondents’ ability to participate.

A selection of these results (the five most referenced activities) is further displayed diagrammatically below in line with the views of Glaser (cited in Strauss and Corbin, 1998, p. 10), ‘who saw the need for making comparisons between data to identify, develop and relate concepts’.

Services and Activities Accessed (Families)

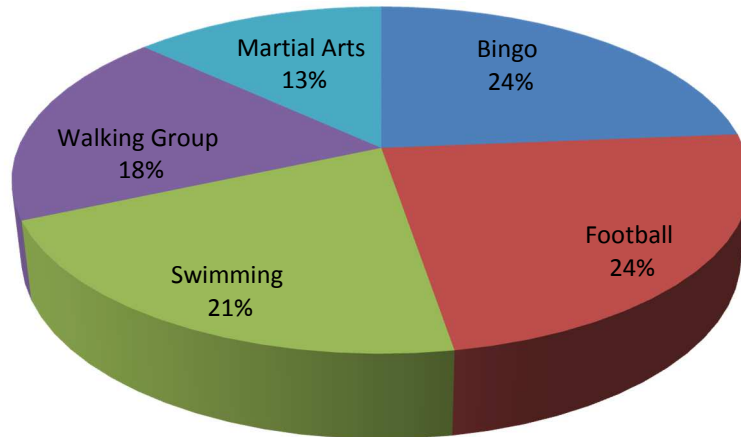


Figure 1: The Five Most Referenced Services and Activities that Families Access as Reported by Adults

Services and Activities that Families would Like to Access

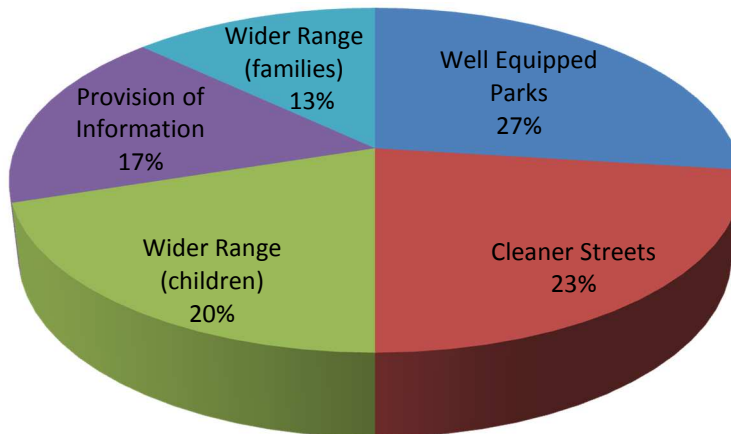


Figure 2: The Five Most Referenced Services and Activities that Families would Like to Access as Reported by Adults

The findings from the school focus groups (Appendices 13 to 17) show that some children would like to be able to access a wider range of services and activities

than is currently available to them. They also listed activities that are currently provided in the area and cited similar barriers (see Figure 5) to access as the adults.

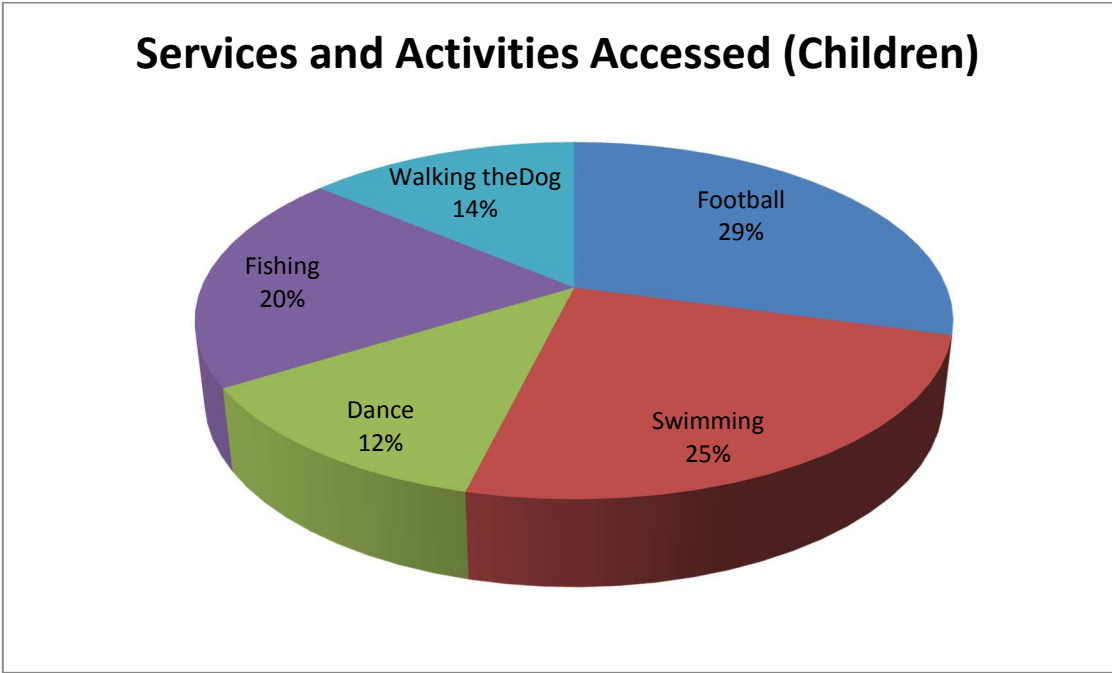


Figure 3: The Five Most Referenced Activities that Children Report Accessing

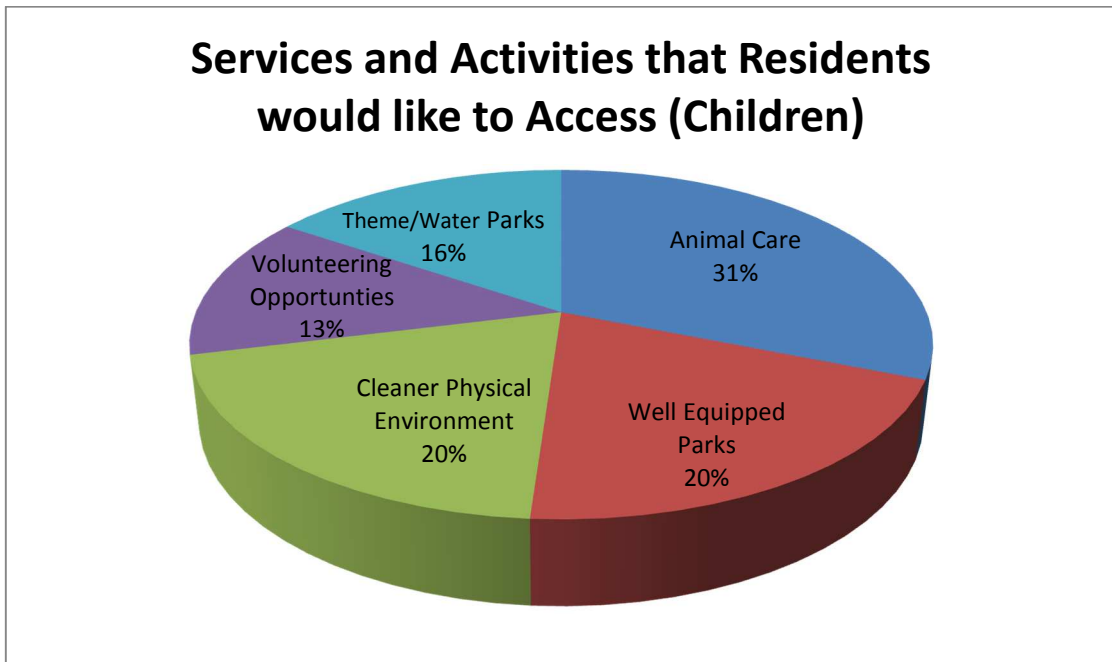


Figure 4: The Five Most Referenced Services and Activities that Children Report that they would Like to Access

These findings show a marked difference in the services and activities that the children accessed and the services and activities that they would like to access. Whilst it might be expected that the children would like to be able to access services and activities such as theme parks and water parks, it is interesting to note that a high number of responses (40%) referred to improvements in the physical environment of the pilot area. In particular the primary school children were adamant that they wanted a cleaner environment in which they lived, such as cleaner streets, no dog-fouling and needle-free parks.

From the findings, collated from the provider questionnaire, the residents survey, the focus groups and the semi-structured interviews, it is clear that families, in the pilot area, would like to access not only a wider range of services and

activities, but also improved and enhanced services. The secondary objective of identifying any gaps in services for children, young people and families in the pilot area has been addressed. Several barriers to access were described by respondents, shown in Figure 5, and this evidence supports the findings of Brockman *et al* (2009), DCSF (2007), Feinstein, Bynner and Duckworth (2005), and Muschamp *et al* (2009), as outlined in the literature review.

4.3.1 Barriers to Access

Methods:

Questionnaires, Semi-structured Interviews and Focus groups

Barriers to access were reported by adult and child respondents regardless of the data collection method applied.

Analysis

Whilst this was a small scale sample, and generalisations can not be made on these statistics alone, it became apparent that some major barriers to access, predominantly lack of information about available activities, transport and cost, were experienced by children, young people and families. Some of the findings drawn from the adult responses differ from those of the children and it is therefore appropriate to present these findings visually in Figure 5 in order to contextualise their significance.

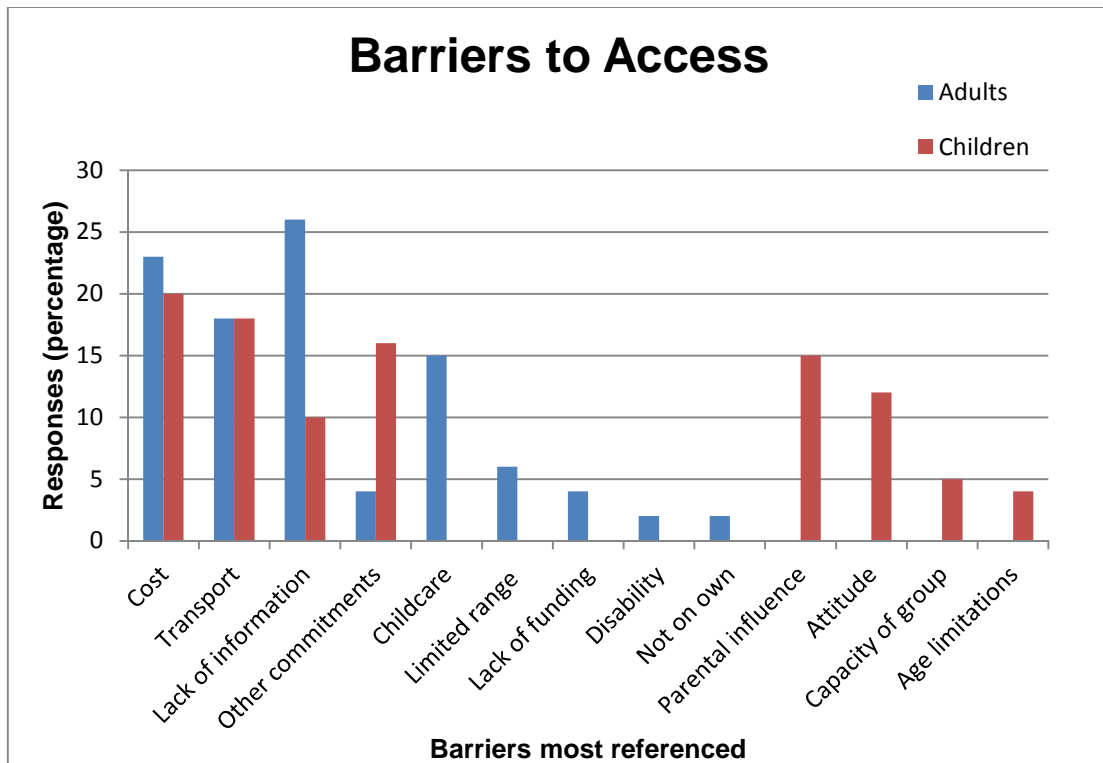


Figure 5: Barriers that Respondents Report Experiencing in Accessing Services and Activities

Of the barriers that both children and adults report experiencing, it is notable that cost and lack of, or difficulties with, transport are referenced by both these groups of respondents to a similar degree. The following quote from a pupil from Lliswerry High School illustrates both these points:

“We have to get two buses to the skatepark at Tredegar Park and, even if me Mam gives me the bus fare, the bus driver won’t let us on the bus with our scooters”. (A pupil in Year 9)

This indicates that socio-economic status (SES) has an influence on the type of activity which families access as families have reported cost as a barrier and the sample was confined to an area of multiple deprivation as defined by the

WIMD²⁵. This supports the findings of other studies across the UK and the USA (Ferguson, 2013; Brockman *et al*, 2009; Muschamp *et al*, 2009; DCSF, 2007; Murray, 2005) as reported in the literature review.

Access to information was the most referenced (25% of responses) barrier to access for adults. Residents were often not aware of the facilities and provision within their locality, for example, the many walking routes in the locality, such as at the Wetlands and the Coastal Path. The following quote from an Alway resident illustrates this:

“I would like to go walking to lose weight but there are no countryside walks around here – you’ve only got the pavements where there is dog mess.”

(An Alway Mum)

This lack of awareness of available services and activities in the pilot area supports the findings of the Youth Matters consultation referenced in the DCSF report: Aiming High for Young People (2007) discussed in the literature review.

Barriers to access for children with caring responsibilities for a family member, or who worked part-time, comprised 16% of the responses, although interestingly, there were no respondents reporting accessing the Young Carers²⁶ service.

There could be a number of reasons for this such as a lack of awareness of this service or reluctance to report accessing the service due to fear of stigmatisation.

²⁵ Welsh Index of Multiple Deprivation

²⁶ A project supporting children who have a significant caring responsibility for a family member

Some adults reported limitations, such as lack of childcare, a limited range of opportunities, lack of funding to sustain the running of a service/activity and disability, which the children did not report. In contrast, some children reported barriers to accessing services or activities, which the adults had not reported, such as the extent to which various concerns of parents/carers negatively influenced their choice to access activities. The following quote from a child living in Lliswerry illustrates this:

“My parents won’t let me go to any clubs. They say that the leaders don’t look after you right.” (A pupil from Somerton Primary School)

This further supports the findings of Brockman *et al* (2009) and Griffiths (2009), discussed in the literature review, insofar as lack of parental encouragement was a significant limiting factor to participating in services and activities.

Psychological barriers to access were reported by both adults and children, such as a disinclination to access a provision without peer support expressed by a young mother. In general, younger children aspired to participate whereas the older children (secondary school age) were more likely to report a negative attitude to participation, as illustrated in this quote from a child at Llanwern High School:

“It’s dead boring at that youth club” (A pupil in Year 9)

This analysis offers support to the findings of Muschamp *et al*, (2009) that psychological barriers to participation develop with age.

Lack of capacity within service provision for children was also cited, as reported by a child living in Alway:

“I want to go to Brownies but can’t cos there is a waiting list.” (A pupil from Alway Primary School)

Shortage of places in various settings was reported across the pilot area and has highlighted some of the gaps in specific provision. Age restrictions were a further limitation, such as criteria to participate in volunteering, as a pupil from Llanwern High School identifies:

“I would like to be able to volunteer at the RSPCA Animal Centre, like my Mum, but I’m not allowed as I’m too young.”

(A pupil in Year 8)

This analysis reveals the child’s expressed willingness to access the service but that her opportunity to do so has been constrained.

4.4 Typologies of Activities

Patterns of services and activities emerged from the analysis of all the data across both research objectives. I constructed a series of typologies placing the services and activities into five groups in relation to the characteristics which defined them. These five groups, and the categories of activity assigned to them, are illustrated in the table below:

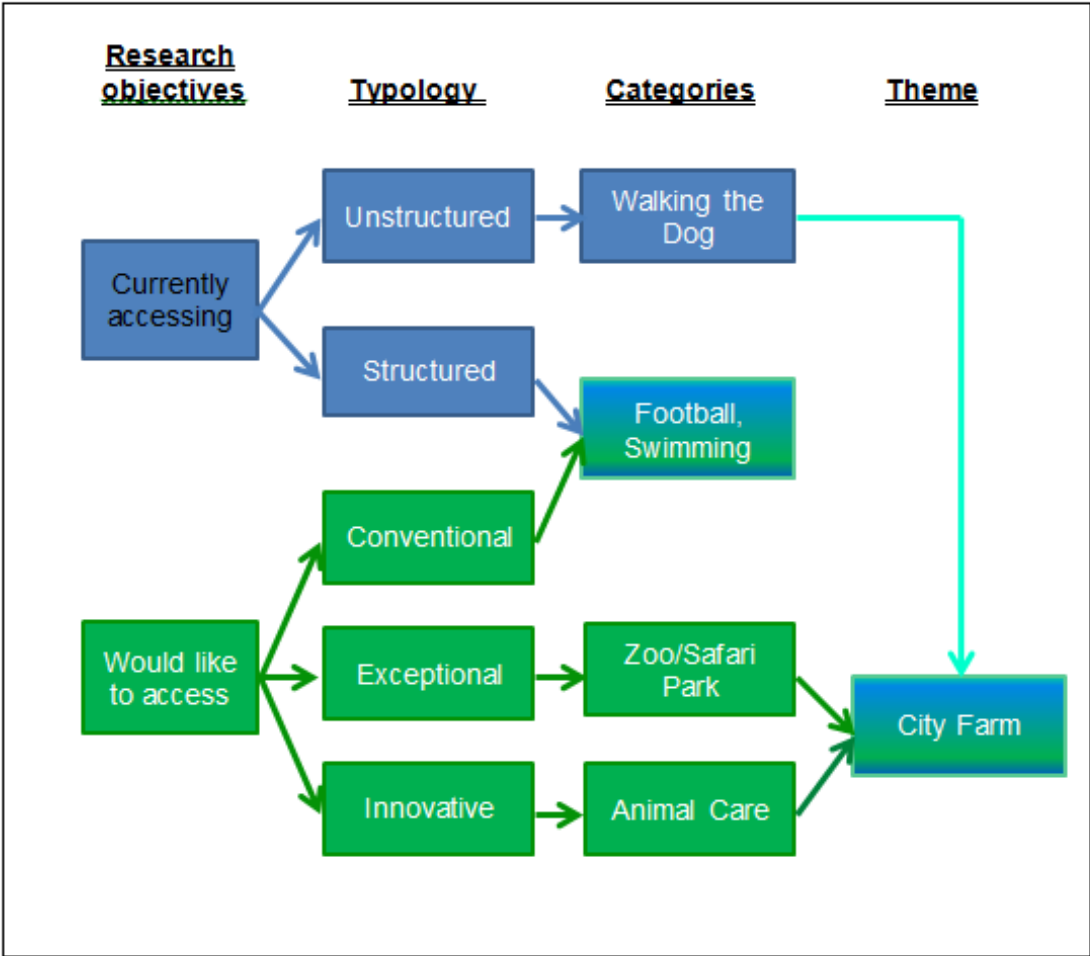
Table 7: Typologies of Services and Activities for children, young people and families

Typology	Activities
Structured	Football, Swimming, Walking Group, Martial Arts, Dance
Unstructured	Walking the Dog, Riding my Bike, Fishing
Conventional	Football, Swimming, Well Maintained Parks, Provision of Information, Shopping
Exceptional	Waterparks, Theme parks, Outdoor Pool with Slides, Fun Fair, Bouncy Castles, Zoo/Safari Park
Innovative	Caring for Animals, Volunteering Opportunities, Inter-generational Work, Well Maintained Public Areas, Climbing Centre/Assault Course

Cross-checking, and mapping, the data across the two research objectives allowed me to pool the data. As the categories were compared and contrasted, a number of similarities, for example football, swimming and an interest in animals, were displayed across both research objectives. I then analysed the pooled data based on the method of 'grounded theorising' (Strauss and Corbin, 1998). Through utilising the method of grounded theory I was able to actively develop and refine themes, focussing on one area of interest in particular – animals - to generate a thematic 'map' of the analysis (Braun and Clarke, 2006).

A new theme of ‘animal care’ emerged as one area for consideration, not only from the typology of ‘Innovative activities’ in Objective Two data, but as clearly identified, in part, in the typology of ‘Conventional activities’ in Objective One data, namely ‘walking the dog’. The following thematic map was produced to represent the relationship between the typology and themes emerging from the data in response to the questions: ‘What community services/activities do you currently access in South East Newport?’ and ‘What community services/activities would you like to be able to access in South East Newport?’ It highlights certain categories which translate into a solution which will be explored in more detail in Chapter Five.

Figure 6: Emerging Themes Mapped Against the Research Objectives



The aspirational and innovative nature of some of the activities that the children would like to be able to access is consistent with the findings of Griffiths (2009) and DCSF (2007), as reported in the literature review.

4.5 Limitations to Data Collection and Analysis

There were several limitations to the data collection exercise, with regard to answering both research objectives.

It was the original intention of this study that spontaneous or unstructured activities would not be reviewed as these did not rely on a service provider. As Muschamp *et al* (2009. P.310) explain, these are 'inevitably dominated by activities in the home and taking place with friends and families', whereas I primarily sought to explore the provision of activities by agencies. However, it became apparent that spontaneous activities such as 'walking the dog' or 'riding my bike' formed an important part of children's everyday existence and were therefore included in the analysis of the data on the services and activities that children, young people and families access in South East Newport.

Providers (Group A)

The reasons for poor response rates to the questionnaire administered to this group could be for any one, or all, of the following reasons:

- The questionnaire may not, for various reasons, have reached the relevant practitioner in the organisation
- Providers may not have understood the relevance of completion and return of the information

- Providers may have felt that, because their provision is delivered city-wide, that the questionnaire was either not applicable to them, or, felt unable to separate out their provision per ward (as requested on the pre-existing questionnaire)

Residents (Group B)

With regard to the questionnaire, distributed to residents door-to-door for self-completion, the reasons for the poor response rate are not known but, since the response rate improved where I completed the questionnaire with the respondent as a semi-structured interview, it follows that this could be attributable to one, or more, of the following:

- literacy difficulties
- no opportunity for me, as the researcher, to offer explanations or help
- no personal contact from myself as the researcher to encourage completion
- no intrinsic value for respondent
- time restraints

The semi-structured interviews were conducted during the Fun Day events. However, the interviews at two of the three locations were hampered by the inclement weather, which could not have been predicted, limiting the amount of data collected.

Membership of the adult focus groups comprised predominantly, though not exclusively, female participants. This was partly due to time constraints of the

researcher, where, for example, I utilised a pre-existing group, such as Mothers and Toddlers, which, in this instance, was attended solely by women and their young children.

Some difficulties were experienced in making contact with some schools in order to gather data from children and young people. Whereas some Head Teachers welcomed discussions around the consultation with the children, I was unable, despite several attempts, to meet with the other Head Teachers to discuss the possibility of consulting with the children. The Head Teachers who agreed to the consultation within their schools, were extremely helpful in providing a classroom and organising access to groups of the children. As there was no response to the questionnaires e-mailed to families registered with the Disabled Children's Team, it would appear that this group of respondents will not be accurately represented.

The study took into consideration that the younger children may not have been able to articulate their responses as constructively as the older children in answering the research questions, therefore the focus groups were adapted accordingly. Furthermore, some children lacked the confidence to speak out and, given the opportunity to draw the activities they participate in, only a small minority (10 percent) chose to respond in this way. The results were, to some degree, dependent on the interaction between participants. In some instances the children were shy and reluctant to speak out whilst other children dominated or intimidated the other children in their group.

The analytic strategy provided a deep and varied amount of information. However, taking the data out of context or oversimplifying it represents the risk of interpreting it in many different ways. Thus steps were taken to minimise these threats as described in Chapter Three.

4.6 Summary

The data, collected using a combination of methods to ensure its sufficiency to meet the research objectives and answer the overarching research question, has been presented. The findings from the surveys, focus groups, discussions with colleagues, semi-structured interviews and secondary data have been analysed and evaluated. The analysis showed that there is a wide range of services and activities that residents are accessing but also showed an array of factors limiting access, which enabled some gaps in provision to be identified. By analysing respondents accounts of the types of services and activities that they would like to be able to access, clear themes emerged, most notably the requirement for improved public areas, provision of information on services available and services relating to animal care. The next chapter presents an in-depth discussion of one of these key emergent themes.

Chapter 5: Discussion

5.1 Introduction

The previous chapter presented the findings and analysis from the various data collection methods including surveys, focus groups, discussions with practitioners, semi-structured interviews and secondary data. This chapter provides an examination of the constructed typologies and the key emerging themes which arose from the analysis. Barriers to access, described in the previous chapter, are briefly considered in the light of identifying gaps in provision and how this might inform the LSB Neighbourhood Working Model pilot project. One key emergent theme is then further discussed in line with the grounded theory approach.

5.2 Preferred Services and Activities

The typology that was constructed (see Chapter Four), across both research objectives, has proved to be a useful framework into which the services and activities that children, young people and families in the pilot area access or would like to be able to access, can be placed.

Unstructured or Spontaneous:

Children, in particular, spoke about activities, such as 'walking the dog' or 'riding my bike' which they could participate in without adult intervention, which seemed to afford them some autonomy.

Structured and Conventional:

It is interesting to note that the activities that were most referenced, football and swimming, were cited in response to both questions: 'What activities do you currently access?', and, 'What activities would you like to be able to access?'

This indicates that some children are able to access football and swimming whilst others were not. In these cases, an array of factors, constraints, disadvantages and gaps in provision have inhibited access to activities.

Exceptional:

As the children and adults were encouraged to think beyond the range of conventional services and activities, respondents cited some different, and exceptional, categories of activities that they would like to be able to access. It was therefore not unexpected that Water Parks was referenced the most frequently as the activity that children would like to access. It was interesting to note the frequency with which some type of animal centre, such as a zoo or safari park, was referenced.

Innovative:

Some areas of potential activity in the accounts of children and families proved to be innovative in concept. Whilst these suggestions were inventive, they also appeared to be achievable, for example, junior volunteering opportunities.

Evidence of the aspirational and innovative nature of some of the activities that the children would like to be able to access supports the findings of Griffiths (2009) and DCSF (2007), as outlined in the literature review.

5.3 Barriers to Accessing Services and Activities

Consistent with previous research (Brockman *et al*, 2009; Griffiths, 2009; Muschamp *et al*, 2009; Fredricks and Eccles, 2006) evidence was found that barriers to access were numerous and complex. These ranged from physical limitations such as transport and cost to psychological barriers such as negative perceptions of participating in a service or activity.

Lack of information on available provision was clearly a limiting factor to access for both children and adults as discussed by Muschamp *et al* (2009).

Encouragingly, a number of suggestions were offered by both these groups of respondents as to how awareness of available services and activities might be increased.

A key limiting factor, inhibiting both children and adults from engagement, was their other commitments. Interestingly, these were similar for both groups, such as work or caring responsibilities. Some children worked part-time, others were required to look after a younger sibling after school, or had a significant caring responsibility for another family member. This would suggest that children, in particular, would benefit from assistance with their caring roles in order to access their activity of choice.

Attitudes and parental influence seemed to determine, to some degree, the level of participation in services particularly for children. Some children who were unable to access services or activities, either through cost or other constraints, tended to develop self-excluding strategies (Muschamp *et al*, 2009) and

consequently, adopted a prevailing negative attitude towards participation. Suggestions were made by children and adults to counteract this through 'making the activities more fun' which is perhaps a message to be delivered to the Neighbourhood Working Model project team as it seeks to find ways to 'deliver more efficient and effective services locally' (James, 2012, p.5).

Other key factors affecting engagement were those imposed by the provider to meet operational criteria. The capacity of the setting and age restrictions limited the opportunity to participate in some cases. Children were sometimes excluded from accessing the activity of their choice (and often the choice of their parents) as either the setting was operating at maximum capacity in terms of size or child/adult ratios, for example, some of the Brownie units, or the child was too young, for example, to engage in volunteering opportunities. This inability to accommodate the children's desire to participate highlights the gaps in service provision and is therefore an important finding to contribute to the shaping of the Neighbourhood Working Model.

5.4 Themes Arising from the Analysis

There were several recommendations from respondents regarding enhanced service delivery. It was felt that providers need to deliver a more inclusive service, for example, with regard to cultural diversity, and a more affordable and accessible service. Suggestions for improvements to services centred on awareness of the services and activities which are available and upkeep of communal sites. The care of animals featured as a key element of both current

and aspirational activity. The following strong themes relating to services or activities that children, young people and families would like to access, emerged:

- improved public areas
- provision of information on services available
- services relating to animal care.

These themes provide three options from which to initiate the delivery of more efficient, joined-up services in the pilot area. The study will now briefly focus on how one of these options could be achieved.

5.4.1 Key Emergent Theme: Animal care

This key theme, which emerged through the method of grounded theorising, was chosen for further exploration as it appeared to have the greatest potential to engage citizens through a neighbourhood working approach.

The results of the analysis therefore support recommendations for children, young people and families in South East Newport to be able to access services relating to some form of responsibility for animals. Animal care can be provided at relatively low cost since links could be made with existing animal charities in terms of visits and volunteering. A preliminary exploration into available and potential services, within short travelling distances of South East Newport, revealed the following:

- a. Links could be made with local community farms and animal centre
- b. The feasibility of creating a City Farm within the pilot area

Not only would either, or both, of these options meet the need identified by children, young people and families, but the benefits of participating in these activities would also support the UK and Welsh Government agendas in relation to health, wellbeing, education, citizen engagement and social inclusion, amongst others, alluded to in the literature review.

Sub-theme a: Existing Animal Centres

Greenmeadow Community Farm in Cwmbran and Walnut Tree Farm Park in St Brides are the two community farms closest in proximity to the pilot area. Both offer group visits to the farm and hands-on sessions with the animals.

Greenmeadow Farm, which has a dedicated Education Team, is also able to arrange outreach visits to groups. The RSPCA Animal Centre at Lliswerry offers volunteering opportunities in animal care for those aged over 16 years of age.

Volunteering opportunities in animal care are also available at the All Creatures Great and Small animal sanctuary in Cwmbran for those aged over 16, at Greenmeadow Community Farm for those aged over 14 and at Walnut Tree Farm Park for those aged over 15. Lylac Ridge Farm in Risca provides opportunities for children and young people to learn through interaction with a range of animals either at the farm or during outreach workshops and also offers volunteering opportunities to young people with learning difficulties.

Sub-theme b: Creation of a City Farm

Through working in partnership with a number of organisations, it is possible for a Management Committee, comprising community volunteers, to establish, and maintain, a City Farm in the locality. The Federation of City Farms and Community Gardens (FCFCG), the Community Land Advisory Service (CLAS

Cymru) and Newport City Council can assist in the identification and securing of the land (less than one acre is required) and support the creation of the community-managed project. The species of animals that could be cared for on such a farm includes pigs, goats, sheep, chickens and bees. Additionally, the area could support the construction of a zip-wire line and/or assault course, further meeting identified need. This construct aligns with the definition of community engagement as outlined in the literature review where described by Hawtin and Purcell (2008), Lowndes and Sullivan (2008) and White *et al* (2006).

Furthermore, the value of working in partnership to establish this type of provision would enhance the implementation of the Stage Two phase of the One Newport LSB's Neighbourhood Working Model pilot project which is beyond the scope of this report.

5.5 Summary

This chapter further examined the level of existing, and aspirational, engagement in activities according to their typology and barriers to that engagement were examined. Themes arising from the analysis have been discussed, focussing on one key emergent theme, that of animal care.

A conclusion is provided in the final chapter, accompanied by the research limitations. Recommendations for practice and policy are outlined and areas for further research are highlighted.

(This page is intentionally blank)

Chapter 6: Conclusion

6.1 Introduction

This chapter presents the identified research limitations and the concluding remarks. My own learning points from undertaking the study are outlined.

Recommendations for practice and policy are considered and suggestions are presented as the basis for future research.

6.2 Limitations to the Study

Several limitations to the varying data collection and data analysis methods utilised were encountered whilst undertaking this study. One of the limitations involved data collection where the original method, the questionnaire, did not produce sufficient information to meet the objectives. Although an incentive was offered to all respondents (free entry into a Prize Draw for a chance to win a Kindle Fire), only two out of 807 resident questionnaires, less than 0.25%, were completed. The reasons are not known but may have been due to literacy difficulties which could have been overcome if resources had allowed for the researcher to establish contact with recipients face-to-face. To overcome this poor response rate, the process was modified and semi-structured interviews were introduced at local events. Scoping restraints meant that not all attendees at the events could be approached to participate in the semi-structured interviews, and, further, the process of collecting data from those who were approached, was severely hampered by the inclement weather.

With regard to the questions posed to respondents, a potential limitation to the validity involved the respondents' understanding of the concept of *voluntary*

sector provision. This limitation was overcome by gaining agreement from the One Newport Local Service Board project team that it would be acceptable to include all activities and services, regardless of the provider, in the audit.

A significant limitation in terms of gathering the data from the children during the focus groups in schools was the time constraint imposed by the fixed timetable. A maximum of thirty minutes was allocated, by the school, to each group of children. This meant that there was no 'bedding-in' period for the children to become accustomed to me and for the subject to be discussed, nor to explore any emerging themes. Similarly, a limitation of the adult focus group participants was the predominantly female engagement, referred to in Chapter Four, which clearly was not representative of that sample population.

The small scale nature of the research, and the short timescale, limits the extent of any generalisations that can be made in identifying the level of service provision (Objective One) and in identifying gaps in service provision (Objective Two). Furthermore, responses, in meeting Objective Two, were ultimately predicated on individuals' opinions. Notwithstanding these limitations, the results are area-specific and therefore indicate the effectiveness of these data collection and analysis methods in determining local need.

In addition, the methodology adopted accepts that the process is further affected by my own perspectives, experiences and the subjective nature of constructing the typology and developing themes. The approach, grounded in a real situation, was nonetheless theoretically underpinned and directed and the

findings have contributed to the scoping exercise (Stage One) of the One Newport LSB's Neighbourhood Working Model.

6.3 Learning Points

As a researcher, the new skills learned in undertaking the various research data collection and data analysis methods have provided a valuable insight, into social research, and learning experience in the preparation and development of a critical report.

Key to working within the limitations of this study was the selection of research methods suitable for the task which could be readily analysed, interpreted and presented. The process of formulating questions, from which to develop a questionnaire, was not simplistic and required multiple revisions to reduce the potential of misinterpretation and to ensure that the questions were presented consistently. However, this attention to design proved worthwhile, as, when utilised in the semi-structured interviews and focus groups, it encouraged rich discussion from participants. Allocating sufficient time to each task was crucial and I found that the use of the GANNT chart, submitted with the research proposal, assisted me in reaching the set milestones by the target date, ensuring that the work was completed within the time frame.

In the role of researcher, I have enhanced my knowledge of the level of service provision for children, young people and families in South East Newport and I have a clearer understanding of the barriers to accessing provision. A key learning point was that whilst some children, young people and families would

like to be able to access a wider range of services and activities, others would rather improvements or enhancements were made to existing services.

I feel confident that I will be able to apply these newly acquired research skills to any future study.

6.4 Overall Conclusions

The aim of the study was to produce an audit on the level of voluntary sector service provision for children, young people and families in South East Newport and to identify any gaps in service provision. The findings would inform the One Newport Local Service Board's Neighbourhood Working Model to be implemented in South East Newport as a pilot area. The study sought to answer these two questions:

1. What is the level of voluntary sector service provision for children, young people and families in South East Newport?
2. What are the gaps in service provision for children, young people and families in South East Newport?

The main findings, summarised within Chapters Four and Five, were able to answer these research questions. The evidence collected has supported the identification of the level of voluntary sector service provision, as detailed in the audit document (Appendix 12) and the identification of some gaps in provision.

The following conclusions, relating to the pilot area, were reached:

- There is a wide range of services and activities for children, young people and families
- Some children, young people and families experience barriers, either physical or psychological, to accessing services and activities
- There are some gaps in the provision of services and activities
- There are areas within existing provision which residents would like to see improved or enhanced

Whilst generalisations must be drawn cautiously, South East Newport appears to offer a level of service provision comparable to areas of similar socio-economic status across the UK (see DCSF, 2007 and Feinstein, Bynner and Duckworth, 2005). However, the findings raise concerns that not all of the respondent group are able to access this provision, and that the activities and services provided fall short of meeting the needs of this group. So, what could be done to address these gaps, harnessing existing enthusiasm to participate, whilst promoting a joined-up approach to service delivery?

For the Neighbourhood Working Model to be successfully implemented in South East Newport, attempts should be made to utilise local knowledge by involving communities in the provision of effective, efficient and accessible services.

6.5 Recommendations

6.5.1 Practice

The findings of this study could influence future practice in South East Newport in the following ways:

- As the children, young people and families currently access a wide range of services and activities, providers should, at the very least, maintain the level of provision. As it is noted from this study that some gaps in provision exist, service providers' efforts to increase the level, range and quality of provision, should, where possible, be sustained.
- Useful aspects of participation in local services and activities could be harnessed to work towards achieving citizen engagement in the Neighbourhood Working Model approach.
- Emerging as a significant theme in the activities that children, young people and families would like to access was that of animal care. Enthusiasm to participate and volunteer in this area should be directed into useful activity with a view to overcoming barriers and thought must be invested in determining how this can be made possible.
- This study confirms previous findings relating to barriers to access (Brockman *et al*, 2009; Griffiths, 2009; Muschamp *et al*, 2009; Fredricks and Eccles, 2006) and contributes suggestions as to how some of these barriers might be overcome in the pilot area. From the analysis of evidence, it was clear that the overriding barriers to access were: cost, transport and provision of information on available activities, however, psychological, as well as physical, barriers should not be overlooked.

Simple measures to reduce some barriers may result in increased access leading to improved engagement locally:

- i. Particular attention should be given to the dissemination of information on available services and activities
- ii. Consideration to be given to assisting providers to increase the capacity of specific provision and extend the range and age of volunteering opportunities
- iii. When planning the location and access criteria, service providers should seek ways of delivering low cost (or no cost) provision
- iv. Availability of appropriate support to assist those children with caring responsibilities to be able to participate in activities of their choice

Taken together, these recommendations could contribute to the baseline to inform the process of developing 'integrated, localised services that better address local needs services' (James, 2012, p.5) for children, young people and families through the implementation of the Neighbourhood Working Model in South East Newport.

6.5.2 Policy

Several government policies (Children Act, 2004; Shared Purpose – Shared Delivery, 2012) and local strategies (Newport's Community Strategy, 2010; Newport's Single Integrated Plan, 2013) have suggested the achievement of improved service delivery through a joined-up approach. However, this study has confirmed that a joined-up approach has yet to be achieved at local level in

South East Newport. A key policy priority for the pilot area, in the light of implementing the neighbourhood working approach, should be to plan for:

- The development of effective mechanisms for participation of children, young people and families in local services and activities
- Policy making that covers and enables local citizen engagement through partnership working at all levels of the community
- Considerable investment into the reduction of barriers, both physical and psychological, to support a joined-up approach to service delivery
- Access criteria relevant to the location
- Improved services, where '[Newport City] Council is responsible for clearing debris...from roads [and] pavements'²⁷, and maintenance of public areas in line with the stated service delivery preferences of respondents
- Monitoring and evaluating resident satisfaction on the quality and level of provision of services and activities

6.5.3 Research

It may be advantageous to conduct future research which considers how:

- Barriers to access might be overcome for this group
- Negative influences to engagement might be reduced
- Capacity of existing service provision might be increased to meet identified need
- Existing services and activities might be improved or enhanced to meet identified need

²⁷ http://services.newport.gov.uk/a_to_z/service/15/highways_maintenance

- New or additional services to address gaps in service provision might be provided in accordance with the findings, in particular, the provision of animal care

A series of longitudinal studies are necessary to determine the effects of the implementation of the Neighbourhood Working Model. These could investigate:

- Whether the range, level and quality of provision has increased
- Whether barriers to access have been reduced
- Whether any gaps in provision have been filled (even partially)
- The effects of the implementation of the Neighbourhood Working Model
- Satisfaction levels of residents towards this new way of working

In terms of the research methods, future research would benefit from more targeted data collection methods from the respondent group. A case study, or more structured focus groups, would encourage a wider exploration of the topic, stimulating discussion, potentially eliciting higher quality, more complex data.

6.6 Concluding Remarks

The main aims of the study, to document the level of service provision for children, young people and families in South East Newport and identify any gaps, have been achieved. The audit of provision, subsequently produced, can be used as a guide in sourcing available activities in the pilot area.

Whilst the development of the audit was the main aim of study, the findings also indicated that, despite both physical and psychological barriers to access, some

children and families were enthusiastic about engaging in services and activities in their local area. The research highlighted the enthusiasm to participate and therefore it is the accessibility, rather than increased provision, that offers an important focus for future research. Such enthusiasm is to be encouraged. A series of relatively small improvements to service delivery, through a neighbourhood working approach, may lead to significantly higher levels of citizen engagement. One such area for improvement could be in the area of animal care, possibly working towards the establishment, and maintenance, by community volunteers, of a City Farm, accessible to all. This would not only meet identified need in terms of a gap in available provision but would provide an exemplar activity for the implementation of the Neighbourhood Working approach.

6.7 Summary

This chapter has drawn together the conclusions of the study and presented recommendations for practice and policy. It has then highlighted some exciting areas of further study.

15,651 words

References

- BELL, J. 1999. *Doing Your Research Project: A guide for first-time researchers in education and social science*. Maidenhead: Open University Press
- BARBER, B.L., ECCLES, J.S., and STONE, M.R. 2001. 'Whatever happened to the jock, the brain, and the princess? Young adult pathways linked to adolescent activity involvement and social identity', *Journal of Adolescent Research*. [Online]. 16, pp. 429-455. Available at: <http://web.ebscohost.com/ehost/detail?vid=7&sid=7e23be80-8663-4431-a0a9-a204eead177a%40sessionmgr110&hid=108&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#db=aph&AN=6389637> (Accessed 20th July 2013)
- BRAUN, V. AND CLARKE, V. 2006. 'Using thematic analysis in psychology'. *Qualitative Research in Psychology*. [Online]. Vol. 3 (2) pp. 77-101. Available at: http://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa#.UqWSr_RdUo4 (Accessed 29th October 2013)
- BROCKMAN, R., JAGO, R., FOX, K.R., THOMPSON, J.L., CARTWRIGHT, K., and PAGE, A.S. 2009. "'Get off the sofa and go and play": Family and socioeconomic influences on the physical activity of 10-11 year old children'. *BMC Public Health*. [Online]. 9, p.253. Available at: http://www.biomedcentral.com/imedia/1639476392287446_manuscript.pdf (Accessed: 15th May 2013)
- BURTON, P., CROFT, J., HASTINGS, A., SLATER, T., GOODLAD, R., ABBOTT, J., and MACDONALD, G. 2004. *What works in community involvement in area based initiatives? A systematic review of the literature*. Home Office Online Report. [Online]. 53/04. Available at: <http://webarchive.nationalarchives.gov.uk/20110218135832/http://rds.homeoffice.gov.uk/rds/pdfs04/rdsolr5304.pdf> (Accessed: 30th April 2013)
- BYRNE, D. 2002. *Interpreting Qualitative Data*. London: Sage
- DEPARTMENT FOR CHILDREN, SCHOOLS AND FAMILIES (DCSF). 2007. *Aiming High for Young People: a ten year strategy for positive activities*. Nottingham: DCSF Publications
- DEPARTMENT FOR INTERNATIONAL DEVELOPMENT. 2013. *Working with Civil Society*. [Online]. Available at: <https://www.gov.uk/government/publications/working-with-civil-society/working-with-civil-society> (Accessed 30th November 2013)
- DENSCOMBE, M. 2012. *Research Proposals: A Practical Guide*. [Online]. Available at: <http://books.google.co.uk/books?id=0WYCHwJfRjcC&pg=PA71&dq=fink+2010+conducting+literature+review&hl=en&sa=X&ei=QydgUc2AOeKp0QWr6YCgBg&ved=0CEEQ6AEwAw#v=onepage&q=fink%202010%20conducting%20literature%20review&f=false> (Accessed: 6th April 2013)

- DUROSE, C., FRANCE, J., RICHARDSON, L., and LUPTON, R. 2011. 'Towards the 'Big Society': What Role for Neighbourhood Working?' *Centre for Analysis of Social Exclusion*. [Online]. CASE/154. Available at: <http://sticerd.lse.ac.uk/dps/case/cp/CASEpaper154.pdf> (Accessed: 14th April 2013)
- ECCLES, J.S., BARBER, B. L., STONE, M., and HUNT, J. 2003. 'Extracurricular activities and adolescent development. *Journal of Social Issues*. [Online]. 59, (4), pp. 865-889. Available at: <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=279a9367-e795-4077-a876-62092750a594%40sessionmgr110&hid=120> (Accessed: 20th April 2013)
- FEDERATION OF CITY FARMS & COMMUNITY GARDENS. 2013. *The true value of community farms and gardens*. [WWW]. Available at: http://www.farmgarden.org.uk/component/docman/doc_download/178-true-value-research-report (Accessed: 11th October 2013)
- FEINSTEIN, L., BYNNER, J., and DUCKWORTH, K. 2005. 'Leisure contexts in adolescence and their effects on adult outcomes' *Wider Benefits of Learning Report*. [Online]. 15, Discussion Paper 07-06 . Available at: <http://www.learningbenefits.net/Publications/ResReps/ResRep15.pdf> (Accessed: 21st May 2013)
- FERGUSON, R. 2013. 'Youth Work in the USA', *Children and Young People Now*. (9-22 July 2013), pp. 22-23
- FINK, A. 2010. *Conducting Research Literature Reviews: From Internet to Paper*. [Online]. Available at: http://books.google.co.uk/books?id=Re9mH_4MqzqC&printsec=frontcover&dq=fink+2010+conducting+literature+review&hl=en&sa=X&ei=QydgUc2AOeKp0QWr6YCgBg&ved=0CDIQ6AEwAA#v=onepage&q=fink%202010%20conducting%20literature%20review&f=false (Accessed: 6th April 2013)
- FINN, J.D. 1989. 'Withdrawing From School'. *Review of Educational Research*. [Online]. Summer 1989, Vol. 59, (2), pp.117-142. Available at: <http://search.proquest.com/docview/617754123?accountid=16636> (Accessed 30th May, 2013)
- FREDRICKS, J.A. and ECCLES, J.S. 2006. 'Is Extracurricular Participation Associated With Beneficial Outcomes? Concurrent and Longitudinal Relations'. *Developmental Psychology*. [Online]. Vol. 42, (4), pp.698-713. Available at: <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=5&sid=a965e97b-8772-4145-b72f-465c2ad48131%40sessionmgr198&hid=128> (Accessed: 29th April 2013)
- GREAT BRITAIN. *Children Act (2004)*. [Online]. Available at: <http://www.legislation.gov.uk/ukpga/2004/31/enacted> (Accessed: 19th September 2013)

GREAT BRITAIN. PARLIAMENT. HOUSE OF COMMONS. 2013. *Public Engagement in Policy-making, Second report of Session 2013-14*. [Online]. Available at: <http://www.publications.parliament.uk/pa/cm201314/cmselect/cmpublicadm/75/7502.htm> (Accessed: 9th July 2013)

GREENMEADOW COMMUNITY FARM. 2013. *Educational Visits*. [WWW]. Available at: <http://www.greenmeadowcommunityfarm.org.uk/> (Accessed: 13th December 2013)

GRIFFITHS, M. 2009. 'Favoured Free-time: Comparing Children's Activity Preferences in the UK and the USA'. *Children and Society*. [Online]. Vol.25 pp.190-20. Available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1099-0860.2009.00273.x/full> (Accessed: 15th May 2013)

GRIMBLE and WELLARD. 1996. 'Stakeholder Methodologies in Natural Resource Management. A Review of Principles, Contact, Experiences and Opportunities'. *Agricultural Systems*. 55 (2), pp.173-193

GWENT ASSOCIATION OF VOLUNTARY ORGANISATIONS. 2012. *Supporting the Voluntary Sector in Gwent*. [WWW]. Available at: <http://www.gavowales.org.uk/> (Accessed: 12th April 2013)

HATCH, J.A. 2002. *Doing Qualitative Research in Educational Settings*. New York: SUNY Press.

HAWTIN, M. and PURCELL, M. 2008. 'Process Evaluation of Plan Rationalisation Formative Evaluation of Community Strategies Issues' Paper 12: *Community Engagement in Community Strategies*. London: CLG

JAMES, C. 2012. 'Project Start up Document: Neighbourhood Working Pilot Project'. Internal unpublished report. Newport: One Newport Local Service Board

KENDALL, J. 2003. *The Voluntary Sector: Comparative perspectives in the UK*. London: Routledge

LEARNING AND SKILLS IMPROVEMENT SERVICE. 2010. *Review of the Evidence: Citizen Engagement*. [Online]. Available at: <http://www.lsis.org.uk/sites/www.lsis.org.uk/files/migrated-files/CitizenEngagement.pdf> (Accessed 16th April 2013)

LINDLOF, T. R., and TAYLOR, B. C. 2002. *Qualitative Communication Research Methods, 2nd Edition*. Thousand Oaks, CA: Sage

LINDSAY, B. 2007. *Understanding Research and Evidence-Based Practice*. Exeter: Reflect Press

LOWNDES, V. and SULLIVAN, H. 2008. 'How Low Can You Go? Rationales and Challenges for Neighbourhood Governance'. *Public Administration* [Online]. Vol. 86, (1), pp.53-74 (March 2008). Available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9299.2007.00696.x/full> (Accessed: 15th April 2013)

LYLAC RIDGE FARM. 2009. *Mission*. [WWW]. Available at: <http://www.lylacridge.org.uk/index.php/mission> (Accessed: 15th December 2013)

MAHONEY, J.L., LARSON, R.W., and ECCLES, J.S. (eds). 2005. *Organised Activities as Contexts of Development: Extracurricular Activities After-School, and Community Programs*. [Online]. Available at: <http://books.google.co.uk/books?id=yHOT-AT2y4EC&printsec=frontcover&dq=Mahoney+laron+and+eccles+2005&hl=en&sa=X&ei=5mOjUrvaCImUhQef0ICgCg&ved=0CDIQ6AEwAA#v=onepage&q=Mahoney%20laron%20and%20eccles%202005&f=false> (Accessed: 6th June 2013)

MCNIFF, J. and WHITEHEAD, J. 2010. *You and Your Action Research Project*. 3rd edn. Abingdon: Routledge

MORROW, V. 2004. The Ethics of Social Research with Children and Young People – An Overview. [Online]. Available at: http://www.ciimu.org/webs/wellchi/reports/workshop_1/w1_morrow.pdf (Accessed: 16th April 2013)

MUSCHAMP, Y., BULLOCK, K., RIDGE, T., and WIKELEY, F. 2009. "Nothing to do": The Impact of Poverty on Pupils' Learning Identities within Out-of-school Activities'. *British Educational Research Journal* [Online]. Vol.35, (2), pp. 305-321. Available at: <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=a965e97b-8772-4145-b72f-465c2ad48131%40sessionmgr198&vid=4&hid=128> (Accessed: 25th May 2013)

NATIONAL COUNCIL FOR VOLUNTARY ORGANISATIONS. 2012. *Home*. [WWW]. Available at: <http://www.ncvo-vol.org.uk/> (Accessed: 31st March 2013)

ONE NEWPORT. 2013. *Single Integrated Plan*. [Online]. Available at: http://onenewportlsb.newport.gov.uk/stellent/groups/public/documents/plans_and_strategies/cont692370.pdf (Accessed: 7th April 2013)

ONE NEWPORT. 2010. *Newport's Community Strategy 2010 – 2020*. [Online]. Available at: http://www.newport.gov.uk/stellent/groups/public/documents/leaflets_and_brochures/cont544251.pdf (Accessed: 19th September 2013)

OPPENHEIM, A.N. 1992. *Questionnaire Design, Interviewing and Attitude Management*. New York: Pinter

OXFORD DICTIONARY. 2013. *Definition of Third Sector in English*. [Online]. Available at: <http://www.oxforddictionaries.com/definition/english/third-sector> (Accessed: 30th November 2013)

RALLIS, S.F. and ROSSMAN, G.B. 2012. *The Research Journey: Introduction to Inquiry*. [Online]. Available at: <http://books.google.co.uk/books?id=Y3fn0GK8cToC&pg=PA110&dq=fink+2010+conducting+literature+review&hl=en&sa=X&ei=QydgUc2AOeKp0QWr6YCgBg&ved=0CEwQ6AEwBQ#v=onepage&q=%20literature%20review&f=false> (Accessed: 6th April 2013)

RSPCA. 2013. *Volunteering At Newport Animal Centre*. [WWW]. Available at: <http://www.rspca.org.uk/local/newport-animal-centre/volunteer> (Accessed: 13th December 2013)

SALADINO, L. 2012. *One Newport Engagement and Participation Strategy*. Newport: One Newport Local Service Board

SHARP, J. 2009. *Success with your Education Research Project*. Exeter: Learning Matters Ltd

SILVERMAN, D. 200.) *Interpreting Qualitative Data*. Third Edition. London: Sage

SIMONCINI, K. and CALTABIONO, N. 2012. 'Young school-aged children's behaviour and their participation in extra-curricular activities'. *Australasian Journal of Early Childhood*. [Online]. Vol. 37, (3), pp. 35-42. Available at: <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=5&sid=a965e97b-8772-4145-b72f-465c2ad48131%40sessionmgr198&hid=128> (Accessed: 14th May 2013)

SMITH, M. 2008. 'Sustainable Communities and Neighbourhoods. Theory, Policy and Practice'. *The Encyclopaedia of Informal Education* [Online]. Available at: [\[www.infed.org/communities/sustainable_communities.htm\]](http://www.infed.org/communities/sustainable_communities.htm) (Accessed: 13th April 2013)

STRAUSS, A. and CORBIN, J. 1998. *Basics of Qualitative Research. Techniques and Procedures for Developing Grounded Theory*. 2nd edn. Thousand Oaks, California: Sage Publications

SWETNAM, D. 1995. *How to Write Your Dissertation: A Practical Guide for Students*. Plymouth: How to Books Ltd, 1995

VITAE. 2012. *Different Stakeholders*. [WWW]. Available at: <http://www.vitae.ac.uk/policy-practice/273381/Different-stakeholders.html> (Accessed: 18th April 2013)

WALNUT TREE FARM PARK. 2013. *Things to Do and See*. [WWW]. Available at: <http://www.walnutreefarmpark.co.uk/todo.htm> (Accessed: 13th December 2013)

WELSH GOVERNMENT. 2006. *Beyond Boundaries: Citizen Centred Local Services for Wales*. [Online]. Available at:
<http://wales.gov.uk/dpsp/publications/policies/boundaries/beyondboundaries.pdf?lang=en>

WELSH GOVERNMENT. 2006. *Executive Summary: People, Plans and Partnerships: A National Evaluation of Community Strategies in Wales*. [Online]. Available at:
<http://wales.gov.uk/dsijg/research/communitystrategies/summarye?lang=en>
(Accessed: 11th April 2013)

WELSH GOVERNMENT. 2006. *Making the Connections: Delivering Beyond Boundaries: Transforming Public Services in Wales*. [Online]. Available at:
http://www.cieh-cymruwales.org/uploadedFiles/Core/Policy/Professional_practice/making_connections_2006.pdf (Accessed: 7th April 2013)

WELSH GOVERNMENT. 2007. *Making the Connections: Local Service Boards in Wales*. [Online]. Available at:
http://www.gwynedd.gov.uk/ADNPwyllgorau/2007/Bwrdd%20y%20Cyngor/2007-02-20/english/12_02_Appendix%201.pdf (Accessed: 9th April 2013)

WELSH GOVERNMENT. 2007. *The National Standards for Children's and Young People's Participation*. [Online]. Available at:
<http://wales.gov.uk/topics/childrenyoungpeople/publications/participationstandards/?lang=en> (Accessed 31st August 2013)

WELSH GOVERNMENT. 2010. *Community Strategies and Planning (Part 2): Collaborative Community Planning. Local Government Wales Measure, 2009*. [Online]. Available at:
<http://wales.gov.uk/docs/dsijg/publications/localgov/100706part2en.pdf>
(Accessed: 13th April 2013)

WELSH GOVERNMENT. 2011. 'The Evaluation of Community First. Research Summary'. *Social Research* No 16/2011. Welsh Government: Cardiff

WELSH GOVERNMENT. 2012. *Communities First Futures – Summary of Ministerial Decisions*. [Online]. Available at:
<http://wales.gov.uk/docs/dsijg/publications/comm/111221cfsummaryen.pdf>
(Accessed: 11th April 2013)

WELSH GOVERNMENT. 2012. *Integrated Family Support Services*. [Online]. Available at:
<http://wales.gov.uk/topics/childrenyoungpeople/parenting/help/ifst/?lang=en>
(Accessed: 1st November 2013)

WELSH GOVERNMENT. 2012. *Shared Purpose for Shared Delivery*. [Online]. Available at:

<http://wales.gov.uk/docs/dpsp/consultation/100110sharedpurposeen.pdf>
(Accessed: 15th April 2013)

WELSH GOVERNMENT. 2012. *Children's Rights Scheme*. [Online]. Available at: <http://wales.gov.uk/docs/phhs/publications/120418rightsofchildrenen.pdf>
(Accessed: 29th January 2014)

WELSH GOVERNMENT. 2012. *Integrated Family Support Services*. [Online]. Available at:
<http://wales.gov.uk/topics/childrenyoungpeople/parenting/help/ifst/?lang=en>
(Accessed: 1st November 2013)

WELSH GOVERNMENT. 2013. *Vibrant and Viable Places. New Regeneration Framework*. [Online]. Available at:
<http://wales.gov.uk/docs/desh/publications/130311vibrantandviableplacesen.pdf>
(Accessed: 17th April 2013)

WELSH GOVERNMENT. 2013. *Flying Start*. [Online]. Available at:
<http://wales.gov.uk/topics/childrenyoungpeople/parenting/help/flyingstart/?lang=en>
(Accessed: 9th November 2013)

WELSH GOVERNMENT. 2013. *Communities First: More about the programme*. [Online]. Available at:
<http://wales.gov.uk/topics/housingandcommunity/regeneration/communitiesfirst/more-about-programme/?lang=en> (Accessed: 1st November 2013)

WELSH GOVERNMENT. 2013. *Families First*. [WWW]. Available at:
<http://wales.gov.uk/topics/childrenyoungpeople/parenting/help/familiesfirst/?lang=en>
(Accessed: 31st August 2013)

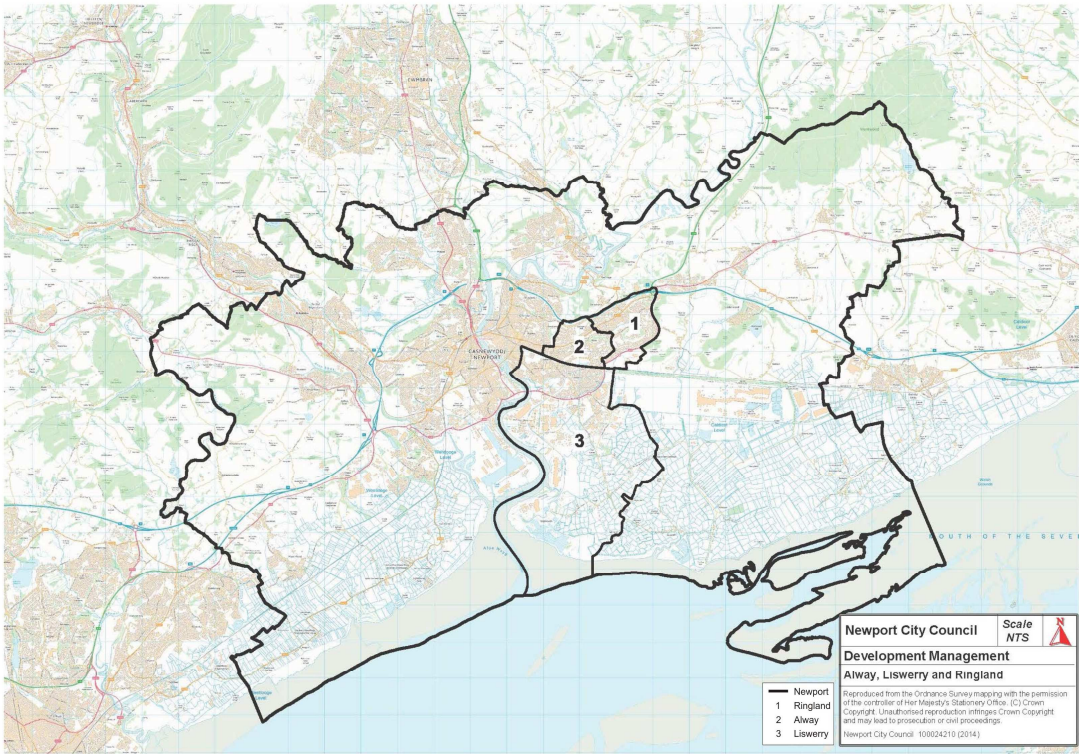
WHITE, G., DICKINSON, S., MILES, N., RICHARDSON, L., RUSSELL, H., TAYLOR, M. 2006. *Exemplars of Neighbourhood Governance*. [Online]. Available at:
http://www.ljmu.ac.uk/EIUA/EIUA_Docs/Exemplars_of_Neighbourhood_Governance.pdf (Accessed: 26th April 2013)

YOUNG FOUNDATION. 2009. *Neighbourhood Working and Organisational Culture: A Scoping Paper for the Neighbourhood Action Network*. [Online]. Available at: <http://youngfoundation.org/wp-content/uploads/2013/01/Neighbourhood-working-and-organisational-culture-January-2009.pdf> (Accessed: 13th April 2013)

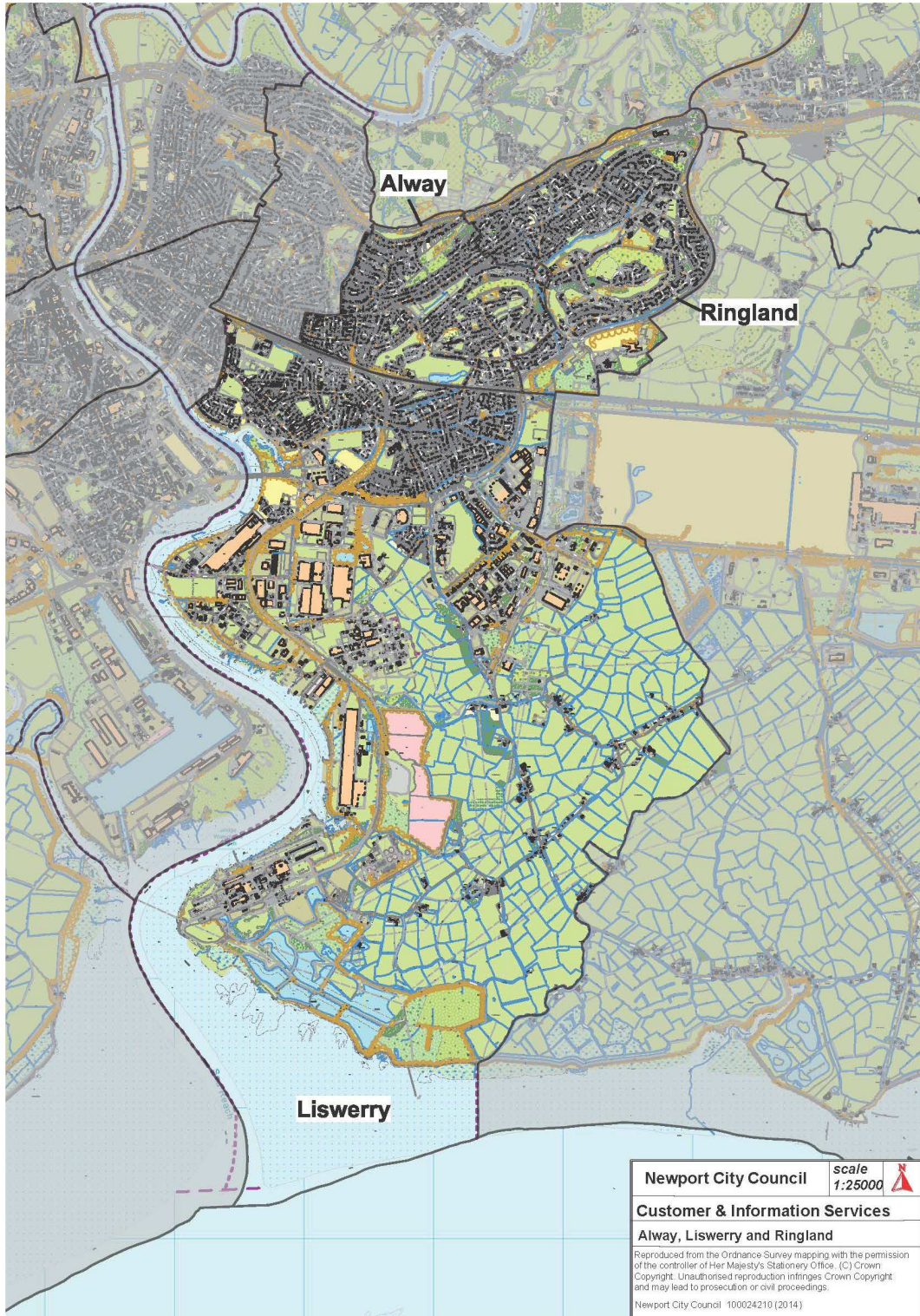
YOUNG NEWPORT. 2011. *Newport Children and Young People's Plan, 2011-2014*. [Online]. Available at:
http://www.newport.gov.uk/stellent/groups/public/documents/plans_and_strategies/cont598694.pdf (Accessed: 20th April 2013)

(This page is intentionally blank)

Appendix 1
Map: Always, Ringland and Liswerry within Newport



Appendix 2
Map: Always, Ringland and Liswerry – detailed



The Welsh Index of Multiple Deprivation

The Welsh Index of Multiple Deprivation (WIMD) is the official measure of relative deprivation for small areas in Wales. 'Multiple' deprivation refers to the different types of deprivation and eight types (domains) are included in the index:

- Employment
- Income
- Education
- Health
- Community Safety
- Geographical access to services
- Housing
- Physical environment

The WIMD is a useful tool in developing an understanding of local areas as it highlights key issues and has been used as guidance in the development of Single Plans. With regard to the type of deprivation, Newport is the most deprived Local Authority in the Community Safety domain and in the Physical Environment domain²⁸.

²⁸ <http://wales.gov.uk/docs/statistics/2011/110831wimd11summaryen.pdf>

Appendix 4 Provider's Questionnaire

One Newport Local Service Board Neighbourhood Working Project

One Newport has commissioned a pilot project to establish a model of Neighbourhood Working that:

1. Gathers robust evidence about the needs of communities
2. Ensures more joined up use of resources, joint planning and efficiency
3. Provides better services to individuals, families and communities
4. Focuses on achieving results

The pilot project is focused on the Wards of Ringland, Alway and Lliswerry, which represents the South East of Newport. Data from a variety of sources has been used to produce Ward profiles for each area.

In order to complete the initial information gathering process we need to gather information on the level of service provision currently in place within each area and the resources that can be deployed – this will enable us to map out any potential gaps in provision and or potential for more joined up ways of working.

Please complete a questionnaire for *any Ward in Newport* in which you deliver. All information is subject to the Data Protection Act and will only be used for the purposes specified above by One Newport.

Which Ward does this form relate to?	
---	--

Organisation	
Address	

Please describe the services you provide
--

Are these services for:	
Individuals	
Families	
Communities	
Organisations	

What outcomes do you aim to achieve through the provision of this service?
--

How do you measure achievement?

--

What services do you provide for each group	
0 – 4 year olds	
5 – 10 year olds	
11 – 16 year olds	
17 – 24 year olds	
25 – 49 year olds	
50 – 64 year olds	
65 plus	
Black & minority ethnic individuals or communities	
Disabled people	
Female specific	
Male specific	
Economically inactive people	
People involved with the Criminal Justice System	
No differential in services	

How do you target services? What information and intelligence do you use?
Do you jointly deliver services with other providers or partners?

--

How many and what type of staff do you employ in the Ward (including associated posts that support the delivery of services in the area)?

What funding do you use to deliver these services in this Ward? Please include type of funding (e.g. core funding or grant funding) and value. If grant funding please provide end date of funding.

What venues do you use to deliver services?

What is the capacity of the provision (e.g. how many courses can you run, people can you work with, etc.) and frequency?

Is there any other information you feel may be useful?

Many thanks for taking the time to complete this questionnaire. Please return to:
Christine.thomas@...



Activities and groups in your area

We would like your help in finding out what groups and activities you and your family who live with you attend, or about any services that help you with advice, information and support, and to find out what community services or activities you would like to have in your area.

Please tick the box that applies

Q1. Your postcode Q2. Are you? Male Female

Q3. Are there any other adults (related to you) living in your household: YES
NO If YES,
please write the number of other adults in your household in the following boxes:
Male Female

Q4. Are there any children in the household? YES NO
If YES, please write their ages (in years) in the following boxes:
Child 1 Child 2 Child 3 Child 4

Q5. Please list any activities or groups (e.g. Keep Fit, Parent and Toddler groups, Community learning) that people in your household attend in the numbered rows below, and tell us approximately how often you/they attend by ticking one box in each row:

Activity/Group/Service	Which person does this?	How often does someone in your household attend (<i>tick one option in each row</i>)			
		About once a week	About once a month	About two or three times a year	About once a year, or less
1					
2					
3					
4					
5					
6					

Q6. What, if anything, is stopping you or your family from taking part in activities?
childcare, transport, cost, not accessible for people with disability, not culturally appropriate, other (Please state)

Q7. Are there any community support services who give you or your family any practical help, advice, information or support (*for example, Credit Union or Food Bank*)? YES NO
If yes, which ones
.....

Q8. What would you, or your family, like to be able to be involved in, in terms of groups/activities in your area?

.....

Q9. How did you find out about the groups/projects you attend?

Newsletters Community Centre/Noticeboards

Word of mouth Online/web-sites

PRIZE DRAW FOR A KINDLE FIRE

ALL SURVEYS RETURNED WILL BE ENTERED INTO A PRIZE DRAW so please tell us your telephone number:

Thank you for your time

Appendix 6 Participant Information Sheet

Neighbourhood Working Project Alway, Ringland and Lliswerry

One Newport Local Service Board (LSB) has commissioned a pilot project to establish a model of Neighbourhood Working in the wards of Alway, Ringland and Lliswerry. The LSB has asked Gwent Association of Voluntary Organisations (GAVO) to help gather information on voluntary sector services for **children, young people and families** provided within each area to enable them to map out the potential for more joined up ways of working within this new model. If you live in any of these areas:

If you are part of a family with children, we would like to find out about:

- Any groups, clubs or activities that you attend
- Any organisations that help you by giving practical help, information, advice, support or signpost you to another organisation
- Any activity that you would like to attend that is not currently available in your area
- Any organisation/service that you would like to see in your area able to offer you information, advice, support or that will signpost you to another organisation for advice and support in your area

What does taking part involve?

- Answering the questions on the reverse side of this information sheet.
- Returning the sheets to a designated box in your community centre.

What happens to the information?

This information will help the LSB to look at more joined up ways of services working together in the Neighbourhood Working pilot area of Alway, Ringland and Lliswerry.

What happens next?

Your contact details will be entered into a prize draw although anything else you have told us will remain anonymous. If you would like to find out the results of the research please contact:

For further information please contact:

Chris Thomas

Voluntary Sector Support Co-ordinator

Tel: 01633 241559 e-mail: Christine.thomas@gavowales.org.uk

Focus groups

One Newport Local Service Board (LSB) has commissioned a pilot project to establish a model of Neighbourhood Working in the wards of Alway, Ringland and Lliswerry. The LSB has asked Gwent Association of Voluntary Organisations (GAVO) to help gather information on voluntary sector services for **children, young people and families** provided within each area to enable them to map out the potential for more joined up ways of working within this new model

What does taking part involve?

We will be facilitating focus groups in each area where, through discussions:

- you can let us know about the clubs or activities you attend and about any organisation/ service in your area which gives you information, advice or support
- you can let us know about any services you would like to see provided in your area

Where will these take place?

These will take place in a venue in your area such as a Community Centre. The discussion group will probably last between 30 minutes and an hour and refreshments will be provided. Your contact details will be entered into a free prize draw for a Kindle Fire although anything else you have told us will remain anonymous.

What happens next?

We will advertise the dates and times of the focus groups in the Community Centres and let the Community Development Officers know when and where these will be taking place.

For further information please contact:

Chris Thomas, Voluntary Sector Support Co-ordinator

Tel: 01633 241559 e-mail: Christine.thomas@gavowales.org.uk



June 2013

Dear Parent/Carer

Alway, Ringland and Liswerry

The One Newport Local Service Board (LSB) has asked Gwent Association of Voluntary Organisations (GAVO) to help gather information on voluntary sector services provided within each of the above areas. This information will help the LSB to put in place more joined up ways of working within these areas. I would like to find out about:

- Any groups, clubs or activities that your child attends
- Any organisations/services that help you and your child by giving information, advice, support or signpost you to another organisation
- Any activity that your child would like to attend that is not currently available in your area
- Any organisation/service not currently available that you would like to be able to offer you information, advice, support or that will signpost you to another service for advice and support in your area

I am writing to ask if you would be willing to give permission for me to ask your child if he/she would like to take part in this research.

This will involve your child taking part in a discussion group in order to find out which groups/clubs he/she attends and what additional activities your child would like to be able to access. The discussion group would take place at (*playclub/Brownies/school*) during normal *school/activity* hours and will take about thirty minutes. Your child's participation in this research will be treated confidentially and all information will be kept anonymously, meaning that no one will be able to work out what it is your child has said.

If you have any comments or questions about this research please could you contact my supervisor, Mrs Karen Vowles, using the contact details below. This research has been approved by Senior Officers at the LSB and GAVO.

Many thanks in advance for your consideration of this project. Please let me know if you need more information. I would appreciate it if you could complete the attached permission slip and return it by post in the *enclosed stamped addressed envelope*.

Regards

Chris Thomas
Voluntary Sector Support Co-ordinator, GAVO (01633 241559)

Mrs Karen Vowles (Line Manager)
GAVO (01633 241550)

Appendix 8
Sample Consent Return Form

I understand that my child's participation in this project will involve:

- Taking part in a discussion group with Chris Thomas, from GAVO, in which he/she will be asked questions about activities he currently attends
- During this discussion, notes will be taken for later transcription. The discussion will be fully anonymised when it is transcribed.

I understand that my child's participation in this study is entirely voluntary and that he/she **can withdraw from this study at any time** without giving a reason.

I understand that his/her participation will be treated confidentially and all information will be stored anonymously and securely. All information appearing in the final report will be anonymous.

I understand that I am free to ask any questions at any time. I am free to discuss any questions or comments I would like to make with Mrs Karen Vowles of GAVO.

I also understand that at the end of the study I will be provided, should I wish it, with additional information and feedback about the purpose of the study.

I, _____(NAME OF PARENT/CARER)
consent to

Chris Thomas of GAVO, proceeding with this study with the supervision of Mrs Karen Vowles.

Signature of Parent or Guardian:

Date:

Name of Child:

Name of Group/activity/school:.....

Please return to:
Chris Thomas
Gwent Association of Voluntary Organisations
Ty Derwen, Church Road
Newport

Appendix 9

Sample Combined Consent Letter and Return Form

The study:

The One Newport Local Service Board (LSB) has asked Gwent Association of Voluntary Organisations (GAVO) to help gather information on voluntary sector groups, activities and community services in your area. This information will help the LSB to put in place more joined up ways of working within your area. I would like to find out about:

- Any groups, clubs or activities that you and your family attend
- Any organisations/community services that help you and your family by giving information, advice, support or signpost you to another organisation
- Any activity that you or your family would like to attend that is not currently available in your area
- Any community service not currently available that you would like to be able to offer you information, advice, support or that will signpost you to another service for advice and support in your area

What will taking part involve? - This research involves taking part in a discussion group (also called a Focus group) about the activities and groups or clubs you attend or community services that you use in Alway. All information will be stored anonymously, which means nobody will know who said what.

How long will the discussion take? – The entire process should take about thirty minutes of your time at a venue in your community.

As an informed participant of this research study, I understand that:

1. My participation is voluntary and I may cease to take part in this research study at any time and without giving a reason.
2. During this interview, notes will be taken and the interviews recorded for later transcription. This means that Chris will write up everything that I say.
3. All data will be stored anonymously once it has been collected. This means that it will be impossible to trace information back to me. As such, I will be able to withdraw from this study at any time.
4. All information appearing in the final report will be anonymous. This means there will be nothing that will enable people to work out what I said.
5. This research has been approved by the University of South Wales Ethics Committee. This means it has been approved by a panel of professionals to make sure it meets high standards.
6. All my questions about the study have been satisfactorily answered and I am aware of what my participation involves.
7. Chris will treat my participation in this study confidentially and that anything I say in the interview will be treated confidentiality.

I have read and understood the above, and agree to take part:

Participant's Signature: _____ **Date:** _____

I have explained the above and answered all questions asked by the participant:

Researcher's Signature: _____ **Date:** _____

June 2013

TO WHOM IT MAY CONCERN

Voluntary Sector Provision in South East Newport

The One Newport Local Service Board (LSB) is currently developing a neighbourhood working approach across the city. A pilot project is underway in the three wards of Alway, Ringland and Lliswerry. Stage One is a scoping exercise to map current services, whilst Stage Two aims to establish neighbourhood forums in order to plan how services are better co-ordinated to address local need.

The LSB has appointed our Families First Voluntary Sector Support Officer to map voluntary sector provision for children and families in the pilot area. She will, therefore, be undertaking surveys and conducting focus groups with residents, including children and young people, in a wide variety of setting in South East Newport in conjunction with the local Community Development Officers. Should you have any queries in this regard, please do not hesitate to contact me.

Thank you for your co-operation.

Yours faithfully

Karen Vowles (Mrs)
Assistant Director

**Appendix 11
Risk Assessment Document**

Position assessed: Fieldwork for critical report	Assessment Date/ Time: Summer 2013	Assessors name (print): Chris Thomas
Assessors Job Title: MA Student	Signature:	Assisted by: -

Risk Assessment Document

Ref	Task / Activity	Potential Hazards Identified	Control Measures	L	S	Risk rating	Further Action / Recommendations
1.	Deliver questionnaires through household letterboxes	1. Objects/uneven surface on pavements and garden paths	If unable to navigate, leave immediate area	2	1	2	No requirement to deliver at that location
		2. Unrestrained dogs at property	Do not enter garden gate	1	4	4	Do not deliver at that location
		3. Unwanted attention/confrontational behaviour at door	a. Leave premises b. Colleague to accompany	1	3	3	Do not deliver at that location
2.	Semi-structured interviews	1. Rain/inclement weather	Do not continue with interviews	2	1	2	No requirement to continue to obtain data that day
		2. Unwanted attention/confrontational behaviour	a. Conduct interview in public place b. Stop the interview. Retreat to vicinity of other colleagues	1	3	3	Do not continue to obtain in that situation
3.	Focus groups	1. Unwanted attention/confrontational behaviour	a. Conduct group in public place b. Colleague to accompany	1	3	3	No requirement to continue to obtain data at that session
		2. Slips, trips & falls/equipment & objects	Check room prior. Remove/tidy hazards where possible	1	1	1	

		3. Emotional distress of participants	a. Withdrawal at any time b. Breaks taken when necessary c. Reassurance of confidentiality	1	1	1	
		4. Emotional distress of researcher	a. Colleague to accompany b. Breaks taken when necessary	1	1	1	
4.	All of the above	1. Mobility/health of researcher and participants	a. Colleague to accompany b. Carry mobile phone	1	1	1	
		2. Keeping confidentiality and data storage	a. Names not recorded on documentation b. All hard copy and electronic data stored securely	1	1	1	

RISK MATRIX: 1-2 = Low Risk (Raise awareness), 3-4 = Medium Risk (Review Control Measures), 6-9 = High Risk (Remove researcher from hazard area)

Appendix 12
Audit of Provision

ID	Area	Organisation	Type of provision	Funding source	Referral process	Age	Time	Cost	Day
1	Alway	Bingo	Bingo	C1st		18>	12.30pm-2.00pm	50p	Monday
3	Ringland	Ringland Bingo Club	Bingo	self funding		18>	Afternoons		Weekly
4	Lliswerry	Clybiau Plant	Breakfast Club at Lliswerry Primary School	Self funding		5-11	7.30am-8.45am		Daily
5	Lliswerry	NCC	Active Zone Holiday Club	Self funding		5-11	3.00pm-5.30pm		Daily
6	Lliswerry	Clybiau Plant	Breakfast Club at Lliswerry Primary School	self funding		5-11	7.30am-8.45am		Weekdays
7	Lliswerry	Clybiau Plant	Rainbows After School, Breakfast & Holiday Club	self funding		5-11	8.00am-6.00pm		Daily
8	Alway	Charter Housing	ENGAGE Project			11>	Afternoons		Weekly
9	Lliswerry	Charter Housing	Fashion Events for girls	grant funded		11>	Quarterly		Weekly
11	Ringland	Charter Housing	Fashion Events for girls			8>	Evenings		Quarterly
12	Alway	Llamau	Advice, mediation			18 >	As needed		As needed
13	Lliswerry	Llamau	Supported accommodation, training			18 >	As needed		As needed
15	Ringland	Llamau	Women's service, learning for life			18 >	Various		As and when
16	Ringland	RCA	Happy Hands at Ringland Community Centre	RCA		0-4	9.30am-10.30am		Tuesday
17	Ringland	C 1st	Young Parents	C 1st		< 25	2.00pm-4.00pm		Wednesday
18	Ringland	C 1st & NCH	Messy Play Project	C 1st & NCH		0-4	10.00am-11.00am		School holidays
19	Ringland	Ringland Conservation Group	Wildlife & Conservation Group	Big Lottery, WCVA, Monmouthshire Building Soc, RCA, Local Councillor		all	6.00pm-7.00pm		Monthly

20	Ringland	Ringland Conservation Group	Wildlife & Conservation Group (Ringland Rangers)	Big Lottery, WCVA, Monmouthshire Building Soc, RCA, Local Councillor	7-11	4.00pm-5.00pm	Monthly
21	Ringland	Ringland Conservation Group	Wildlife & Conservation Group (Outdoor activity)	Big Lottery, WCVA, Monmouthshire Building Soc, RCA, Local Councillor	18>	Mornings	Saturdays
24	Ringland	Kids Zumba	Zumba for Children at Ringland Centre	Self Financing	5-10	6.00pm-7.00pm	Wednesday
25	Ringland	Barnardos	Drug Awareness Project at Primary School	Barnardos	5-10	Mornings	Weekly
26	Lliswerry	C 1st	Football 'Academy' at Llanwern High	C 1st & Subs	5-10	Mornings	Saturday
27	Ringland	C 1st/NCC	Aspire Project - alternative education	C 1st & NCC	16	Various	Weekly
28	Lliswerry	Credit Union	Financial Services	Credit Union	11 >	11.00-12.00am	Weekly
29	Ringland	C 1st	Youth Club	C 1st	11-16	5.30pm-7.30pm	Thursday
30	Lliswerry	C 1st	Youth Drop-in	C 1st	11-16	5.30-7.30pm	Monday
32	Lliswerry	NCC	Youth Forum	NCC	11-25	6.00-7.00pm	Wednesday
33	Alway	NCC	Youth Club	NCC	11-25	5.00pm-7.00pm	Tuesday
34	Ringland	RCA & Newport City Cycles	Beaten Up Bikes - learning bike mechanics	RCA & Newport City Cycles	8-18	5.00pm-7.00pm	Monday
35	Ringland	RCA & Newport City Cycles	Cycling trip & cycle hire	RCA & Newport City Cycles	all	Various	Weekly
36	Ringland	C 1st	Ringland Bike Project	Sport Wales	11-16	Various	School holidays
37	Ringland	C 1st	Truancy Project at Llanwern high school	C 1st	11-16	2.00pm-3.00pm	Tuesday
38	Lliswerry	C 1st	Truancy Project at Lliswerry high school	C 1st	11-16	2.00-3.00pm	Thursday
39	Ringland	C 1st	Transition Club at Ringland Primary school	C 1st	11	evening	Weekly
40	Ringland	Job Centre	Job Search	Job centre	17-24	Afternoons	Wednesday
41	Alway	Job Centre	Job Club	Job Centre	16 >	1.00pm-4.00pm	Monday
42	Lliswerry	C 1st	Job Club at Moorland	C 1st	all	Afternoons	Weekly
43	Ringland	WEA	Courses at Ringland Centre	WEA	18 >	Mornings	Weekly
44	Lliswerry	WEA	Courses at the Hope Centre	WEA	18 >	Various	Weekly
45	Alway	WEA	Computer Courses at Alway Centre	WEA	18 >	Mornings	Weekly
47	Ringland	Bishopool	Bishopool Community Choir		18 >	2.00pm-4.00pm	Tuesday

		Methodist Church						
48	Ringland	Ringland Walking Group	Ringland Walking Group	C 1st	all	2.00pm-4.00pm		Thursday
49	Alway	Always Walking Group	Always Walking Group	NCH	5>	9.30am-11.00am	Free	Wednesday
50	Ringland	NCC Positive Futures	Various Sports	Sports Wales	8>	Afternoons		Daily
51	Lliswerry	NCC and NCH	Various Sports	Sports Wales, Community Chest & NCH	8>	afternoons		Daily
52	Alway	NCC and NCH	Various Sports	Sports Wales, Community Chest & NCH	8>	Afternoons		Daily
54	Ringland	Ringland Presbyterian Church	Literacy support & Café and Club	Presbyterian Church		10.00am-12.00pm		Tues, Weds, Thurs
55	Ringland	Girlguiding	Girlguiding Rainbows at St Gabriels School	self funding	5-7	5.00pm-6.00pm		Weekly
56	Ringland	Girlguiding	Brownies at Llanwern High School	Self funding	7-10	10.00am-11.00am		Saturdays
57	Alway	Girlguiding	Rainbows at St Teilos	Self funding	5-7	5.00pm-6.00pm		Weekly
58	Lliswerry	Girlguiding	Brownies at St Andrews	Self funding	7-10	5.00pm - 6.00pm		Weekly
59	Alway	C 1st	Knit and Natter at Alway Centre	C 1st	18>	12.00am-2.00pm		Friday
60	Alway	NHS	Healthy Heart at Alway Centre	NHS	18>	10.00am-11.00am		Monday
61	Alway	Scouts	Scouts at Alway Centre 24th Newport Unit	Self funding	11-16	7.00pm-9.00pm		Weekly
62	Alway	Always Community Association	Senior Citizens Club at Alway Centre		50 >	12.30am-3.30pm		Monday
63	Alway	PHAB	Support for people with disabilities			6.30pm-9.30pm		Tuesday
64	Alway	Stop Smoking Wales	Stop Smoking Group at Alway Centre	NHS	18 >	10.00pm-12.00pm		Tuesday
65	Alway	Welsh Food Co-op	Fruit & Veg Co-op at Alway Centre	Self funding	16>	10.30am-11.30am		Thursday
66	Lliswerry	Welsh Food Co-op	Fruit & Veg Co-op at Moorland	Self funding	all	10.00am		Thursday
67	Alway	C 1st	Go-Ape Play Club at Alway centre	C 1st	5-11	3.30pm-5.30pm		Friday

68	Lliswerry	University of South Wales	Computer Class at Moorland	University of South Wales	18 >	10.00am-12.00pm	Monday
69	Lliswerry	Lliswerry Martial Arts	Martial Arts at Moorland	Self funding		Evening	Mon&Wed
70	Lliswerry	NCC	Play Club at Moorland	NCC	5-12	5.30pm-7.00pm	Tuesday
71	Ringland	NCC	Play Club at Ringland	NCC	5-12	6.00pm-8.00pm	Tuesday
72	Lliswerry	NCC	Holiday Play Scheme at Moorland and Somerton	NCC	5-12	10.00am-3.30pm	School holidays
73	Alway	NCC	Holiday Play Scheme at Alway	NCC	5-12	10.00am-3.30pm	School holidays
74	Ringland	NCC	Holiday Play Scheme at Ringland	NCC	5-12	10.00am-3.30pm	School holidays
75	Lliswerry	NCC	Outreach Play Scheme at Lysaghts Park	NCC	5-12	10.30am-12.30pm	August holidays
76	Lliswerry	NCH, NCC & MABCA	Play Clubs at Moorland	NCH, NCC & MABCA	5-12	9.00am-5.00pm	School holidays
77	Ringland	NCH, NCC & MABCA	Play Clubs at Ringland	NCH, NCC & MABCA	5-8, 8-12	9.00am-5.00pm	School holidays
78	Alway	NCH, NCC & MABCA	Play Clubs at Alway	NCH, NCC & MABCA	5-8, 8-12	9.00am-5.00pm	School holidays
79	Lliswerry	Alcoholics Anonymous	Alcoholics Anonymous at Moorland	Self funding	18 >	7.00pm-9.00pm	Tuesday
80	Lliswerry	Moorland Management Committee	Dance	Self funding	all	evening	Wednesday
81	Lliswerry	Clybiau Plant	Childcare Level 2 Course at Moorland	Clybiau Plant	18 >	evening	Wednesday
82	Lliswerry	NCC Positive Futures	Youth Engagement at Moorland	NCC	11 >	evening	Friday
83	Lliswerry	NHS	Pre and post-natal clinics at Moorland	NHS	all	Mornings	Weekly
84	Lliswerry	Lliswerry Fishing Club	Fishing Club at Moorland			Various	As and when
85	Lliswerry	Moorland Social Enterprise	Café at Moorland	Self funding	all	10.00am-3.00pm	Daily
86	Lliswerry	Flying Start	Mother & Toddler & Nursery at Moorland	Flying Start	all	Afternoons	Every day
87	Lliswerry	Natural	Preservation of natural habitat at	NRW	all	Various	Weekly

		Resources Wales	Moorland				
88	Lliswerry	Keep Wales Tidy	Planting trees, Reen Project at Moorland	Keep Wales Tidy	all	Various	Weekly
91	Lliswerry	Lysaghts Community Group	Summer & Christmas events	Social enterprise	all	As and when	As and when
92	Lliswerry	C 1st	Friday Night Project at Moorland Comm Centre	C 1st	8-24	Evening	Friday
93	Lliswerry	Scent and Sensibility	Horticultural activities		all		
95	Ringland	Scent and Sensibility	Horticultural activities		all		
96	Alway	Scent and Sensibility	Horticultural activities		18>		
97	Lliswerry	NCC	NEET Project	NCC	16-17	Evenings	Weekly
99	Ringland	NCC	NEET Project	NCC	16-17	Afternoons	Daily
100	Alway	NCC	NEET Project	NCC	16-17	Various	Weekly
101	Lliswerry	NCH	Apprentice Academy	NCH	16 >	9.00am-5.00pm	Daily
103	Ringland	NCH	Apprentice Academy	NCH	16 >	9.00am-5.00pm	Daily
104	Alway	NCH	Apprentice Academy	NCH	16 >	9.00am-5.00pm	Daily
105	Lliswerry	NCH	Mi-pad project	NCH	18-21	Various	Weekly
107	Ringland	NCH	Mi-pad project	NCH	18-21	Various	Weekly
108	Alway	NCH	Mi-pad project	NCH	18-21	Various	Weekly
109	Lliswerry	RSPB,Newport City Cycles	Work Placement, Cycle hire, Walking	RSPB & Newport City Cycles	all	As and when	As and when
110	Lliswerry	Charter Housing	Cycle Mania	Charter Housing	all	Evenings	Weekly
112	Ringland	Charter Housing	Cycle Mania	Charter Housiing	all	Afternoons	Weekly
113	Alway	Charter Housing	Cycle Mania	Charter Housing	all	Various	As and when
114	Lliswerry	NCC	Structured Soundz at Somerton	NCC	16 >	Evenings	Weekly
115	Lliswerry	NCC	Virtual Babies at Somerton	NCC	14 >	Evenings	Weekly
116	Lliswerry	NCC	Boys Club at Somerton	NCC	14 >		
117	Ringland	C 1st	After school club at Ringland	C 1st	8-12	3.00pm-6.00pm	Daily
118	Lliswerry	MABCA, NCC, NCH	Healthy cooking, Community allotments	MABCA& NCC & NCH	all	As and when	As and when
119	Ringland	MABCA, NCC,	Healthy Cooking, Community allotments	MABCA & NCC & NCH	all	Various	Weekly

		NCH							
120	Alway	MABCA, NCC, NCH	Healthy cooking, Community allotments	MABCA & NCC & NCH		all	Various		Weekly
123	Lliswerry	YOS	Garden Project	YOS		10-18	Various		Weekly
124	Lliswerry	YOS	Independent Living	YOS		10-18	Various		Weekly
125	Lliswerry	C 1st, RASCAL	Gym Project at Hope Centre	C 1st & RASCAL		15 >	Afternoons		Weekly
126	Ringland	C 1st	Smoking cessation, Substance misuse awareness	C 1st		all	Evenings		Weekly
127	Alway	C 1st	Substance misuse Awareness	C 1st		all	Evenings		Weekly
128	Lliswerry	C 1st	Smoking cessation, Substance misuse awareness	C 1st		all	Evenings		Weekly
129	Lliswerry	NCC	Guided walks, Cycling, Horse-riding countryside	NCC		all	As and when		As and when
131	Ringland	NCC	Guided walks, Cycling, Horse-riding countryside	NCC		all	Various		As and when
132	Alway	NCC	Guided walks, Cycling, Horse-riding countryside	NCC		all	Various		As and when
133	Lliswerry	NCC	Cookery classes at Hope centre	NCC		11 >	Afternoons		Weekly
134	Ringland	RCA	Foodwise	RCA		18 >	10.00pm-11.00pm		Monday
135	Alway	Alway Comm Assoc	Foodwise	Alway Community Association		18 >	10.00am-11.00am		Monday
136	Ringland	C 1st	Community Gardening Project	C 1st		all	Various		Weekly
137	Lliswerry	NCC Green services	Guided & self-guided walks, trails, volunteer work	NCC		all	Various		As and when
138	Lliswerry	C 1st, RASCAL	DofE at Hope centre	C 1st & RASCAL		14 >	Evenings		Weekly
141	Ringland	Newport City Homes	Tower Block Residents Association	NCH		18 >	Evenings		Monthly
144	Lliswerry	Newport City Homes	Neighbourhood meetings Somerton & Moorland	Newport City Homes		18 >	Evenings		Monthly
146	Lliswerry	Mary Dunn Centre	Events at Mary Dunn Centre	Social enterprise	self referral	all	Various		Various
147	Lliswerry	Mary Dunn Centre	Mothers and toddlers group	Social enterprise	self referral	all	Mornings		Weekly
148	Lliswerry	Mary Dunn Centre	Youth club for girls	Social enterprise	self referral	14-16	Evenings		Weekly
149	Lliswerry	Mary Dunn	Youth club	Social enterprise	self	11 >	5.30pm-7.30pm	Free	Tuesday

		Centre		referral				
150	Lliswerry	Lliswerry Football Club	Football Club			Evenings		Weekly
152	Ringland	NCC	Futsal at the MUGA	NCC	14 >	5.00pm-6.00pm	Free	Monday
153	Ringland	C1st	Football Llanwern High	C1st	10 >	4.15pm-5.15pm	Free	Monday
155	Lliswerry	C1st	Boxing at Somerton Hope Centre	External	14>	5.00pm-6.00pm	£1.00	Monday
156	Lliswerry	C1st	Boxing at Somerton Hope Centre	External	10-14	6.00pm-7.00pm	00.50p	Monday
158	Ringland	C1st	Table Tennis	C1st	10 >	4.00pm-6.00pm	Free	Tuesday
159	Lliswerry	Somerton Dance Masters	Street Dance at Somerton Hope Centre	External	7 >	6.00pm-7.30pm	£4.00	Tuesday
160	Lliswerry	C1st	Boxing at Somerton Hope Centre	External	14 >	5.00pm-6.00pm	£1.00	Wednesday
161	Lliswerry	C1st	Boxing at Somerton Hope Centre	External	10-14	6.00pm-7.00pm	00.50p	Wednesday
162	Lliswerry	NCC	Senior Football at Moorland	NCC	16 >	6.00pm-7.00pm	Free	Wednesday
163	Lliswerry	YOS	Senior Youth Club	YOS	14 >	7.00pm-9.00pm	Free	Wednesday
164	Ringland	NCC	Football at the MUGA	NCC	12 >	6.00pm-8.00pm	Free	Wednesday
166	Alway	C1st	Multi Sports	NCC	12 >	5.00pm-7.00pm	Free	Wednesday
167	Lliswerry	C1st	Youth Club at Somerton at Moorland	C1st	12 >	6.30pm-8.30pm	Free	Wednesday
168	Lliswerry	C1st	Junior Youth Club at Somerton Hope Centre		< 11	4.30pm-6.00pm	Free	Thursday
169	Lliswerry	Somerton Dance Masters	Street Dance at Somerton Hope Centre		7 >	6.00pm-7.30pm	£4.00	Thursday
171	Lliswerry	Boxing Club	Boxing at Somerton Hope Centre	External	14 >	5.00pm-6.00pm	£1.00	Friday
172	Lliswerry	Boxing Club	Boxing at Somerton Hope Centre	External	10-14 >	6.00pm-7.00pm	00.50p	Friday
173	Lliswerry	Somerton Dance Masters	Street Dance at Somerton Hope Centre	External	7 >	7.15pm-8.30pm	£4.00	Friday

174	Lliswerry	C1st	Friday Night Project at Moorland	NCH, CiN	12 >	6.00pm-9.00pm	Free	Friday
175	Ringland	NCC	Football at the MUGA	NCC	10-16	5.00pm-6.00pm	Free	Friday
176	Lliswerry	Lliswerry Out of School Club	Out of School Club	self sufficient		3.00pm-5.30pm		Daily
177	Lliswerry	Clybiau Plant	Rainbows After School, Breakfast and Holiday Club		5-11	3.30pm-6.00pm		Daily
179	Ringland	Credit Union	Financial Services	WG SGEI Grant	all	9.30am-11.30am		Tuesday
180	Ringland	Ringland Conservation Group	Wood & Wildlife Conservation Group	Self funding	all	6.00pm-7.00pm		Weekly
181	Ringland	Ringland Presbyterian Church	Hope Café		all	10.30am-2.00pm		Tuesday, Wednesday
182	Ringland	Ringland Presbyterian Church	JAM Club			4.00pm-5.30pm		Thursday
183	Lliswerry	University of South Wales	Computer class		16>	12.30pm-2.00pm		Monday
184	Lliswerry	Girlguiding	Rainbows and Brownies at Mary Dunn Centre	Self funding	5-11	5.00pm-7.00pm		Weekly
185	Lliswerry	Lysaght Institute	Creche	Social enterprise	< 5	Mornings		Daily
186	Lliswerry	Lysaght Institute	IT suite	Social enterprise	all	Various		As required
187	Lliswerry	Lysaght Institute	Dance and exercise classes	Social enterprise	all	Evening		Monday
189	Lliswerry	C1st	Senior Football at GOL		16>	6.00pm-7.00pm	Free	Wednesday
190	Lliswerry	Welsh Food Co-op	Fruit & Veg Co-op at Somerton Hope Centre	self funding	18>	11.00am-6.00pm		Thursday
191	Lliswerry	Growing Together	Single Parents support in Somerton	BIG Lottery Bright New Futures	Charter Tenants	14-25	Various	As needed
192	Ringland	Charter Housing	Male Mentoring					
194	Ringland	Charter Housing	INSPIRE Poject					
195	Ringland	Charter Housing	Summer Programme					
196	Ringland	Charter Housing	GO Girls					
197	Ringland	Charter Housing	OK Kids					

Focus Group Data – Somerton Primary School

Services accessed by children in the Neighbourhood Working Model pilot area

Results of focus groups with children aged 4-11 at Somerton Primary

Age	Services accessed in pilot area	Services accessed <u>not</u> in pilot area	Services the children would like to access
4-6	Swimming Football Ballet Arts and crafts RSPCA Wetlands Horse riding Ezeeeplay Bus Skatepark Rainbows		Bouncy castle A nexus (7" tablet) Gardening club
7-8	Swimming Friday night project (Hope Centre) Football Club Gymnastics	Mini-golf (Tredegar Park) Swimming (Cardiff & Npt Centre) Italian lessons (Stow Hill)	Arts and Crafts Zip –line activity Animal club Beauty school ²⁹ Library in closer proximity
9	Art Youth Club Athletic Club Boxing Club Dance Swimming Football MUGA	Ice skating	Skatepark Fishing club Climbing wall Castle with a moat Graffiti artist to teach a group activity ³⁰ More Police More Council workers ³¹ More bins ³²
10-11	Swimming	Swimming (Cardiff &	Canoeing

²⁹ The children stated that they wanted 'to learn how to apply make-up and do nails'

³⁰ The children stated that they only wanted this if they could have a graffiti wall that could be preserved in such a way that 'teenagers would not spoil it by spraying on swear words'

³¹ The children stated that they would like to see these workers 'come around and clean up the outside space'

³² Similarly, the children stated that they wanted to see a reduction in litter

Skatepark	Npt Centre)	Cake-making
Dance	Rugby (Caerleon)	Football ³³
Guitar		Dodge ball
Piano		Bike club
Football		Fishing ³⁴
Tennis		Gardening ³⁵
Athletics		Fete days in school holidays
Go-karting		Bouncy castles in school holidays
Fishing		Give more money to the HOPE Centre ³⁶
Gardening Club		Junior volunteering opportunities ³⁷
GirlGuiding		Fashion design & sewing class

³³ Whilst football is offered, the children said they wanted more equipment

³⁴ Whilst fishing is available, the children stated this should be Free of Charge

³⁵ Whilst gardening is offered, the children stated they wanted it offered on additional days

³⁶ The children stated that funding had been withdrawn from the HOPE Centre, and so that they were no longer able to access services that they had previously accessed

³⁷ The children gave examples: litter picking, football coaching, looking after animals

Focus Group Data – Lliswerry Primary School

Services accessed by children in the Neighbourhood Working Model pilot area

Results of focus groups with children aged 6 – 10 Yrs at Liswerry Primary School

Age	Services accessed in pilot area	Services accessed <u>not</u> in pilot area	Services the children would like to access
Year 1/2 2 X 6YR (M) 3 X 6YR (F) 1 x 7YR (M)	Play Outside	Swimming – (Cardiff)	Swimming Pool
	Cycling	Football (Caerleon)	More Parks
	Walking the Dog	Paintballing	Play ground
	Skipping		Go Karting
	Football		Boxing
	Golf		Less litter
	Bowling		Skate Park
	Basketball		
	Ballet		
	Swimming		
	Cubs		
	Violin		
	Guitar		
	Writing Poems / Stories		
Year 3/4 1 x 7 YR (M) 3 x 8YR (M) 1 X 9YR (M) 1 X 7YR (F) 1 x 8 YR (F)	Swimming	Dancing (Dolman Theatre)	Trampoline
	Bike riding x 4	Kickboxing (Maindee)	Circus
	Boxing	Golf (Llanwern)	More football
	Football	Tredegar Park	Arts & Craft Activities
	X Box	Beechwood Park	Safer crossing patrols
	Fishing	Athletics (County Stadium)	Better houses for older people
	Tennis		Less litter
	Basketball		Fairground
	Youth Club – Baptist Church		
	Cubs x 2 (24 th Newport)		
	Golf		
	Go to my friends		
	Reading		
Year 5	Gymnastics	Ice Skating (Cardiff)	Graffiti wall
	Football	Cheerleading	Arts & Craft Activities

2 X 9YR(M)		(Beaufort Centre)	
1 x 9YR (F)	Rugby	Air Cadets	Cricket Clubs
	Bike Riding		Assault Course
2 x 10YR (F)	Fishing		Paint Club
	Piano		More outdoor clubs
	Guitar		Less litter
	Choir		More Bins
	BMX Track		Better Health Care
	Dancing (Pontfaen)		
Year 6	Rugby	Skate Park (Tredegar Park)	Games room
5X 10YR (M) 7 X 10YR (F)	Football x 3	Acting / Drama	Swimming Pool
	Gymnastics		Play Area
	Dancing		Outdoor Pool with slides
	Swimming x 2		Mini Astroturf
	Bike Riding x2		Zip wire
	Netball x 3		Leisure centre
	Running		Roller Skating
	Meet with friends		Ice Skating
	Youth Club x 6		Hockey
	Walk the Dog x 3		Jacuzzi
	Jogging		Open Space
	Scooter		Farm / Zoo
	Brownies		Aquarium
			Theme Park
			Horse Riding
			More Police
			Safer Roads
			More out of hours Drs
			Playground
			More Street Lights
		Cooking Activities	
		Better Parks	
		Better Shops eg Lego, Toys r us	
		Pancake House	

Focus Group Data – Always Primary School

Services accessed by children in the Neighbourhood Working Model pilot area

Results of focus groups with children aged 4-11 at Alway Primary

Age	Services accessed in pilot area	Services accessed <u>not</u> in pilot area	Services the children would like to access
4-6	Football	Swimming (Npt Centre & Cdf))	Bob the Builder
	Beechwood Park	Drama Club (Riverfront)	Tree house/shelter/dens
	Fishing	Dance (Bella Bella)	Dragon slide
	Tennis	Tap Dancing (Beechwood)	Park
	Boxing	Whacky Warehouse (Langstone)	
	Karate & Tai kwando		
	Gymnastics		
	Brownies		
	Playclub		
7-8	Football	Swimming (Cdf)	Whacky Warehouse
	Dance	Rugby (Caerleon)	Rugby (locally)
	Playclub	Kung-su Do (Moorland)	Ezeeeplay for dressing-up
	Multi-sports		Park
	Fishing		Gardening club
			Rock climbing
			Canoeing
			Basketball
			Arts & Craft club
			Animals to look after
9	Fishing	Tai Kwando (Maindee)	Zip wire
	Football	Swimming (Npt Centre)	Swings
	Athletics		Hide & Seek area
	Brownies		Building classes ³⁸
	Music Club		Gardening club
	Multi-sports		Cookery classes
	Dance		Drama club
Boxing (Stevie Syms)		Butterfly zone ³⁹	
			Volunteering opportunities
10-11	Swimming	Swimming (Npt Centre)	Parks with big slides ⁴⁰

³⁸ The children stated that they wanted to be able to build things such as furniture, dens, treehouses and 'make things out of resistant materials'

³⁹ The children stated that they wanted to be able to look after the butterflies

Fishing	Rugby (Caerleon & Glebelands)	Climbing wall
Park	Cubs (Bank Street)	Swimming (more locally)
Multisports	Karate & Judo (Maindee)	Outdoor activities ⁴¹
Music club ⁴²	Sea Cadets (Maindee)	Ponds (more of ⁴³)
Football		Gardening club
Youth Club -		Underwater diving and snorkelling
Dodgeball		Zoo & safari park
		Volunteering opportunities ⁴⁴
		Animals to look after ⁴⁵
		Circus skills

⁴⁰ The children stated that they would like these parks to be clean and well-maintained

⁴¹ The children stated that they wanted caving, canoeing, rock climbing and to build dens outdoors

⁴² Gwent Music Society

⁴³ The children stated that the local ponds were too crowded with people fishing

⁴⁴ Volunteering opportunities were stated as: looking after horses and ponies and visiting the elderly in hospital

⁴⁵ The children stated that they wanted to look after an animal that was resident elsewhere

Focus Group Data – Lliswerry High School

Services accessed by children in the Neighbourhood Working Model pilot area - High Schools

Results of focus groups with children aged 11-15 yrs at Lliswerry High School

Age	Services accessed in pilot area	Services accessed <u>not</u> in pilot area	Services the children would like to access
Year 7 3 x 11YR (M) 1 x 11YR (F) 6 x 12YR (M) 8 x 12YR(F)	Swimming	beach	Theme parks
	Football		Go-karting
	Ride my bike		Gym for under 14's
	Play games at home		Outdoor swimming pool with slides/water-parks
	Play in street		Greater range of football pitches and clubs
	Cricket		Ice-skating rink
	Go to park		Roller-coasters
	Rugby		Trampolining
	Netball		Shopping centre
	Tennis		Animal care
	Cinema		Recording studio
	Walk dogs		Clothes shop
	Go adventuring with friend		A centre for all activities ⁴⁶
	Horse riding		Mini football and cafe
	Go to clubs		Basketball/more basketball clubs
	Athletics		Free skate park
	Cooking		Paintball
			Bigger/nicer/better-equipped parks
			More netball clubs/pitches
			More space for activities
			Dance studio
			Fun boot camp/assault course
			Boxing
		Holiday/adventure clubs	
		Fun fairs	
		Better youth clubs	
		Climbing walls	
		Mini Tesco/Asda	
		Zoo	

⁴⁶ The children identified an empty shop premises on Chepstow Road for this

Age	Services accessed in pilot area	Services accessed <u>not</u> in pilot area	Services the children would like to access
Year 8 2 x 12YR (M) 8 x 13YR (M) 6 x 13YR (F)	skateboard	Football (Maesglas)	Basketball & outdoor wheelchair basketball
	Youth club	Football (Duffryn)	Table tennis ⁴⁷
	swimming	Football (Pill)	Fishing ⁴⁸
	motorcross	Football (Bettws)	Graffiti wall
	kickboxing	Fishing (Cardiff)	Volunteering opportunities ⁴⁹
	Football in park/friends		Dance studios
	karate		Judo centre
	judo		More football pitches ⁵⁰
	Martial arts		Well maintained tennis courts ⁵¹
	Baby-sitting		New hurdle equipment
	Fishing		Motorcross track
	Youth choir		Paintball
	Tang so do		Greater choice of sport
	dance		Art studio
	basketball		Better youth club
	Walk the dog		Swimming
	Tae kwon do		A fair
	Video/computer games		Music studio ⁵²
	rugby		Open mic nights
	Table tennis		Skate & scooter park ⁵³
		Adventure park/climbing ropes & frames	

⁴⁷ The children stated that although this was available at the Velodrome there was a long wait for a table

⁴⁸ The children stated they would like this free of charge

⁴⁹ The children stated that they would like to volunteer in animal care but were 'too young'

⁵⁰ The children also asked that these were free of charge

⁵¹ The children reported that the tennis courts at the Velodrome are 'run down and destroyed'

⁵² The children stated they would like somewhere to practice musical instruments, FOC, with their mates

⁵³ The children wanted a skate park nearer to them and reported that the one at Tredegar Park: 1) is two bus journeys away, 2) there are 'crackheads and rough people there', 3) the section for scooters is 'designed for bikes therefore not a good layout', 4) 'the bus driver won't let us on the bus with our scooters'

Age	Services accessed in pilot area	Services accessed <u>not</u> in pilot area	Services the children would like to access
Year 9 2 x 13 yr (M) 4 x 13 yr (F) 6 x 14yr (M) 3 x 14 yr (F)	Walk the dog	Gym (Maindee)	Gym ⁵⁴ to go and do exercise
	Cinema	Football (Glebelands)	Ice hockey/skating
	Swimming		Free transport
	Jogging		Free tennis
	Going out with friends		Youth clubs for under 16's ⁵⁵
	Shopping		Dog walking days
	Football with friends		Animal clubs
	Football for a team		More basketball clubs
	Basketball		Bowling
	Park with friends		Outside pool
	Boxing		Place to go ⁵⁶
	Fishing		Rock climbing/climbing wall
	Fitness club		Paintball
	Gymnastics		Skatepark ⁵⁷
	Watch television		Football games in Velodrome 3D
	Go on my phone		Laser tag
	Walking		Dance club
	Cycle speedway		Gentlemans club
	Street dance		Free Boxing/judo
	Tennis		Upgraded parks
	Snooker		Public toilets
	Pool		Adventure park ⁵⁸
	Sleep over friends		3G pitch ⁵⁹
		Gol to have 7 a-side ⁶⁰	
		Animal club	
		Zoo	
		Information about activities	

⁵⁴ The children stated that they used to go to the gym but it was stopped for under 16s

⁵⁵ The children explained that they would like clubs for 13 - 16's where they could socialise

⁵⁶ The children stated they wanted 'somewhere to go when you are outside and it rains'

⁵⁷ The children stated they wanted this more accessible than the one at Tredegar Park

⁵⁸ The children stated that they would like a Tredegar Park style adventure park 'at Beechwood'

⁵⁹ The children stated that this 'needs to be cheaper than the one over the Velodrome'

⁶⁰ Gol is a purpose-built football facility

Age	Services accessed in pilot area	Services accessed <u>not</u> in pilot area	Services the children would like to access
Year 10 2 x 14 yr (M) 3 x 14 yr (F) 13 x 15yr (M) 11 x 15yr (F)	Tennis	Swimming (Npt centre)	Better swimming facility w. slides
	Dance	Horse riding	Shopping complex ⁶¹
	Youth club (cooking, film)	Cadets (Raglan barracks)	Theme park
	Go out with friends	DoE (Raglan Barracks)	Paintball
	Swimming	Rugby (Caerleon)	Water park
	Football	Gym (Npt centre)	Target/shooting range
	Cinema	Swimming (Bettws)	Assault course
	Rugby	Gym (Bettws)	Roller skating
	Spend time with family	Dance (Rogerstone)	A fair
	Jogging	Dance (Town centre)	Tennis
	Gymnastics	Swimming (Cardiff)	Rock climbing
	Walk the dog		Bike & motorbike tracks ⁶²
	Cello lessons		bowling
			Running club
			Track and field club
			Swimming lanes ⁶³
			Community centre nearby
			A beach
			Go-karting
			Gymnastics/proper gym
			Football free of charge
			Recording studio
			American football
		Laser tag	
		Sky diving	
		Free astros	
		Archery	
		Activity centre	

⁶¹ The children stated they would like a shopping complex complete with ice-skating facilities

⁶² The children wanted these nearer than those at the Wetlands 'where we can make friends'

⁶³ The children stated these should be like those in Cardiff International pool

Focus Group Data – Llanwern High School

Services accessed by children in the Neighbourhood Working Model pilot area - High Schools

Results of focus groups with children aged 12-15 yrs at Llanwern High School

Age	Services accessed in pilot area	Services accessed <u>not</u> in pilot area	Services the children would like to access
Year 7 5 X 12YR (M) 2 X 12YR (F)	Walking the Dog	Mixed Martial Arts (Cardiff)	Animal Care
	X Box /Video Games	Skate Park (Tredegar Park)	Swimming Pool with slides
	Skateboard	Water Polo (Bettws)	Bowling
	Scooter / Skateboard	Sea Fishing	Baseball Field
	Football		Skate Park
	Hunting		Arcades (for games)
	Fishing		Swimming Pool for Dogs
	Swimming		Water Park
	Water Polo		Tennis
	Dancing		Gym
	Boxing		Volunteering Opportunities (litter picking)
	Cricket		Climbing Centre / Assault Course
	Rugby		Better Shops
			Indoor Surfing
			Better Maintained Parks
			Vet open more often
			Ice Skating Arena
			Paintballing
			Graffiti Lane
			Free Running Club
		More Football pitches	
		Circus Skills for Dogs	

Age	Services accessed in pilot area	Services accessed <u>not</u> in pilot area	Services the children would like to access
Year 8 3 X 13YR (M) 4 X 13YR (F)	Football	Skate Park (Tredegar Park)	Theme Park
	Bike riding	Swimming (Npt Centre)	Water Park
	Hang out around streets		Ice Skating
	Walk the dog		Climbing Wall
	Swimming (Velodrome)		Bowling
	Fishing (Quarry)		Arcades (for games)
	Hang out at the quarry		Graffiti Wall
	Going out with friends		Cleaner Areas ⁶⁴
	Shopping		Ice Hockey
			Zoo
			Rock Climbing
			Zip-wire
			Swimming Pool
			Animal Care
			Trips from Community Centre ⁶⁵

⁶⁴ The children stated that they would like to see cleaner pathways, clear of dog mess

⁶⁵ The children stated that they used to go on trips organised by the HOPE Centre but, due to funding cuts, these were no longer facilitated

Age	Services accessed in pilot area	Services accessed <u>not</u> in pilot area	Services the children would like to access
Year 9 6 X 14YR(M) 1 X 14YR (F)	Swimming	Sea Fishing	Theme Park
	Walk the Dog	ATC Cadets (Raglan Barracks)	Water Park
	Badminton	Football (Glebelands)	Paintballing
	Dodgeball	Football (Maesglas)	Mini / Crazy Golf
	Pool		Concert / Rock Gigs
	Table Tennis		Rock Climbing
	Football		Free outdoor pool
	Tennis		Bowling
	Youth Club		Gym
	Basketball		Netball
	Fishing		Ice Skating
	Ride Bike		Adventure Park
	Rugby		Kayaking
	Hang out with friends		Motorcross
	Play Guitar		Volunteering Opportunities ⁶⁶
	Ballet (Bishpool)		Cleaner Areas (Liswerry Ponds) ⁶⁷
			Zoo
			Obstacle Course
			Indoor Tennis
			Musical Theatre (Participate)
		Dirt Bike track / Quad track	

⁶⁶ Volunteering Opportunities identified included litter picking, stewarding at concerts, supporting older people, early years, helping with animals.

⁶⁷ The children stated that this area was not well maintained as it was “too muddy”

Age	Services accessed in the pilot area	Services accessed <u>not</u> in the pilot area	Services the children would like to access
Year 10 1 X 14YR (F) 1 X 15YR (F) 5 X 15 YR (M)	X Box	Hunting (England)	Paintballing
	Facebook		Motorbike track
	Horseriding		Canoeing
	Chill out		More Information (Newsletters / Adverts / Facebook) ⁶⁸
	Hang out at Quarry		Tennis Courts
	Youth Club		Climbing wall
	Swimming		Outdoor Skate Park
	Football		Go Karting
	PS 3		Ice Skating
			Gym
			Graffiti Wall
			Volunteering Opportunities ⁶⁹
			Theme Park
			Rock Climbing
			Swimming Pool (Closer to home)
			Better Youth Clubs ⁷⁰
			Better Shops
		Cleaner Area	
		Trips from Youth Club ⁷¹	

⁶⁸ In response to the children stating they wanted information on what activities were available, they were asked 'How would you like to receive this information?'

⁶⁹ As 3

⁷⁰ The children stated that these were " boring/too much like school/staff talk at us'

⁷¹ The children stated that they wanted to go out to Activity Centres, for example, Gilwern, more often