

Growing Communities from the Inside Out

Piloting an asset based approach to JSNAs within the
Wakefield District : Methods and Findings



Acknowledgements

**‘We can’t do well serving communities... if we believe that we, the givers, are the only ones that are half-full, and that everybody we’re serving is half-empty... there are assets and gifts out there in communities, and our job as good servants and as good leaders... [is] having the ability to recognise those gifts in others, and help them put those gifts into action.’
(First Lady Michelle Obama, 2009)**

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There is a need also, to recognise the learning and wisdom offered by a range of writers. Their commitment to enabling people to feel empowered to take greater responsibility for their own health and well being has been both a beacon and inspiration for the Asset Based/Co-Production journey , and we are most grateful.

**“In Memory of Jane Greetham who was passionate about this work –
sadly passed away September 2011”**

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Introduction

There is commitment by NHS Wakefield District and Wakefield Metropolitan District Council to tackling the root causes of the health inequalities in the communities it serves. Alongside this commitment is the acknowledgement that the health and well being of communities falls far beyond the scope of the NHS, and addressing inequalities is not just about commitment but lies very much in the how's of bringing such commitment into reality.

In July 2010 Wakefield's Joint Public Health Unit took a lead in steering a pilot exercise using an Asset and Co-production Approach, as identified in the Improvement and Development Agencies – 'A Glass Half Full - How an Asset Approach can Improve Community Health and Well being' as part of the national Joint Strategic Needs Assessment Refresh programme.

This approach moves away from a more traditional public services' focus on the problems and deficiencies in communities, where commissioners and providers set out to fill gaps and solve problems, to one that recognises the:

- wealth of experience and practical skills, knowledge, capacity and passion of local people.
- potential for communities to become equal partners in the co-production of better outcomes, thereby bringing about real and sustainable change .

The aims of the pilot exercise were to:

1. Develop asset approached work in two of Wakefield's twelve Priority Neighbourhoods which will indicate a way forward for a dynamic community engagement approach to address health and well-being improvements across the District.
2. Develop a toolkit, based upon the experiences and learning from the pilot that can inform planning and delivery in other areas locally and nationally.
3. Evaluate the method and results as a way forward for capturing health assets, community development and as a commissioning tool.
4. Capture this information as part of the refresh of the JSNA process being carried out nationally.

NHS Wakefield District sees this as the beginning of a process for moving forward its vision of developing flourishing, connected communities through creative dialogue and collaboration between services and communities. There is no illusion that the journey will be easy. Traditional approaches are well embedded and may be difficult to change.

For the purpose therefore, of extracting the full learning potential from these first steps, it is important to record the process 'warts and all' so that what emerges facilitates thinking and decision making to shape and influence future development.

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Introduction

The document '**Developing a rich and vibrant JSNA: Capturing community asset growth within the JSNA – key learning from a trial project**' overviews the work that took place as part of the Asset Based Pilot Process within the Wakefield District. This includes a summary of the methods trialed in this Asset Based Pilot, plus details of the overarching process and key learning points that we hope will assist those involved in developing rich and vibrant Joint Strategic Needs Assessments (JSNAs). The document is arranged in four parts:

- Section 1 highlights the national and local policy context that supports the work around embedding assets and co-production into the JSNA process.
- Section 2 outlines the outcomes that Wakefield aimed to achieve and the activities that took place as part of the Asset Based Pilot process.
- Section 3 summarises the lessons that were learnt from the pilot in relation to the asset based approach itself, the need for culture change and around the smarter use of existing and new 'rich picture' data
- Section 4 demonstrates the key ways forward from the pilot that are required to sustain and develop the progress made during the pilot, and embed assets and co-production into the JSNA process.



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This document is presented in a way that it:

- Illustrates the journey of the initial Asset Based approach in Wakefield.
- Draws together the 'research' of the Asset Based data for analysis and review.
- Provides illustrative examples to guide future activity for Asset Based and Co- production Approaches - through to potential commissioning.
- Draws together the links between Asset Based/Co-Production approaches and the development of the JSNA.

The approaches highlighted in this report only provide a snapshot of a community Asset Based/Co-production approach. It was never intended that the pilots provide a fully comprehensive asset audit, but rather they demonstrate the purposefulness of the Asset Based/Co-Production approach and its potential to legitimately inform and influence future strategy and planning.

Key Messages from the Report

1. Organisation/institutional culture and values

A plethora of information has emerged which has the potential to have significant impact for organisational understanding and learning in terms of the benefits of Asset Based/Co-Production Approaches and Commissioning.

However the deficit/needs based model is deeply ingrained within the culture of the NHS, and many other organisations, as is the expert/medical model. This is based on prescribing services for communities from a two dimensional perception of communities as uninvolved and passive consumers.

The success of an Asset Approach is reliant on gaining buy-in from all staff and partners. Buy-in is as much about the value base that underpins co-production work, as the process itself.

The Asset and Co-production approach requires fundamental organisational culture change in relation to values and attitudes at both strategic and frontline levels.

Such fundamental change needs to be supported by a co-ordinated approach with partner agencies and organisations working collaboratively across the District.

Acknowledging these messages will provide the first steps towards a strategic planning and service delivery process that will achieve more positive outcomes for the health and well being of people and communities in Wakefield and District.



2. Empowerment

Communities are dynamic/organic systems where everything is connected and interrelated. The data, though separated out for collating purposes, clearly illustrated the importance of this ‘connectedness’.

The community pilots created a dynamic that enabled local people to share and respond confidently about themselves and their community in a relatively short space of time.

However there are issues in relation to an understanding and recognition of the need to transfer real power to communities within a dominant organisational culture.

In some ways, the communities themselves often seem more able to make the shift in thinking. For many it is a relief to be perceived more positively both individually and as a community, and to feel that they have something worthwhile to contribute.

A mobilised and empowered community may not necessarily choose to act on the same issues that health services or local authorities identify as priorities.

A long term move towards an asset and co-production approach in Wakefield will require local people to become more actively involved in influencing the commissioning and delivery of their services.

There is a need to provide good support to the process if it is to work effectively. Preparation within communities to encourage and enable local people to engage in the process needs careful planning and can take time. This is particularly the case in communities facing multiple disadvantage and health inequalities where people’s need for basic survival can limit their capacity for involvement.

The approach recognises that silos and agency boundaries get in the way of people-centred outcomes and community capacity building, and requires a willingness on the part of professional staff to share power instead of doing things for people, they have to help a community to build on its assets to improve its own health and well being.

3. Process

Identifying assets and the methods of doing this are not the outcomes of community asset mapping (although recording and understanding these are important). Identifying and mapping the assets are merely the first stages in a process that leads to connecting and mobilising these assets.

It is important that the rollout of the Asset approach is not seen as a ‘bolt on’ to existing methods and approaches but as fundamental to a changing relationship between commissioners, providers and local people and their communities.

Implicit within this approach is the opportunity to lay the foundations for opening the door to enabling and supporting communities to identify their strengths and assets for building their particular communities. It looks to the potential for changing the way in which agencies and communities work together through a community-led ‘can-do’ process.

One of the key challenges for Wakefield in using an Asset approach is to develop a basis for commissioning that supports community development and community capacity building—not just how activities are commissioned but what activities are commissioned.



4. 'Refreshing' the JSNA

Linking information drawn from the Asset-based Approach pilot to 'deficits' identified as part of the traditional JSNA approach, has provided a rich picture in understanding both needs and assets. These understandings have the potential to inform a range of creative ways forward. They provide opportunities to develop a different commissioning framework, one which enables co-production working and builds and strengthens community assets to best address 'needs'.

What the pilot has taught us therefore is that the JSNA and the Asset Based Co-Production approach should not be seen as separate entities but complementary processes that enable a richer more intelligent and better informed picture in turning around health inequalities and their effect on individuals and local communities.



National Context

There has long been the view and evidence to support it, that social determinants of health directly impact upon an individual's and community's health and wellbeing. In February 2010 the independent review, led by Sir Michael Marmot and commissioned by the Secretary of State, produced an evidenced-based approach to health inequalities in the UK which brought social determinants of health and radical new ways to address them, to the top of the political agenda (The Marmot Review, 2010).

The Marmot Review recognised that:

“Inequalities in health arise because of inequalities in society – in the conditions in which people are born, grow, live, work, and age. So close is the link between particular social and economic features of society and the distribution of health among the population, that the magnitude of health inequalities is a good marker of progress towards creating a fairer society. Taking action to reduce inequalities in health does not require a separate health agenda, but action across the whole of society”.

It recommended that:

“There needs to be a more systematic approach to engaging communities by Local Strategic Partnerships at both district and neighbourhood levels, moving beyond often routine, brief consultations to effective participation in which individuals and communities define the problems and develop community solutions.

Without such participation and a shift of power towards individuals and communities it will be difficult to achieve the penetration of interventions needed to impact effectively on health inequalities. behaviours and lifestyle”

In response to the Marmot Review, the Government's White Paper - Healthy Lives, Healthy People (The Stationery Office, 2010) set out a radical new approach that seeks to empower local communities, enable professional freedoms and unleash new ideas based on the evidence of what works, while ensuring that the country remains resilient to, and mitigates against current and future health threats.

It sets out how this approach will protect the population from such threats. “Subject to Parliament, local government and local communities will be at the heart of improving health and wellbeing for their populations and tackling inequalities”

The drive for a ‘Big Society’:

Alongside the above is The Coalition Government's (undated) driving ambition for social reform, entitled ‘The Big Society’ which states:

“We want to give citizens, communities and local government the power and information they need to come together, solve the problems they face and build the Britain they want. We want society – the families, networks, neighbourhoods and communities that form the fabric of so much of our everyday lives – to be bigger and stronger than ever before.

Only when people and communities are given more power and take more responsibility can we achieve fairness and opportunity for all. Building this Big Society... is the responsibility of every department of Government, and the responsibility of every citizen too. Government on its own cannot fix every problem.”



Wakefield Context

NHS Wakefield and Wakefield Council completed its initial JSNA in 2008. Although the findings and recommendations were well received, there were a number of areas identified that required further work.

Health and wellbeing in Wakefield is improving, nevertheless there does remain longstanding and challenging health inequalities across the District. The way Wakefield delivers its services currently has not prevented the gap between the most affluent areas of the District and the most deprived areas widening over recent years. Despite multi-agency efforts to deliver 'needs based' programmes to improve health/tackle health inequalities, overall the gap has widened rather than reduced.

Andrew Furber, Director of Public Health Wakefield District, in his 2010 Annual Report states (Dr Andrew Furber, 2010):

“Traditionally public services tend to focus on the problems and deficiencies in communities with commissioners and providers setting out to fill the gaps and solve the problems. In developing a new vision of health for communities the focus needs to move away from a deficit model of health and wellbeing to an asset-based one.

Asset based thinking (i.e. recognising what communities have rather than what they might lack) can maximise community networks, recognise the contribution of the voluntary sector and make the most of physical and economic resources such as green spaces and opportunities for employment that enhance wellbeing.

If we are truly committed to this approach then communities become equal partners in co-production, thereby bringing about real and sustainable change with the knowledge that services do not produce positive health outcomes - people do”



What is an asset?

“A health asset is any factor or resource which enhances the ability of individuals, communities and populations to maintain and sustain health and well-being. These assets can operate at the level of the individual, family or community as protective and promoting factors to buffer against life’s stresses” (Improvement and Development Agency, 2010)

What is an Asset Approach?

“The asset approach values the capacity, skills, knowledge, connections and potential in a community. In an asset approach, the glass is half-full rather than half-empty. The more familiar ‘deficit’ approach focuses on the problems, needs and deficiencies in a community. It designs services to fill the gaps and fix the problems. As a result, a community can feel disempowered and dependent; people can become passive recipients of expensive services rather than active agents in their own and their families’ lives.

Fundamentally, the shift from using a deficit-based approach to an asset-based co-production model requires a change in attitudes and values. Professional staff and councillors have to be willing to share power; instead of doing things for people, they have to help a community to do things for itself. Working in this way is community-led, long-term and open ended. A mobilised and empowered community will not necessarily choose to act on the same issues that health services or councils see as the priorities.

Place-based partnership working takes on added importance with the asset approach. Silos and agency boundaries get in the way of people-centred outcomes and community building. The asset approach does not replace investment in improving services or tackling the structural causes of health inequality. The aim is to achieve a better balance between service delivery and community building”

(Improvement and Development Agency, 2010)

By assessing the assets, a different and positive story of place will emerge. The table below demonstrates the difference between the traditional ‘deficit’ approach and the asset model.

Deficit Based Approach	Assets Based Approach
Weaknesses	Strengths
Outside In	Inside out
Dependencies on outside	Professionals Dependent upon each other
Consumers of services	Partners (‘co-producers’) in provision
Silo provision	Collaboration
Disabilities	Abilities and capacities
Client	Citizen
Passive victim of problems	Active participant in solutions

(NHS North West, 2011)



What is Co-production?

“Co-production is both complementary to and relies on an assets approach”. Frequently the term refers to “delivering public services in an equal and reciprocal relationship between professionals, people using services, their families and neighbourhoods”

By starting with an outcome – such as reduced health inequalities – co-production can also tackle ‘whole system change’ and “mobilise community resources and individuals” (Improvement and Development Agency, 2010)

Co-production (Boyle et al, 2010):

Sees people as assets: transforming the perception of people from passive recipients of services and burdens on the system into one where they are equal partners in designing and delivering services.

Builds on people’s existing capabilities: altering the delivery model of public services from a deficit approach to one that provides opportunities to recognise and grow people’s capabilities and actively support them to put these to use with individuals and communities.

Co-production promotes:

Mutuality and reciprocity: offering people a range of incentives to engage, which enable reciprocal working relationships with professionals and with each other, where there are mutual responsibilities and expectations.

Peer support networks: engaging peer and personal networks alongside professionals as the best way of transferring knowledge and supporting change.

Blurring distinctions: blurring the distinction between professionals and recipients, and between producers and consumers of services, by reconfiguring the way services are developed and delivered.

Facilitating rather than delivering: enabling public service agencies to become catalysts and facilitators of change rather than central providers of services themselves.

These defining features are what give co-production its transformative approach. It moves far beyond ‘citizen engagement’ or service user involvement in governance. It changes people from being ‘voices’ to being agents in the design and delivery of public services. The radically different nature of co-production is often best illustrated through examples that show just how different it is, and how it generates better outcomes and lower costs.



The focus of the Wakefield Approach

Wakefield has invested strongly in community development approaches. It has developed staff training in a variety of linked techniques, including Appreciative Enquiry, Participatory Enquiry and Asset Mapping. It has also developed a strong information and intelligence team working in a multi-agency partnership (Partnership Intelligence & Information Group – PIIG).

These initiatives placed Wakefield in a strong position to trial Asset approaches, and to identify those key neighbourhoods facing particular disadvantage where asset based intelligence is often least likely to have been collected.

To ensure that Wakefield's JSNA future service planning does not focus purely on needs and deficit based intelligence but includes the richness of health assets information, the research needed to focus on a number of key propositions:

- The piloting of an Asset approach in two of Wakefield's Priority Neighbourhoods to capture a dynamic community engagement approach to addressing health and well-being improvements across the District.
- Data outcomes drawn from the pilot approaches in the two communities identified should provide useful comparisons both with each other and with deficit model outcomes recorded for those same two areas.
- The development of a Well Being Consortium in Wakefield District has the potential to offer a fit-for-purpose organisation for commissioned delivery of asset approaches across Wakefield.
- Learning from Asset approaches will provide detail for the development of a toolkit that will enable effective Asset Approaches to be delivered in other areas and regions.

Pilot Methodology

The methodology applied to the pilot neighbourhoods evolved from ideas put forward in 'A Glass Half Full' and adapted to the local conditions of Eastmoor and Warwick (Improvement and Development Agency, 2010). This was underpinned by the principles and values intrinsic to an Asset and Co-production approach.

Pilot Management

A multi-agency Steering Group was established in June 2010 to oversee, direct, and evaluate the work of the Pilot, and to work together to encourage the necessary buy-in from the different departments and levels within the NHS and Local Authority.

Jane Greetham from NHS Wakefield was appointed to Project Manage the Pilot. She drew together a small team of experienced development workers from both statutory and voluntary agencies. Two of the team are based in the pilot neighbourhoods, one of whom is employed as part of the Wakefield District NHS Communities and Partnerships team, and one with Eastmoor Community Project. This enabled the pilot to utilise existing networks and contacts to accelerate work on the ground.



How the Pilot Neighbourhoods were selected

Wakefield Together (the Local Strategic Partnership for the District) has made a decision to prioritise 12 Neighbourhoods where health and other inequalities remain disproportionately high.

The Steering Group agreed that for the purpose of the Asset pilot, two neighbourhoods would be selected from these twelve. After consideration it was agreed neighbourhoods that appeared to give different and distinct community profiles, and faced differential levels of deprivation according to statistical evidence from the JSNA in 2008, would offer a useful comparison.

Eastmoor was selected for two reasons. The first, its geographical location affords residents relative ease of access to city centre services and the second Eastmoor communities have enjoyed relatively high levels of support from both VCS and statutory agencies.

The other Pilot neighbourhood, Warwick, on the north eastern edge of Wakefield District in Knottingley, was selected largely because of its geographical isolation and the relatively high levels of people facing multiple deprivation. There has been substantial consultation by Partners within the area, but it has had limited community development infrastructure support.

Warwick has recently been awarded Big Lottery Fund, Big Local status for Wakefield. This means it will receive something in the region of £1 million for capacity building initiatives in the area over the next 10 years.

It was agreed that the two selected priority neighbourhoods may provide a useful contrast and therefore would enable comparative studies to emerge.

Pilot Focus

Mental Health was chosen as a focus issue for the Pilot for two main reasons;

- 1) The critical role that mental health plays in relation to people's overall health and quality of life, and its link to the economic and social inequalities experienced by those living in the pilot neighbourhoods:

“Mental health is fundamental to the resilience, health assets, capabilities and positive adaptation that enable individuals and communities both to cope with adversity and to reach their full potential.

Improving mental health brings significant benefits for health and quality of life not only through the absence of mental illness, but because positive mental health is of itself a protective asset, influencing a very wide range of health, social and economic outcomes.

Mental health is also a key pathway through which social inequality impacts on health. There is overwhelming evidence that inequality is a key cause of stress in itself and also exacerbates the stress of coping with material deprivation” (Friedi, 2009).



- 2) The second reason and the particular challenge in the pilot areas of Eastmoor and Warwick rests with the findings from research undertaken as part of the Wakefield and District Health and Lifestyle Survey (Wakefield District NHS 2009).

The research took an approach that focussed on individual measures of the amount of the time that people have felt “downhearted and low”. East Wakefield (Eastmoor) and Knottingley (including Warwick) ward came out with disproportionately high scores (ie higher numbers of people feeling “downhearted and low”) relative to most of the rest of Wakefield District.

Data at Lower Super Output Area (LSOA) level shows that there is clear correlation between the areas where people feel downhearted and low and those where the Index of Multiple Deprivation (IMD) is high. The LSOAs with extremely high levels of people feeling downhearted and low all, most or a good bit of the time include some with very high IMD scores.

The Community Pilots

This section summarises some of the key processes that took place during the asset based pilot process as well as some key learning points that were identified along the way.

The approach in the two neighbourhoods only provides a snapshot of an Asset Based/Co-production approach. It was never intended that the pilots give a fully comprehensive asset audit, but they demonstrate the purposefulness of the asset approach and its potential to legitimately inform and influence future strategy and planning.

Planning the Community Pilots and Background Thinking

Step 1 - Establish a steering group that:

- Can oversee, direct, evaluate and analyse asset approaches.
- Ensure the process's effective integration into organisation activity in ways that inform and influence policy and strategy.
- Agree the rationale and criteria to inform the selection of the pilot communities.

Key learning points – Planning

Key learning from the pilot also highlighted that a steering group needs to be established that:

- Will champion asset approaches within their areas of work or organisations.
- Includes membership of people who are working strategically, in the community and with existing data around community needs (e.g. analysts), including those who are on the delivery team.
- Can ensure the effective integration of the processes and approaches into the Commissioning organisation in ways that inform and influence policy and strategy.

Step 2 - Agree the rationale and criteria to inform the selection of the pilot communities

- Determine the focus theme for the Asset approach.
- Identify and agree appropriate approaches and tools for the Asset Approach.
- Select an asset approach that best suits the community or area of work that you are focussing on (informed by involvement from community workers)



Delivery of the pilot in the two communities

Step 1: Establish a small planning group of local development workers who will act as the delivery team and:

- Who are easily able to grasp an understanding of the Asset Approach.
- Are in a position to engage, inspire and encourage local people to get involved in the process.

Step 2: Identify a process that:

- Is most appropriate for the chosen community or theme.
- Ensures a better understanding of existing community networks and assets.
- Gathers accurate, up to date and detailed intelligence about formal and informal activities within the local area.
- Encourages the engagement of a cross section of local people who reflect differences of age, gender, ethnic background, faith affiliation, and membership of a group or crucially have no affiliation to any group/organisation.
- Develops and strengthens links with participants beforehand. This may require substantial preparation and development time to engage with people who are willing and able to talk honestly about the assets within their lives and communities.
- Best creates the conditions for local people to share their thoughts and feelings about the important assets of their community.

Key learning points - Delivery

Key learning from the pilot relating to the Delivery Team highlighted that there is a need to:

- Identify and develop a process that delves into not only the description of what are the assets but gains a clear understanding into the why and the how.
- Ensure facilitators have the skills to enable every person's voice to be heard and have the ability to ask follow-up or probe questions to explore assets in more detail or exploring issues in depth (e.g. why they are assets or valued, how this impacts on peoples' lives).
- Ensure scribes have the skills to accurately record what people say. It is important that wherever possible this is a word for word record, as this will ensure that the detail behind the assets is captured.
- Type up what people have said after the asset mapping exercise, which ensures that the information is ready for analysis and future use.



Planning and Delivering the Eastmoor approach

The Eastmoor estate is large and residents and different agencies and residents have different definitions of where the outer reaches of the estate lie. Therefore, following discussions within the delivery team, an arbitrary boundary was established using the physical and logical boundaries that appear to divide the estate or act as external limits.

The Delivery Team agreed a way forward to create the conditions for local people to share their thoughts and feelings about the important assets of their community, would be through a World Café Event. This was seen as the best way of engaging a large number of people in positive conversations, using compelling questions on an issue that mattered to all of them.

World Café is based on the assumption that people already have within them the wisdom and creativity to share their positive perceptions.

It was agreed that activists and leaders would be less suitable as they have historically argued for resources to be allocated to the area using a deficit model and are therefore more used to seeing and highlighting problems. Two community activists were spoken to about the day and their reaction was generally negative as they felt that they had seen it all before and it would not work. They both declined further involvement.

The most time consuming part of organising the World Café was the identification of suitable people; speaking to them to ensure that they are willing and able to take part and ensuring they understood the concept of asset based approaches. This preparatory work took approximately six weeks.

Twenty-five local people who were invited were willing to attend the World Café day. Sixteen people attended on the day, which included a broad age range from thirteen years to one person in her seventies. All the adults were local residents and female, some were members of community groups and organisations all were active in their community but not necessarily activists. People came from a mixture of ethnic backgrounds and there were those with disabilities and long-term health problems. Six young people came from the local school. They ranged in age from thirteen to sixteen and were a mix of males and females.

Five facilitators and five scribes were required for the World Café event to cover the five questions. The facilitator and scribe roles were seen as important in ensuring every person's voice was heard and recorded accurately. Workers were recruited from the Delivery team and statutory and voluntary sector organisations. Criteria for involvement included skills and experience in face-to-face support to communities, and a willingness to engage positively with an Asset approach.



Five 'simple' questions were designed to be, at one level easily understood, at another, to encourage thoughtfulness and reflection. These were:

- What makes us a strong community?
- What do we do as a community to make people feel better?
- What makes this a good place to be?
- What factors help us to cope in times of stress?
- What makes us healthy in mind, body and spirit, as a community?

The questions were written on laminated card alongside different photographs of the neighbourhood and were placed in the centre of each table.

The event took place in the main hall of a well-used community centre and nursery. Although a Saturday was considered, in the end it was agreed mid week (Wednesday) during school and nursery hours would optimise attendance. The session ran from 10am to 3pm and free nursery places were offered alongside the event. One parent took up the offer.

The hall was set out café style with five round tables and a wide range of buffet style food laid out along one side of the room. Hot and cold drinks were served throughout the day. This approach was designed to create a sociable, warm, welcoming ambience that would encourage local people to share with each other those things they felt good about in their community.

A seating plan was drawn up, which highlighted that having an odd number of tables and odd number of people made it impossible to place people with a completely different group of people on each round. Therefore, the plan ensured that people worked with everyone no more than twice.

Each table had one facilitator and one scribe who remained at the same table throughout the event and each table were allocated a question. Participants attended each table addressing each question for approximately 20 minutes, moving from one table to the next. With each move of table participants worked with a completely new set of people, which meant that each person had the opportunity to share their thoughts with every other participant.

As each new group of participants arrived at a table, the facilitator summarised the previous discussion which gave participants the opportunity to add to the discussions and themes. This ensured that a rich picture was developed, built upon and captured.

During the session a planning analyst circulated the tables to start bringing together the community contributions by mapping key assets into themes.

At the end of the day, everyone met over tea and cakes and verbal feedback summarising the assets was shared.

Evaluation questionnaires indicated a unanimous sense of having engaged in a positive, productive and enjoyable experience. This reflected the views of community members, facilitators and scribes. Professionals expressed surprise at how enjoyable they had found the experience.



Post World Café

It was agreed a record of the World Café conversations would be displayed at a Christmas event organised at the Community Centre to enable both those who were involved in the exercise, and other local people, to have the opportunity to view these.

Ideally to capture the broadest possible perspectives it was planned that follow up conversations should take place with individuals and small groups who could not attend the daytime World Café event. Tight time scales made this unrealistic.

It is intended that local people will be encouraged and supported to create poems, stories and art work which focuses on community assets and that these will be the material for a book produced as a community project beyond the timeframe of the pilot study.

Planning the Warwick approach

The Warwick asset approach was designed incorporating learning from the Eastmoor experience. A new Delivery Team was formed. This included some of the core team who had undertaken work on Eastmoor but also some development workers from statutory and VCS agencies that were based on Warwick.

It was agreed that the methodological framework for Eastmoor should be retained, while the 'process' for Warwick should be tailor-made to fit local community conditions.

Rather than holding another World Café event it was agreed that the process would take the form of a Digital Photographic Project. This might receive more enthusiasm from residents who had less existing infrastructure support and were probably not as used to coming together to participate in semi-formal arenas, as had been the case in Eastmoor. A variety of existing groups were identified to participate in the project that reflected a cross-section of local people living within the estate.

Initially the plan was to work with five different local groups. This was intended to capture the views of the different kinds of people i.e. in relation to age, gender, background, house location; living on the estate.

A timetable of sessions was drawn up at initial visits to community group activities and contact with individual group members.

As with Eastmoor a facilitator and scribe were allocated for each session planned and where possible at least one other person was to be there as additional support on the day. Digital camera loans were organised and the work was timetabled to take place during a 10-day period at the beginning of December.



Delivering the Warwick approach: What actually happened?

Each group came together to explore one of the questions used during the process in Eastmoor. This was facilitated and recorded in a similar way to Eastmoor's world cafe. Following the group's exploration of a question, the groups were invited to take photographs to capture some of the assets in their area that reflected their discussions. Each facilitator and scribe pair worked together to type up the notes from the exercise after the event. It is planned that the photographs taken by the groups will be mounted and displayed at exhibitions in local venues frequented by residents, service providers and elected members.

The ten day period planned for the five groups to meet was one in which heavy snow fell and cut the estate off to transportation. Schools were closed and local people had to stick to walking on a few cleared pathways. This created difficulties in accessing some groups and less flexibility for the community to photograph all of the assets that were important to them. The groups that took part were:

Group 1 - The 'Addy' (Adventure Playground) is an open access facility, which is owned and managed by a voluntary committee. The premises consist of a large enclosed outdoor adventure play area with swings, slide, dens and a wide range of other climbing apparatus. Indoor facilities consist of a main hall, kitchen, office storage and toilets.

Four boys and four girls initially attended the discussion, which started at the Addy where snacks and refreshments were provided while the delivery team chatted to the young people about the idea of the session. The young people ranged in age from 11-15. A further three boys joined the group once they were out on the estate. The group did not fully understand the question 'What makes us a strong community?', therefore it was decided to focus on one of the other questions 'What makes Warwick a good place to be?'

Young people were given the option of speaking their responses or having them written down to ensure that everyone was able to contribute. There were plans to talk to a younger group (8-10 year olds) at the Addy, however this was cancelled due to insufficient staff being available to supervise the young people when out taking photographs.

Group 2 - Recycled Teenagers are a group of older people who meet once a week in a local pub to undertake a series of activities including bingo and day trips.

The pub is a popular meeting venue right in the heart of the estate and is managed by a part time community development worker who also runs the Recycled Teenage group.

As the snow had meant postponing three of the planned sessions with different community groups the delivery team negotiated with the Recycled Teenagers to bring together the three groups at the community pub at a scheduled Recycled Teenage session immediately following the clearing of the snow. A buffet lunch was provided and invitations were extended to Warwick Community Group and residents living in the flats above the Precinct.

Seventeen older people who made up 3 groups with a facilitator per group to explore: 'What makes us healthy in mind, body and spirit, as a community?' The older people's discussions were very lively. They approached issues enthusiastically and even decided that they would jettison their bingo session for the day in order to spend more time talking about their community and estate.



Section 4

Group 4 - Warwick Community Group is a group of women who established themselves as a constituted group (around 2002) to organise activities and campaigns in the local community. They have a lease on a shop on the Precinct in Warwick estate and organise coffee afternoons, craft sessions and smoking cessation events for the local people. Only two members and their children attended the session due to a miscommunication in relation to the time of the meeting.

Two community workers from the delivery team visited the residents living above the shops in the morning prior to the lunch time session. Six residents contributed to the session later that day.

The eight adults from Warwick Community Group and the Precinct flats residents group explored the question 'What help us to cope in times of stress?' The amalgamated group worked well together. The discussion was animated and thoughtful. Everyone fed back how much they had enjoyed the session and what a relief it was 'to talk about something good for once.'

The local community worker also took the opportunity to talk to people at the Christmas Fuddle the following week about 'What helps us to cope in times of stress?' However, most people were unwilling to take part because they were having fun.

Group 5 - Sycamore Children's Centre event attracted one male and seven females from Warwick estate. Two of those involved in the discussions were quite new to the area, while the others have lived there for a longer time. Most if not all were regular users of the Children's Centre. Numbers varied over the course of the meeting, with more to begin with than later on. People attended on a 'dropped in' basis. As they had small children with them, and because the Centre was not able to provide childcare, it did not seem feasible on this occasion to get people out taking photographs. The group explored 'What makes this a good place to be?'

There were plans to work with a group of young people from the local High School on 'What do we do as a community to make people feel better?' However, the bout of bad weather resulted in the school being unable to provide the staff or time to get involved due to missing days and reduced staffing levels despite continued efforts on behalf of the Delivery Team to broker a session.



A Framework for Analysis

In collating and analysing the data from the Asset- based research in both communities, the Delivery Team agreed it would be useful to find a framework with origins in evidence-based work in both Mental Health and Well Being. It was hoped that this would enable the findings to be more easily integrated into any JSNA refresh process, and that the assets were collated in a systematic way according to the factors that impact on the outcome of mental health and well-being.

The New Economics Foundation, NEF (2008), ‘Five Ways to Well-being’ offered such a framework. This framework was just emerging and was published along with ‘The Glass Half Full’ in the initial days of the project. It was also recommended as a possible model by the NHS North West asset work team (2011). The framework is based on holistic and broad evidence of the actions that promote positive health and well being which lent itself to the types of assets that emerged from the work in Wakefield.

Data (stories and statements from the pilot exercises) was collated and analysed using the NEF ‘messages’ (highlighted below). These provide cornerstones for gaining a holistic snapshot of the information given by the local people involved in the community pilots as to how they see their community’s assets, linked to mental health and well being:

Connect

With the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them.

This includes strong connections which are supportive, encouraging and meaningful and superficial relationships which promote connectedness, familiarity and a sense of worth. Strengthening and broadening social networks also creates a sense of belonging and feelings of closeness and being valued.



Be Active

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness..

This includes regular activity or little bouts of activity, which has impacts on the promotion of positive mental well-being and treatment of mental health issues. Being more active promotes opportunities for social interactions, self-efficacy, coping mechanisms and sense of achievement.



Take Notice

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

Heightened awareness enhances an individual's self-understanding which can result in people making choices or behaviour changes that are more aligned with their personal values. Therefore, increasing self-awareness by 'taking notice' may have the added benefit of enhancing the behaviour change process.

**Keep Learning**

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

This includes both formal and informal learning opportunities that do not often have a clear outcome (e.g. career progression / certificate of achievement).

Keeping learning results in greater life satisfaction, optimism, esteem, interaction, a more active life, resilience, sense of purpose, hope and competency.

The impact on well-being is stronger if adult learners set personal goals that are in line with their own values.

**Give**

Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

This includes helping, sharing, acts of kindness, active participation in community life and team oriented behaviours, which result in people experiencing positive feelings, sense of worth, reward and reciprocity.



Data Collation

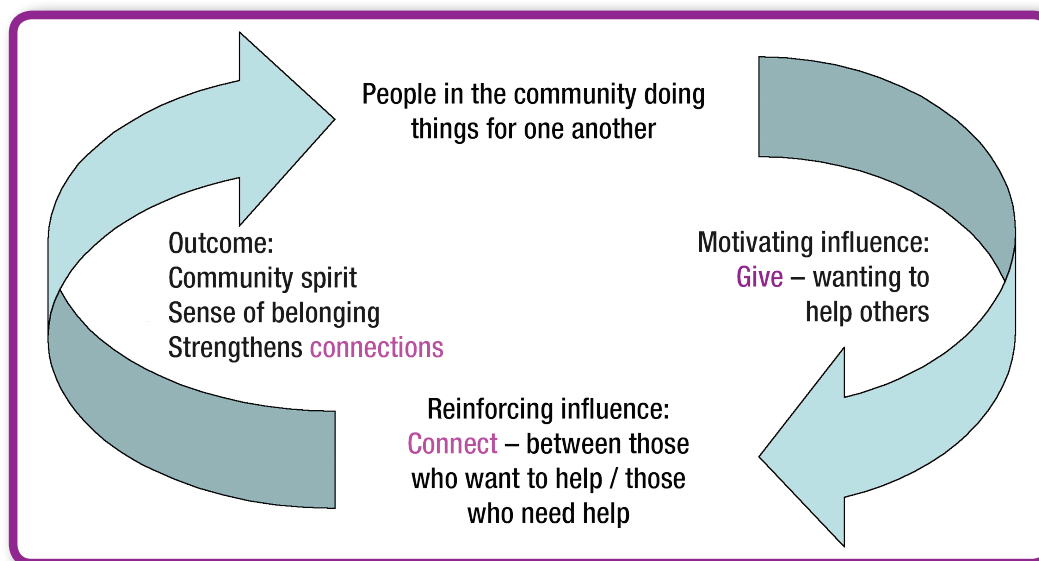
Working through the typed up information from the pilot exercise, sections, stories and statements were colour coded according to the relevant action from the Five Ways to Well Being. Many of the assets were categorised under more than one of the actions. This reflected crosscutting issues and the integrated nature of factors that promote positive well-being. Organising the data in this way enabled a holistic picture to emerge around what communities saw as their assets in relation to mental health and well-being (see appendices 1 and 2). Once the data had been categorised and considered as a whole, analysis involved a 3 stage process (see appendices 3 and 4)

What are the specific examples of assets that fall under each of the headings? e.g. What types of connections are highlighted as being an asset?

What reinforces these assets? If we knew the story/detail behind the asset then we would better know whether these assets can be build upon e.g. What drives these connections? - How have the connections become so strong? - Why do people connect? (In some cases it was not possible to answer this question as the information that had been written down was a summary of discussions rather than verbatim notes).

What are the perceived outcomes of the asset? E.g. De-stress, feel part of community etc. In some cases these related to the question that was being asked or were the same things that reinforced the action. This was considered to be particularly important as it was felt that if the outcomes of the community assets were known this would enable them to be better connected to 'deficits', which in turn would inform the JSNA, commissioning and providing.

Example model of Asset reinforcing cycle



Findings of Asset Based Community Pilots

Data drawn together and analysed from the two community pilots demonstrates how family, friends, community networks/organisations, resources, and the local environment make a significant contribution to health outcomes as defined by local people themselves. It also demonstrated that all of these assets are interconnected and reinforce each other (e.g. ‘connections’ that existed acted as a pre-cursor, strengthening and reinforcing some of the ‘giving’ that took place).

Using the Five Ways to Well Being framework, the following illustrates ‘snapshot’ examples of the collated data. The following examples demonstrate a few of the outcomes of using this framework during the analysis process. The information is presented in such a way as to enable a comparison between the two communities (see appendices 3 and 4 for an example of the fuller framework).

Connect - Eastmoor

What are the important connections?	What reinforces the connections?	What are the outcomes?
Family (e.g. Mums, siblings, grandparents children, friends)	Routine with children Communication and advice Activities with children Organised community activities Security / trust / familiarity Caring / looking after Places that people take children Going out / leisure (alcohol)	Cope with stress Feeling secure Children happy so parents happy

Connect - Warwick

What are the important connections?	What reinforces the connections?	What are the outcomes?
With family	The pub – a place for parties/celebrations/somewhere for adults to go Having people close by to visit Families stay in area Memories of good times e.g. celebrating / living there Reading sessions for kids at library	Family cohesion Makes this a good place De-stress Makes this a good place De-stress Get on well with neighbours
With friends and neighbours	Communication - someone to talk to in the street / to talk through or deal with problems Having people close by to visit Doing things for each other (links to give) – caring / support e.g. looking out for each other / caring for each others kids	Healthy community Feeling that someone is looking out for you – e.g. if on own / have health problem Sense of belonging



Be Active - Eastmoor

What are the important opportunities to be active?	What reinforces these opportunities?	What are the outcomes?
Structured activities e.g. swimming, Lightwaves, gym, cycling club, football, rugby club, The Dancer	Connection – doing with others Organised activity Teams Achievement and pride	Children happy and parents feel better after watching children in activity

Be Active - Warwick

What are the important opportunities to be active?	What reinforces these opportunities?	What are the outcomes?
Physical environment e.g. canal side/river, fields, Adventure playground (Addy), parks, small green spaces	Young people Somewhere safe and warm Somewhere of their own Hang out with friends Play safely Adults Dog walking/routine? Feelings of safe 'Good place' Accessible green space Playing with children	Relaxing De-stressing Good place

Take Notice - Eastmoor

What is noticed?	What reinforces taking notice?	What are the outcomes?
Awareness of physical environment e.g. picking berries, planting trees, appreciation of snow / greenery, fresh air, listening to birds	Physical environment Calming / de-stress Awareness and Appreciation	Feel good De-stress Some nutritional value

Take Notice - Warwick

What is noticed?	What reinforces taking notice?	What are the outcomes?
Time to reflect and relax e.g. Listening to music / playing on computer / aromatherapy / tai chi / sleep / Bath / smoking	Like it / knowing what the activity does e.g. de-stress/coping mechanism Away from kids Time by self Think about things Talk to other smokers	Takes me out of myself Cheers me up Chill out De-stress Self-awareness?



Keep Learning - Eastmoor

What helps learning?	What reinforces learning?	What are the outcomes?
Doing something different with children	Gardening / allotments Connecting with children Fun Learning and teaching within families Sessions with school Existing community garden / allotment Brings people together	Fun De-stress Learning? Sense of achievement?

Keep Learning - Warwick

What helps learning?	What reinforces learning?	What are the outcomes?
Opportunities for adult learning	Enjoyment Personal benefit/practical Time to self	De-stress Feel better Makes it a good place Time to self Learning coping mechanisms Developing skills and confidence to support others



Give - Eastmoor

How?	What reinforces giving?	What are the outcomes?
Going to family, friends, teachers etc for advice People working together to make a better community Helping one another	Connections and networks that enables it to happen Connections Individuals or volunteering	Informal learning Security Calm down A better community Mutual help creates a better community

Give - Warwick

How?	What reinforces giving?	What are the outcomes?
Going to family, friends, etc for advice	Connections with people Having people close by Someone to talk through/deal with problems] Mutual help	De-stress Connection Mutual help



Findings: Creating the links between deficit based intelligence and asset based pilot including implications for the JSNA and future commissioning

In order to identify the links between the ‘traditional’ deficit based intelligence within a JSNA and the asset based pilot, two area based needs assessments were developed (one for Eastmoor and one for Warwick). The needs assessments were drawn from a range of existing data sources that would typically be used as part of the JSNA process to identify the ‘deficits’ within the local area.

Collating this intelligence enabled the following process to take place (see below for example of framework and Appendices 5 and 6 for completed framework):

- Stage 1:** Development of a summary of needs/deficit based intelligence into key headings or areas that impacts on health and well-being. What are the key issues/problems?
- Stage 2:** What are the assets that emerged from the asset mapping pilot exercise in the same area that could be linked to the ‘deficits’ that we may traditionally see in a JSNA? What are the assets? Why are they assets (what reinforces them/why do people value them)? How could the assets be addressing some of the community needs/deficits? How could they be having a positive impact on the community (outcomes)?
- Stage 3:** How does developing a rich picture understanding both needs & assets result in different solutions and a different commissioning framework? For example, what are the opportunities to build or strengthen community assets to better address needs or enable co-production? This would depend on re-visiting the community and working with them to identify the assets that they would like to strengthen. This process can also demonstrate that looking at the deficits and assets together can raise more questions in addition to some solutions, which highlights the need for a very clear scope/set of questions at the beginning of the JSNA process.

See following page:

Example of framework for mental-wellbeing: linking needs and asset information

Needs / Deficit Based Intelligence

- Emotional/social/mental well-being issues more problematic than physical health
- Generally worse as age increases and amongst women
- Specific issues worse amongst older people included feeling calm and peaceful, feeling downhearted or low, feeling happy little or none of the time, feeling tired
- Men worse for depression, anxiety or nervous illness and feeling lonely all the time
- Those who did not feel part of the community were less likely to have friends in the area or close family relations and some did not get along well with their neighbours
- GP data shows lower than average rates of depression within the area

Development of a rich picture understanding both needs & assets

Asset Based Pilot Data

All content related to things that had a positive impact on mental well-being. E.g.:

- Connections existed between neighbours, family and friends, including lots of organised opportunities to connect with people. This resulted in people having someone to rely on for help / support / advice and opportunities to do get out to do something enjoyable and sociable as a group to help them de-stress.
- Learning opportunities, both formal and informal that were fun, created a sense of achievement and reinforced the connections between people
- Places to be active through structured/organised activities/physical environment
- Giving – the community working as a team to help each other out in times of need, giving advice, coming together to do things for the community and the satisfaction that is gained from all of this.
- Taking Notice of the physical environment and its characteristics - awareness and appreciation of the 'de-stressing' or 'feel good' factor that it brings

Commissioning of delivery based on rich picture

- Potential issues around diagnosis due to lower diagnoses rates but higher self-reported rates (e.g. in men); however could indicate that it is self-managed.
- Organisations to promote positive mental well-being. E.g. GP early diagnosis or identification of risks or landlords identifying residents with no connections. Link people in to a range of assets that promote well-being (e.g. as per asset mapping).
- Build on connections to increase awareness/access to assets that promote well-being. People (those already involved) to identify neighbours/friends/ family who would benefit from support – plus identify or invite people beyond their immediate 'strong' connections ('Give'). Many assets already exist and word-of-mouth is effective, therefore need to spread the word rather than commission extra projects
- Work with the community to identify how the assets identified could be better used to help others enjoy life in the area
- Strengthen more informal support groups (not just those geared towards dealing with problems e.g. depression self-help). The most valued are those that involve fun, activity, chatting, connecting, the environment, informal learning (=sense of achievement) and being able to give something back to the community
- What helps men be strong, de-stress, keep healthy etc as their problems differ from women and what they perceive as assets are likely to as well
- Who has good emotional and mental well-being or good mechanisms for coping during times of stress? What are the assets that reinforce or generate this?
- Who has poor emotional and mental well-being or poor mechanisms for coping during times of stress? What are the issues underlying this? Is there any evidence of how assets have helped these people to cope better?



Summary of Key Learning points from Analysis and Presentation of Findings

Data Analysis and Collation

- Use an appropriate framework to collate data. This will depend on what types of asset information are being analysed
- Needs to be done objectively based on what has actually emerged as community assets rather than an analyst's perception of what the assets are, why they are assets and the potential impact of those assets on well-being.
- In order for asset based approaches to influence the JSNA and eventual commissioning, the analysis needs to capture the detail around what reinforces the assets and what are the outcomes of the assets. Skilful facilitation and scribing skills makes this process all the more straightforward and meaningful.
- Identifying assets and the methods of doing this are not the outcomes of community asset mapping (although recording and understanding these are important). Identifying and mapping the assets are merely the first stages in a process that leads to connecting and mobilising these assets.

Presentation of findings

Ensure findings and any proposed outcomes are presented in ways that:

- Are accessible to community members, commissioners and deliverers (e.g. on the data-hub).
- Are language appropriate.
- Are summarised in a quick read format (e.g. Wakefield Engagement and Research Pro-forma)
- Detail where the input of community members through the Asset approach has the potential to inform and influence policy and strategy.
- Enable community members to have the opportunity to further inform and influence outcomes.
- Have the potential for community members to take ownership of the outcomes and take further action where appropriate.



The Asset Based Approach journey has the potential to offer both solution and challenge as we aspire to improve public health approaches that are much more rooted in community circumstances. The process has challenged our thinking, our attitudes and our perceptions.

It has also left us with questions that demand careful consideration. To aid and facilitate our process in responding to these questions we have drawn on the mechanisms highlighted in the document 'Development of a Method for Asset Based Working' (NHS North West, 2011).

This states - "Understanding and building community assets, strengths and resources can help build sustainable and empowered communities, improve health and health equity through supporting the following mechanisms":

- Augmenting the Joint Strategic Needs Assessment to be a more holistic picture of the local area
- Fostering co-production of health and health care across sectors and with the community
- Enabling commissioning for well-being outcomes
- Supporting community engagement and the commissioning cycle
- Building a platform for condition management, self care, care closer to home
- Contributing to demand management and efficiency.
- Reinforcing the community's and individual buy in to maintaining good health

These mechanisms challenge us to fully appreciate and understand what the community pilot has taught us. In terms of the how's of each mechanism.

Therefore, how does as Asset Based/Co-production approach:

1. Enable the JSNA in NHS Wakefield District to be a more holistic picture of the local area?

What has emerged from the Asset Based/Co-Production approach in the pilots is the potential to gain a more intelligent, realistic and holistic picture, with clear insights, into aspects of community life from different perspectives: e.g.

- Local people themselves begin to appreciate the extent of the assets they utilise to support their own health and well-being. Assets that are within their own control.
- Organisations and agencies, begin to recognise that supporting and harnessing the commitment and energy local people have to utilising local assets, provides possibility and potential for tackling the health inequalities that exist within the communities.

Linking information drawn from the Asset-based Approach pilot to 'deficits' identified as part of the traditional JSNA approach, has provided a rich picture in understanding both needs and assets. These understandings have the potential to inform a range of creative ways forward. They provide opportunities to develop a different commissioning framework, one which enables co-production working and builds and strengthens community assets to best address 'needs'.

What the learning from the pilot has taught is that the JSNA and the Asset Based Co-Production approach should not be seen as separate entities but complementary processes that enable a richer and greater informed picture on how to target appropriate areas or communities to work with to ensure health inequalities are removed

2. Foster co-production of health and health care across sectors and with the community in Wakefield.

‘The need for people-centred and partnership ways of working takes on added importance with the assets approach. This is a locality/outcome-based way of working, where silos and agency boundaries are not helpful. Joint investment in community building and sustaining social networks will bring benefits to all partner agencies’ (Improvement and Development Agency 2010).

What learning from the pilot has illustrated is that mutually respectfully productive relationships between agencies, organisations and local people are possible when informed by the underlying principle that overtly states ‘there are no experts here – expertise comes from collaborative effort’.

The pilots offer a micro experience of what could provide an example for a macro experience across the health care sectors of Wakefield and District.

3. Enable commissioning for well-being outcomes?

Pilot learning has shown that using a community development and community building approach enables a process which facilitates a greater understanding of how well-being outcomes could be determined. Using the messages of the Five Ways to Well Being as a framework it was possible to identify:

- How an opportunity, action or resource within the community produce particular outcomes.
- What opportunity, action or resources within the community reinforce both action and outcome?

The challenge for commissioning agencies is how they develop a basis for commissioning that supports community development and community building – not just how activities are commissioned but taking a much closer account of what activities they commission to achieve well-being outcomes.

A key player locally in this process could be the **Wakefield & District Well-Being Consortium**.

NHS Wakefield led the development of the Wakefield & District Wellbeing Consortium. Its membership comprises the key VCS organisations within the District who are delivering services within a holistic model of wellbeing; often with a local neighbourhood focus.

The Consortium has now become a fully constituted company limited by guarantee with charitable status, which has strengthened its position to tender for commissioned health and wellbeing services identified through a ‘refreshed’ JSNA process. Member organisations have the skills, experience and expertise to bring an added resilience to working jointly to bid for commissioned services through a new co-production approach.



4. Support community engagement and the commissioning cycle?

Asset Based/Co-production Approaches support community engagement by promoting face-to-face community interaction, and encouraging participation, trust and reciprocal help. This lays the foundation that supports the commissioning cycle by ensuring a greater available intelligence about community assets, and a greater potential for utilising local people's knowledge, experience and expertise in the design of services appropriate and relevant to local circumstances.

5. Build a platform for condition management, self-care, and care closer to home?

An Asset Based/Co-production approach to self-care, and care closer to home offers an opportunity for mutually respectful relationships between the health provider and the person seeking care. These relationships provide the basis for:

- Enabling people to have confidence in their capacity to control their own circumstances in the context of their lives in a community.
- Designing and executing care packages that are based on appropriate, relevant and cost effective condition management.

6. Contribute to demand management and efficiency?

On the basis that demand management is an approach to ensuring that needs are being appropriately met and that resource is not being applied unnecessarily - then an Asset Based/Co-Production approach offers a opportunity for a more realistic and holistic perspective to be utilised to target health inequalities and focus resource management in ways that build on the existing asset base of a community.

7. Reinforce the community's and individual buy- in to maintaining good health?

Studies undertaken by the IDeA and the Young Foundation on happiness and well being, demonstrate that community and neighbourhood empowerment has the potential to improve the well-being of individuals and communities in three ways:

- Control: by giving people greater opportunities to influence decisions, through participative and direct democracy rather than formal consultation exercises.
- Contact: by facilitating social networks and regular contact with neighbours.
- Confidence: by enabling people to have confidence in their capacity to control their own circumstances.

The Asset Based/Co-Production Approach pilot has demonstrated that local people, given the opportunity, can identify and recognise the assets they have and can own their potential to enable improvements to the health and well-being of individuals and to the communities in which they live.



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A Glass Half Full: how an asset approach can improve community health and wellbeing.

Improvement and Development Agency, 2010.

<http://www.idea.gov.uk/idk/aio/18410498>

This report 'aims to make the case that as well as having needs and problems, our most marginalised communities also have social, cultural and material assets' It then goes on to offer 'a set of coherent and structured techniques for putting asset principles and values into practice'. The techniques described here include appreciative inquiry, storytelling, world café, and participatory appraisal/participatory learning and action.

Development of a Method for Asset Based Working.

NHS North West, 2011

<http://www.nmhd.org.uk/silo/files/development-of-a-method-for-asset-based-working.pdf>

This work was designed to support partner organisations across the North West (and potentially nationally) to effectively plan and commission services in order to achieve the best possible outcomes for the people in their area. It should significantly complement the work done to date developing the deficit model-based Joint Strategic Needs Assessment and support commissioners and managers to better understand both the strengths and the assets within their communities. This document also includes a list of useful resources (page 55).

Engaging the public in delivering health improvement: Research Briefing.

South J, Branney P, White J, Gamsu M. Centre for Health Promotion Research, Leeds Metropolitan University, 2010.

<http://www.idea.gov.uk/idk/core/page.do?pagelid=25012864>

The research briefing for practice gives services information on the practicalities of involving members of the public. It offers advice on how to recruit, train and support people willing to take on public health roles, service models for involving members of the public in delivering health improvement and how to develop appropriate systems to engage with members of the public.

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets

Kretzmann, J.P. & McKnight, J, 1993. Asset Based Community Development Institute. ACTA Publications.

<http://www.abcdinstitute.org/publications/basicmanual/>

This book is a guide to Asset based community development and 'summarises lessons learned by studying successful community building initiatives... across the United States'. Despite the US context, it provides a valuable introduction to asset based community development and a clear statement of basic principles and of the advantages of an asset based approach. The first chapter of the book can be downloaded from the above link.

From Clients to Citizens: Deepening the Practice of Asset Based and Citizen-Led Development

Mathie, A. & Puntteney, D, 2009. Coady Institute,

<http://www.coady.stfx.ca/tinroom/assets/file/resources/abcd/ABCD-forum-conversations.pdf>

This documents the conversations from the ABCD forum, July 8-10, 2009. It summarises points raised about the basic ideas and principles behind ABCD and how to communicate these to a broader audience. It addresses broader issues e.g. ABCD and local economic development, the role of spirituality and religion in ABCD, the tension between "insiders" and "outsiders" and how this influences the roles of different institutions. It explores global trends and policies that could provide space for ABCD and looks at the direction that this field of practice is heading along with ideas for collaboration among participants.



Fiery Spirits

<http://fieryspirits.com>

This site is for activists and professionals with stories to tell about building vibrant, resilient communities. 'Our aim is to learn together how to improve our practice. Our focus is exploring asset-based approaches.'

Carnegie UK Trust

www.carnegieuktrust.org.uk

Carnegie 'works to improve the lives of people...by changing minds through influencing policy and by changing lives through innovative practice and partnership work'. Fiery Spirits (see above) is part of Carnegie's work.

Assets for Health and Development: The European Programme. Developing a Conceptual Framework

Dominic Harrison, et. al., 2004. World Health Organisation.

Helpful in developing a two-dimensional model of health needs and health assets, and in placing the discussion of asset based approaches within the context of an understanding of 'salutogenesis', asking 'what are the causes and distribution of health and wellbeing in this group, community or country population'.

Five Ways to Well-being: The Evidence.

The New Economic Foundation. 2008. <http://www.neweconomics.org/publications/five-ways-well-being-evidence>

The document develops a set of evidence-based actions to improve wellbeing. Recommends five ways towards wellbeing, presenting the evidence and rationale for each of the five ways. The five headings are – Connect, Be active, Take Notice, Keep learning, and Give.

Asset Based Approaches to Rural Community Development: literature review and resources.

O'Leary, T, 2006. International Association for Community Development.

<http://www.abcdinstitute.org/docs/ABCD-IACDGlobal.pdf>

A helpful overview of some of the main issues involved in asset based approaches, and a list of various relevant publications and other resources. The main focus is on asset based work in rural areas, but most of this publication is relevant to asset based community development in urban areas as well.

The Role of Local Government in Promoting Wellbeing

Commissioned by Local Government Improvement and Development and Mental Health Development Unit, 2010.

<http://www.idea.gov.uk/idk/aio/23693073>

This document was written by the New Economics Foundation. The recommendations include empowering communities by building on the assets of local people, involving them to create the big society.

Wicked Problems and Clumsy Solutions

Grint, K. & Brookes, S (eds). In: The Public Leadership Challenge. Palgrave Macmillan, 2010.

In an email, responding to a question about the possible application of asset-based approaches to emergency planning, Trevor Hopkins drew attention to this Keith Grint paper, pointing out the distinction between three kinds of problems – tame, critical and wicked – and suggesting that asset based approaches are probably appropriate for some kinds of problems but not for critical problems. The Grint paper itself provides an interesting description of the three kinds of problems, and the kinds of approaches that are appropriate in each case, with numerous examples.



Practical approaches to Improving the lives of disabled and elderly people through building stronger communities

Department of Health, 2010.

http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_121668.pdf

Suggests that 'Social care is not limited to personal budgets... It is also about how people help themselves and each other... and how they make best use of the resources available for all citizens in their area. Sets out the 'argument for building strong and resilient communities'.

Websites:-

- Asset Based Community Development Institute – www.abcdinstitute.org.
- Coady International Institute, Canada. <http://coady.stfx>. The Coady International Institute promotes 'approaches to community development that place citizens at the centre of the development process and which draw on the assets communities already have'.
- Local Government Group <http://www.local.gov.uk/>
- Improvement and Development Agency. www.idea.gov.uk.
- International Association for Community Development. www.iacdglobal.org.
- Institute for Development Studies www.ids.ac.uk. Useful for contacts, ideas and resources on participatory learning and action/participatory appraisal, and other participatory approaches.



Connect...

Be active...

Take notice...

Keep learning...

Give...

Additional Comments ...

What makes us a strong Community?

Session 1

- Everyone knows each other
- St Swithuns Centre
- 3 Parks (Basket ball)
- Rugby Club/ Angling/Rugby teams, under 13's/15's and over, snooker Club
- New Sports centre at school
- Gym Club, school and community use

Do they use them and how does it make them a strong community??

- New Hospitals
- Comfortable in area they live in. Feel safe on a night, some streets don't feel safe on – why??
- Mutual respect across ages, place of church in the community, respect views even if don't attend
- Free City Bus- handy
- Self sufficient estate
- Chemist/Shops/doctors practise
- Police do a good job-don't get paid enough community police officer and PCSO

Session 2

- Schools x4 in area, 3 junior and 1 High School - our school has been voted 3rd best in area (out of 18) and has beaten Queeggs (private school)
- Having a community centre is a good thing to have - why?
- From 7am to 9pm at night there's always someone there, it's for everyone in community you can find something to do, a lot of people come here all ages
- High school has a gym for all the community to use
- Children come here from nursery, I can do activities like my daughter does pilates, art club, from 5-16yrs, older people do arts club (connect)
- Having lots to do makes us a strong community
- Everyone knows everyone, it takes me 20mins to buy my morning paper (active??)
- We have plenty of play areas, rugby field and feel safe using them
- I like mostly walking round the canal area and nature reserve, it is 5mins away from open greenery, makes you feel good



- We collect berries and show my children how to make jam my grandma used to make (learn, connect, take notice)
- Fishing lakes/bike rides, we used to do bike rides from here (WDC bike shed)
- I do kickboxing, been coming for years I am a red belt/black stripe just 1 off black belt, we have sense of achievement and pride, a lot of it is word of mouth find out what's happening its not like school
- There are things here for the older end, lunch club etc
- GEM - Get Eastmoor Moving, summer and Christmas fair, community contribute, bring stuff and buy
- GEM- All voluntary, we have sense of ownership and belonging
- Andrew (youth worker) organises children/teenagers here and on trips, once a week he is at Queenie Park to help and chat
- Always something to do

Session 3

- So many different clubs for all tastes and ages if you go out and find them
- Brother does roller skating/ go play van
- Most people who live and work round here make it a strong community why???
- Majid organises very cool stuff and is like a mate (active, connect, give)
- Simple aspects of community turned into workshops for learning at school like teachers- enjoy subjects
- Schools work together joint trips to support us when we get to High School (connect, learning)
- Generation mix in schools over a meal time, cooking in school and inviting parents in to taste (learn), I would go back to Primary school any time but really like City High
- Went to visit a special school to see where my friend was going our school is our Community
- Community gets involved in all aspects of area
- Education is good and fun –so we learn more

Session 4

- Majid/Steve do sports between schools, here, sports centres-co-ordinates Wild Cats to come here, key - community people
- Key to be involved- school governors, we are responsible-legal things
- Gives you a sense of driving things in school (give)
- We also have businesses which make us strong – what businesses and why makes them strong?
- I think our youths make us strong – why?
- We have a girl who came 4th in gymnastics for Great Britain, there is a gymnastics club here, there is a boxing club here too
- The strong community is the people who make area good to live in
- Parents get to know each other through the schools
- We have parenting and teen parenting groups and elderly lunch clubs: Community Cohesion
- Small schools (primary) high school is a big school



- **Community events gets people working together, gives you a purpose to go out, its enjoyment, meet new people and see something come together is an achievement (give, learn)**
- Gives you a sense of achievement and respect which you can build on (take notice, give, learn)
- You get respect individually and as a community – Reinforcement loop
- **Gets everyone involved who might not have done otherwise**
- **Would like to have Carnival like we have in the past decorating lorries was fun – why fun , was is for learning / connecting???**
- **Having a sense of purpose being part of something, a reason to get up and go out – what??**
- **I visit people who cant get out at all (voluntary), known them 33 years they are in their 80's**
- **I help an old lady too with jobs she can't manage herself and in winter I go shopping for her.**
- **I love the older people they rely on me**
- **It's a big estate roughly 10,000 homes**
- **The Washlands (nature reserve) take dogs for walks**
- **Half moon fishing lake is lovely**
- **The Washlands used to be a pit**
- **Massive canal- used to be allotments, now part of Trans-Pennine trail, you can cycle on it and cycle to Leeds**
- **We have got a golf course**
- **Everything we need is here you don't have to go to town, at least 6 local shops dentist/chemist, Asian shops good mix culturally, near where old people are**
- **Pub should be a community asset- good meeting places**
- **My church plays a big part in my community-2 Mosques/ fire station**

Session 5

Neighbours share items when in need, look after each other

- Finding old mans dog -Helping elderly in cold frosty weather,
- Pat has neighbour that looks after her, coffee etc, watch out for her
- **Friends** look after your house when on holiday and pet and plants
- Mutual help creates community spirit and works in two ways
- **Local police officer lives on my street and helps us all**
- Lots of respect for other people and property – reinforces connect / give / take notice
- **St Swithuns Community base brings people together**
- **Schools**
- **Air cadets, army and sea**
- **Arts & Crafts to make things (connect)**
- **Members of Fit & Friendly club (Archives)**
- **St Swithuns website, Pat helps update this –information gathering helps to make community (taking notice)**
- **Victoria helps with Charity collections**
- **Lived here 51 years love it!! Kids love area**
- **Some Graffiti spoils the area**
- **Stage at school for plays**



World Café

Question – What do we do as a community to make people feel better?

Session 1

Activities for children

What schools offer to the community?

- After school activities (**connect, be active, keep learning**) – **take notice** -??? Secondary, **Give**???
- **Make people bond as a community**
- **Helps parents interact with other parents**
- **Support from schools also makes people feel better**

Who are the activities and who is taking part?

Sports

- **Coming together as a team (give)**
- **Exercise**
- **Make new friends**
- **Children smiling after activities also makes parents feel better and happy (secondary)**

Is 'be active' or 'connect' the primary motivator for doing sport? What is the main reason for sustaining the behaviour?

Smiling and saying hello (connect, take notice, give)

Help people you may or may not know (connect)

- **Helping Neighbours**
- **Children helping older people**
- **This also makes the person who is helping feel good about themselves (take notice)**

Community centres and schools around – extras they also offer for adults and children

- **Activities organised like Halloween party's**

Activities

- **Brings different people together that have shared interests**
- **Everyone is the same, no one is better than anyone else**

Session 2

Schools

- **Parent evenings (take notice / keep learning)**
- **Makes people come together and bond**



What the community centre offers its community

- **Activities**
- **Gives people chance to meet other people and make new friends**
- Listens to what the people using the centre have to say and act on the information given (**connect** / **take notice**)

Clubs for adults

- There is a lot offered to people in Eastmoor from the community centre, schools, church etc: This makes people feel good about themselves because
- **Easy to meet people and make new friends**
- people care about Eastmoor and its residents enough to organise these meeting (**give** / **take notice**)
- **Helps older and younger people come together** (older or younger person – is this feeling replicated by both?)
- **Younger people are then given the opportunity to learn from the older community**

Meeting with neighbours and friends outside of organised groups helps friendships become stronger and also makes people feel good about them selves.

Working in the community

- Working at schools
- **Helps develop relationships between children and adults**
- Adults don't feel as threatened by children because of this relationship (**connect** / **take notice** – **more aware of feelings towards young people**)

Close community in Eastmoor people watch out for one another (**connect** / **take notice**)

- **For example the people at this table think that it is good that they are able to come together today and feel very at easy.**

Session 3

There is a lot to do in Eastmoor (**learning**, **be active**, **connect**)

People work together to make a better community (**connect** is pre-cursor)

Activities offered to everyone (who's is saying this? Whose perception is this)

- **brings people together**
- **helps develop friendships**

People are friendly (**take notice** / **give**)

When walking your dog you meet and interact with new people (**be active**, **connect**, **take notice**, **give**)

Children also bring people together

- **People tend to speak to you more if you have children**



Groups at the community centre also play a big part in bringing people together.

Activities in Wakefield also bring people together from different areas and give you the chance to make new friends.

Information passed on through St Swithuns Community Centre helps people by giving them opportunities to better their lives (**connect** – pre-cursor to people taking on board the information / **learn**)

Eastmoor people are very trusting

- People on Eastmoor look out for each other even if they do not know one another.
Why??? What drives this???
- People feel safe on Eastmoor because of this.

People on Eastmoor are very friendly and interact with others.

- This makes interaction more pleasant
- Makes people want to join in more

You have to be open to different cultures because of the estate we live on this has helped Eastmoor better its community.

Being part of a community makes people feel good.

Session 4

Mixing younger people with older people

Activities generate trust.

Getting out helps people interact more and develops friendships that in turn give people someone to turn to when in need. (**give**)

Activities organised around Eastmoor stop people from becoming lonely.

Local gym draws people out, keeps them healthy and gives them a chance to meet new people.

Schools, Church and the community centre all work together

- This makes people feel they have someone looking out for them (**take notice, give, connect**).

Good communication between activities leader and people attending.

Allotments bring people together and also community gardens.

- These places give people somewhere to meet (**be active**)

Nice to be able to come to St Swithuns Community Centre and keep up with what is happening (**connect** – pre-cursor to people taking on board the information / **learn**)

Young people feel cared for by older people because they are interested in what they are doing (**take notice / connect**).



Listening to peoples history

- The person telling the story feels better because someone wants to listen and the person listening has taken the time to get to know someone better (take notice – of the fact that someone wants to talk / connect / give – perspective of person who is listening).

New people are made to feel welcome by Eastmoor people (take notice – someone is aware that they are a newcomer, connect, giving – being made to feel welcome).

People feel they are not just a number on Eastmoor. ???

Parks to visit

- You feel safe
- Gives you a chance to meet to meet different people
- It can be used throughout the year even in winter (good fun when it has snowed)

On Eastmoor you have a lot of people looking out for you (give and take notice – by person looking out, connect – sense of belonging through network of people)

- Good neighbours on Eastmoor

Session 5

Community events run well

- Gives people the chance to meet

New people welcome and everyone is treated the same (take notice – someone is aware that they are a newcomer, connect)

You are given help to find things that are offered on Eastmoor (giving – being made to feel welcome).

People find the community centre and schools give a lot to the community and make Eastmoor a better place.

Sports for you do a lot for the community

Steve Billcliffe and Majid Sajiq organise sport in the community (giving)

Schools

- Communication between schools help the children move up with ease.
- Schools look after their pupils because they are our future (connect – strengthen relationships with pupils, learning – promoting aspirations, esteem and optimism)
- Improving lifestyles
- Investing in the community

People saying hello

Spreading information around Eastmoor by word of mouth (connect, giving)

- This keeps people informed of things that are happening and help that is available.

Facilities

- Chemist
- Doctors
- Shops

People who are given responsibility around the community feel that this helps boost their self-esteem. (Learning – giving people a sense of purpose, giving)

Depends what the responsibility is?



What makes this a good place to be?

- Eastmoor has plenty of green spaces, it gets us away to walk in the country and we meet lots of nice people on our walks (**active** / **take notice** / **connect**)
- **Is central to amenities and in walking distance which is good for the elderly** (distance reinforces connections and walking)
- **A variety of cultural amenities (multi-cultural community)**
- **Get to know a lot of people from different backgrounds (learn – informal learning which reinforces the connect)**
- **Washlands/Half Moon/Stanley Ferry/Thorne's Park/Pubs/Green Fields/Rugby Field**
- **Community Centre finances itself and rents friendly staff, we receive positive feedback from customers and give advice on Adult Education Courses**
- Has a variety of classes and groups ???
- **Sunshine Tots**, Simply Leisure, E.R.A, karate, **Healthy Walk**, Mini movers, Pilates, Yew Tree, Dance Sounds, Art & Crafts, Nactics, Cheerleaders, Slimming World, Fit & Friendly and **Maths**, English, ESOL, ICT, Dance, Photoshop and Digital Cameras.
- **Church plays a big part in my life**
- **Children's playgroups**
- **Youth Club**
- **Snooker Club**
- Amenities are close which makes it better for the elderly and young children – reinforces connect /active
- **Move up through school with other local children, makes you feel comfortable and relaxed in your environment**
- **School has gym 5-10pm every night and weekends**
- **During School:**
 - **Table Tennis**
 - **Football**
 - **Rugby**
 - **Tennis and Netball**
 - **Drama and Quiz groups**
- **Weekends there is a Skate Park, lots to do there!**
- **Steve Bilcliffe-Sports Coach- a good link as you move from school to school**
- **Majit-Sports development Worker**
- **Lightwaves Leisure Centre is close by-plenty to do there for everyone (roller blading, Swimming, Boxing, Karate and Kickboxing**
- **Sea and air cadets are close by ??? active**
- **Good to meet people who are not from our estate**
- **St Swithuns (community centre) opens up opportunities for a career and to learn new skills**
- **Joining groups helps you to become more confident (connect, taking notice) – connecting and learning has reinforced their awareness of own feelings etc**
- **Rugby Club- Social club**



- **Heath Common has a good fair which draws people from all over**
- **Good respectful people, makes you feel safe, no vandalism**
- **Can walk at night without feeling nervous/fearful**
- **Cohesion & well being – why?? What cohesion??**
- **Good culture in school**
- **Confidential support from teachers, welcoming and involves the parents (connect / give)**
- **Lots of fun things to do in school as well as the lessons, makes you look forward to going on a morning**
- **Community very helpful and kind (give / connect)**
- **Fit & Friendly group goes on daytrips**
- **Lupset Jubilee Hall has line dancing and tea dance**
- **New shopping centre being built**
- **Good bus service and free service around town centre**
- **I came into this community and found it extremely friendly, everyone asks you to join in and go places with them (give / connect)**
- **Having groups in the area gives people something to do**
- **So much to do cant get bored – outcome / reinforces the action**
- **'The Dancer' offers Ballet, Streetdance, and breakdance**
- **Eastmoor is a good place to have friends everyone seems to know each other**
- **We all learn from each other sharing skills/knowledge and experience – Where? When? What?**
- **Help with problems – who?**
- **When I came I didn't speak much English but everyone helped me particularly at St Swithuns (community centre) (connect / give / learn)**
- **People there are very welcoming**
- **Eastmoor has good Motorway links (M1, M62)**
- **Convenient for Hospital**
- **I never want to leave Eastmoor!! – why???**
- **Very welcoming atmosphere – what??**
- **Cycle for miles on the Trans Pennine trail (take notice)**
- **New to schools not a problem, schools have 'Buddies' who link up with new people**
- **People bought presents for my children for Christmas when we first moved in**
- **My daughter buys gifts for the dog next door**
- **Everyone tries to help each other out**



What helps us cope in times of stress

Session 1

- **When the kids have gone to bed and I can sit down with a glass of wine and my pyjamas**
- **Routine with children: bed, bath, reading -?? connect**
- **Talking to my mum and Nan about any problems with friends or school (connect – with family, take notice – self awareness, give – from family perspective)**
- **Mum says if you've got any problems don't be embarrassed you can talk to me (connect – with family, take notice – awareness of others, give – from family perspective)**
- **If I want to talk to friends I go to Queenie Park (Queen Elizabeth) or Piggie (Old pig farm woods) you know you are alone with your friends, it's not a nice place but somewhere you can be with friends. Its quiet you can play Manhunt.**
- **Do something different and have fun with children e.g.: Face painting ???**
- **I feel secure when I walk into mums house even though they are in their in there 70's, they still look after me.**
- **Family and friends are very important.**
- **Siblings- 2 older sisters are like having three mums.**
- **My mum is the first person I would go to if I had any problems, she is my friend she gives me good advice. I wouldn't go to my dad because he's a man, he's a bigger worrier, and wouldn't understand 'girls' problems.**
- **Teachers are good, like friends. You can talk to teachers about any problems**
- **Connexions helped my friend – how and with what???**

Session 2

- **Go swimming at Lightwaves with brother**
- **Go to Washlands (old pit) to walk the dogs, or bird sanctuary/nature reserve**
- **Nature reserve is used by the young and old**
- **Shortcut to Ferryboat/Wacky Warehouse/Canal Fishing**
- **Mum helps look after children so I can be chair of Governors**
- **Mum looks after children when they are unwell**
- **Community members go to High school gym**
- **Go to Football Club, I.T, and quiz club – how does this help them cope?**
- **Go to Grandmas in Thornes Park and walk round with dog**
- **Know about gardening clubs (active)**
- **Parenting groups at St Swithuns (community centre) and local schools to support mums**
- **Posters in class with teachers names on who can help with stress (give – teachers perspective, take notice – pupils perspective)**
- **Friends at school have used the stress service when needed (Connect / give)**
- **Important to have activity (gym/swimming) before asking for help**
- **Plenty of park areas (3/4) with equipment**
- **Lightwaves (leisure centre) has "Next Generation " room equipment and facilities. (connect)**



Session 3

- I talk to my mum when i am stressed she helps me to calm down
- I talk to my friends or my mum they both help me to calm down
- I play my drums
- I could go to my sisters but I don't want to worry her so I normally go for a walk to de stress myself
- I go for a walk with children and listen to the birds singing
- If I am on my own I will play loud music
- The canal is good, cycle tracks at Washlands and canal also Pennine Way
- If I want peace I go to the canal
- Used to be a cycling club at St Swithuns last year and me and my son loved it
- I like to practise drums
- Gardening helps me de stress and also I can teach (give) my children to grow things (teach)
- High School has planting/gardening sessions (learn / active)
- I like to plant apple and pear seeds with my daughter and if they grow we take them down to the canal to grow them there
- I pick fruit and berries from near the canal (active / take notice)
- Open spaces are very important
- A lot of people in the community use the green spaces, I think they are very important (active / take notice / connect)
- We would be very concerned if someone decided to build on them
- The cycling club at St Swithuns (community centre) took me down to the canal and nature reserve if it wasn't for them I wouldn't know it was there (take notice / learn)
- Fishing lakes are important because when my husband is stressed he goes there

Session 4

- I take the dog for a walk to the Washlands
- Bike ride
- Coming to St Swithuns (community centre) anytime, always someone to talk to
- Going to sea cadets/air cadets/army cadets for young people, helps them and me to meet new people and gets rid of stress
- Going to Fit & Friendly
- Being with friends at Archive
- Eastmoor is a nice place to walk around if your feeling down or fallen out with your friends
- Nice to be around people, there's always someone at St Swithuns (community centre)
- Used to like Cheerleaders, always nice to be with friends
- Used to like the bike riding from St Swithuns (community centre) but it's not on anymore, all ages were welcome and it helped get rid of stress
- St Swithuns (community centre) offers courses and it's a good way to meet new friends and chat about problems
- At school there are particular teachers who you can go to if you have any problems
- Lots of school clubs e.g.: Drama/Sports
- The gym at school is open to the public



- I do bike rides with family, it's important to do things like that
- Community Café is important, and always friendly faces
- St Swithuns (community centre) is the best thing that ever happened to Eastmoor
- Knowing people in the community to talk to feels like you belong
- Its important to communicate as to what's happening so people can join in and help with stress (not enough people use St Swithuns(communitary centre))
- Going out for a meal and a bottle of wine...Lovely!
- People come to St Swithuns(communitary centre) from other areas
- Line dancing helps with stress
- Spending time with grandchildren, they 'light' me up
- Coming out of school to get involved with World Cafe

Session 5

- I like Arts & Crafts and I can lose myself in it, I would do it at home but its nice to come to the centre
- The church and my faith is very important to me, you feel part of a family
- Family is important!
- I love to walk my dog at the Washlands, 6am is the best time of day I love to see snow or the greenery
- Being with my mates, going to the parks around here, playing hide & seek in the Piggie
- Friends are the most important thing
- Gardening calms you
- Feeling that satisfaction when the housework is done
- Making Christmas wreaths & dried flowers, love it, makes me feel happy
- The chill out area in school where you can go talk to someone if you need to, children look out for each other and notice if a friend is stressed and try to help
- Knit & Natter, not much knitting but a lot of nattering and laughing!!!
- Going to work cheers me up (works at a school) kids cheer me up, they make me smile.
- If kids have problems they know they can get help from there school. Get parents in to talk through the problem (connect / give / take notice)
- Open spaces- fishing, everyone goes fishing and even Andrew from St Swithuns (communitary centre) takes us fishing
- Feel safe on Washlands on my own, women go there on there own all the time (- reinforces be active)



What makes us healthy (mind, body and spirit) as a community?

Session 1

- **Walking in Washlands nature reserve makes people feel good in fresh air (take notice)**
- **St Swithuns community Centre -something for everyone, knowledge base where people can find things out (connections – pre-cursor) lots for old and young to do**
- **Sports Hall - good to encourage young people to do something**
- **Open and approachable community never had a problem with anyone**
- **Shortcut to Ferryboat**
- **Nature Reserve - good for kids, green, quiet space, different for everyone**
- **Schools - good kids in every school, lots of respect, good network of school**
- **High school - good & encouraging with other schools and community, involved in fire safety, gym and the school a lot of people off the estate use it, just opened so should help people get to each other (connect)**
- **Estate - Well laid out, green space (take notice)**
- **Washlands developed from pit**
- **Eastmoor is handy for walking into town, local shops, good location, near hospital and city centre (connect)**
- **Parks Nearby , always something to do**

- **Sport for you, sports and activities for you**

- **Steve Biltcliffe & Majid Sadiq (organise sports) - pillars of community (giving)**

- **Steve – Interlinks with all the schools, brings people together, sport is quite a good thing for Eastmoor, sporting role models puts Eastmoor on the map (connect, active, give)**

Session 2

- **Lots of clubs, sport, dancing etc**
- **St Swithuns – good communication, good to find out things (learning and connect)**
- **Mixed community, everyone friendly, mix with different people, young mixing with the old, community all about give and take**
- **Good young and old people mixing, can learn from each other**
- **Approachable people**
- **Walking Dogs - Meet so many people**
- **Wouldn't move from here, good schools**
- **Buzz and atmosphere about schools, everyone mixes and bonds. Children have good respect for elderly like how communities used to be (give)**
- **Old fashioned community, people help each other**
- **Respect – getting community to knit together**
- **Went shopping for lady next door, made me feel good**



- Plenty to do, caring family, having a purpose, a reason to get up in the morning
- Church Family - extended family
- Looking after people – makes me feel good
- Little things makes me feel good – family/ grandchildren
- Playing Drums, music makes me happy – lots of talent in the community. Its one thing I'm good at

IDEA!! Music Festival involving all schools

Session 3

- Eastmoor Rugby Club- activities for young and old, party's and community events, community worked together to raise money to get the roof fixed (give)
- Lightwaves, lots of stuff to do, swimming, boxing, football etc, lots for all ages
- Community Sports Centre (City High) - helps people to mix and use gym
- Thornes Skate Park -lots of young people from Eastmoor go there, park is good for children to play, always lots of children about
- Jumps Down the Backs, young people ride there bikes
- Walk dog at washlands, Stanley ferry, half moon, go to ship inn for meals. Feels great I love walking. Meet lots of people walking, meet people from different communities, makes me feel good
- Go fishing, chat to fishermen. People on estate know each other, interaction between young and old
- Looking after elderly neighbours makes me feel good
- Talking to elderly woman while walking my dog
- Makes me feel good to communicate. Centre and see nursery kids, community is great!
- Only been here since march, elderly chatting and saying hello makes me feel good
- Did bit of shopping for my grandma made me feel good
- Respect for neighbours (give / connect)
- Lived in home 33 yrs and know all neighbours, new neighbours came and apologise for making noise - respect
- White British going to Asian shops and mixing
- Lots of shops/restaurants, lots of places to go to, made me feel good to be recognised by others who I have met in the community centre
- Mixing/ Integration is important

Session 4

- Can walk estate without feeling intimidated, know nearly everyone on estate
- Healthy School
- Fishing Club for old and young
- Lots of things that happen in community and in community centre
- City High School garden-Growing own veg (learning / taking notice)
- Mutual Respect-built up respect over the years (give / connect)
- Love work-love mixing with the kids at school (connect / give)
- Get involved with everything at school, young people from school go out in community – barge trips (pugwash) garden, school trips



- **Close knit family – always have family night once a month**
- **Family that people can talk to, whole family helps people with their problems (connect / give)**
- **People generally mix**
- **Got to make effort**
- **Lots of different nationalities at school, working and school helps to mix with others**
- **Walking down 'backs' – good place**
- **Love walking, feel invigorated, takes all your worries away**
- **Don't think there's a better place to live, made me feel good been here today**
- **I love my garden**
- **Neighbours help out**
- **Good to have family living nearby, family get togethers makes me feel good**

Session 5

- **Volunteered with GEM - helping Maureen with the children made me feel good**
- **Feels good to do something for someone else, people say thank you**
- **St Swithuns everyone feels equal, can drop in for a cup of coffee and a chat**
- **Feels good to achieve something**
- **I feel proud to be part of the community**
- **Made to feel very welcome at the Community Centre, everyone chats and says hello**
- **Never met anyone who's been nasty, make friends everywhere**
- **St Swithuns Courses-help to build confidence**
- **Make people feel welcome as they walk through the door**
- **Never feel intimidated walking on a night**
- **Washlands is brill! Can have some of "my time" there and meet new people**
- **Makes me feel proud of Eastmoor and where I live coming here today (giving, connect – with people in area, take notice - reflecting)**
- **People feel safe and can talk to the police, police patrol round – know local PCSO'S**
- **Should feel more safe with the police patrolling, not because it's a bad area but because it makes us feel safe**
- **I leave door open all day-I feel safe**
- **All cultures mix, no one belittles anyone**
- **Feel safe know where friends are, don't mind walking home in the dark**
- **Depends where you live on estate to how safe people feel**
- **Even though I feel safe at night I always know I can come to St Swithuns (community centre) for help and advice**
- **Safe place, not judged for what you think**
- **My mum trusts me and I feel safe with my friends**
- **Bike riding makes me feel good.**



Connect...

Be active...

Take notice...

Keep learning...

Give...

Additional Comments...

Recycled Teenagers - 'What makes us (Warwick) a healthy community?'

Group 1

- The Wallbottle Pub was a good place to come for the Recycled Teenagers, they felt safe and welcomed here
- Meet up with friends and other people to have a chat, meet new people
- Chit chat with friends, some do not live on the estate any more, but come up weekly to see their friends
- Do not venture out at night, only with husband, feel safe then
- Friends are a big asset to them
- Years ago could leave doors and windows open cannot anymore, have to rely on neighbours to watch house when I am out (give)
- Street are better now, better neighbours, less litter, noise (take notice)
- Families stay round here if we need help we go to them (give)
- Families are close round here
- Two sons still live with me its good most of time
- Transport good up until 6.00pm buses stop then
- Good clubs in Knottingley especially Kellingley Club, being going there for years with husband, feel safe with him, drink is cheap there
- Good shops around, Morrisons, Post Office, Bank, Doctors do not need to go out of Knottingley
- Need Hospital near here, had to go to Pinderfields not Pontefract which is nearer when I broke my shoulder. They treated me well though once I got my appointment, heard of others who waited a lot longer, hospitals good on a whole.
- I feel safe when it is warm and I sit out in garden, I have nice garden
- I have nice neighbours at either side, they are young, we get on, I say hello when I see them, they are not too noisy, they do help me when I need help, when it snowed heavy they cleared my drive and got some groceries for me
- One addition to this information is the fact that some of the group that smoked classed this as an asset to them because it enabled them to have some time by themselves to think about things, talk with other smokers who they do not usually talk to. I had a battle with myself to include this in the information gathered. I was asked by the group of smokers to take a picture of them smoking outside the Wallbottle Pub, on seeing this photograph I could see how happy and content they all were, what they were doing was having a positive effect on their well-being, if not on their health, but who was I to input my views on smoking to them?



Group 2

Going out for a walk

Making a snowman – playing with grandchildren.

Meeting up – going on trips out(OAPs). Clearing the snow.

We – who have families – families are a great strength for us.

What makes you happy is to get out – why? (take notice/be active/connect).

Go out for a bit of shopping. Meet people. Have a natter.

Could do with a centre where different age groups could meet.

- The clinic, next to the fire station, could be made into a community centre – instead of putting flats/apartments there.

Walking – the river, the canal – especially when the grass is cut.

The boat – Pugwash – possibly another trip in April.

Inexpensive days out (reinforces connect?)

We go on quite a few trips in Summer.

Friday nights – game of darts or pool.

We eat healthily.

(At this point in the discussion, the group decided to turn its attention to the other question that had been mentioned – ‘How do we cope with stress’)

How do we cope with stress?

We come here (Recycled teenagers gp at Wallbottle)

We go out if we are stressed – get away from it. We could go to the baths – go for a swim.

Riding a bike.

Group 3

Good neighbours

Accessible shops – especially post office

Good bus service – when running (up to 6pm)

Friendly community

Bungalow community very helpful.

Nice houses.

Pictures –

Post office – shop square

Bungalow – with flowers in garden

Bassenthwaite Gardens, + green space (Grasmere)

Good neighbours – first thought.

Next door especially important if on own.

Clearing snow (connect / give)



Checking if alright (connect / give)

Everybody chats, eg at bus stop. Sociable if you start a conversation – even young uns.

Buses good up to 6pm.

Shops – good place to meet by chance. Shops – accessible . Can get most things. Cheaper milk than Morrisons.

Nearby social opportunities –

Kellingley Club accessible

Wallbottle and club. Can get together once a week.

People looking after gardens

Arches/lovely

Gives a boost in my area(Bassenthwaite)

Nice little grassy patch green near my house. Used to be a nice patch to walk around.

Good houses

Happy memories of doing things here over 40 years – raising family etc .

I like it. I don't want to move.

Buildings you could make more of

Good friends

Good post office – very important – can do all business easily

Areas that you could make more of – eg top end. For activities/benches.

Quite a lot of people of same generation.

Good street lighting – feel safe in house.

The 'Addy' – 'What makes Warwick a good place to be?'

We took a picture of the information provided by the young people to document it, the sort of things that were discussed about what makes 'Warwick a good place to be were?':

- Christmas time is good here in Warwick, brings people together, happy.
- The Adventure Playground, shortened as the Addy
- Youth Club
- Having mates makes this a good place – why?
- Lots of things to do at school (learn)
- Big fields around to play football
- Vicki Lee (a friend)
- Parks
- Computers at school
- People are friendly
- Swimming baths
- People are nice
- Like coming to Addy, somewhere safe and warm to go (connect?)
- Always Police about
- Ellie May Vickki Leigh Donnaue (friends)



- Church a good place to be a Christian, lots of churches
- Park
- Karate at Hilltop
- Ferrypark, (Ferrybridge Park) on a whole a good place for young people to go

Once this part of the process was completed we decided to go out into the community with the young people and staff from the Adventure Playground to take pictures of what they feel makes the Warwick a good place to be. Four cameras were given to the young people to capture their feelings in pictorial form. The things photographed were:

- John Bedford's house (The Chair of the Adventure Playground) this threw up a lot of questions to why young people viewed this house and garden as a something that makes Warwick a good place to be. Later discussing it with the young people they said that 'the houses looked good, nice gardens, baskets, painted, looked pretty.'
- The local Simpsons Lane Junior and Infant School Junior and Infant was seen as an asset and photographed by many young people, computers seen as an asset by young people
- Accacia Walk play area/park was photographed and seen as an asset, but only before 6.00pm, as the older children take over then and bully younger children who are still there.
- There is a large grassed area around this play area and also seen as an asset to young people, a place to play, play football, hang out with friends
- One group of young people did not know what to photograph because they felt that it was a safe area to live in, felt safe walking the streets. It became clear why later because two of the young people's brothers were the hard men of the area who had reputations; this was not seen as an asset by myself and did not see it as an asset to the community.
- Warwick Women's Group shop on Pinewood Place was deemed a great asset and made Warwick a great place to be because they ran a kite and card making project for young people. Even though this was a few months ago and not a regular event they viewed it as an asset because they were involved in an event that was supervised and had rules, regulations and an outcome. This was seen as something that kept them off the street and gave them something to do, boredom was a common (learning).
- A number of young people went off to take a picture of Anna who volunteered at the Adventure Playground; she was the person who cooked them meals on a night. On talking to them they saw her as a great asset to the community because she provides them with a hot nutritious meal, maybe the only one they get in the day.
- The girls saw the hairdressers as an asset, to have one up on Warwick, local and reasonable price, used by most people on Warwick, with a good reputation.
- Another group of young people decided that the old people's home, Hazel Garth, was a great asset for older people because 'it provided a good safe place for older people and gave them something to do.' (connect / take notice)
- The Wallbottle Pub was also seen as a good place for parties, weddings and some where for mums and dads to go, sometimes they could also go in.
- Throstle Farm School closed last year and pupils moved to Simpson Lane Junior and Infant School, this caused turmoil within the community. Some of the young people thought that Throstle Farm School is still an asset, wanted it to reopen and or reopen as a centre for young people. They felt that rather than knocking it down it should be kept and given to the community.



- On the way back to the Adventure Playground we came into contact with one of the local PCSO's Simon, one half of Max and Paddy. They were seen as a great asset because they were always there making them feel safe, told them off when they were doing wrong, knew their names and set up weekly football training on a Sunday morning, again giving the young people supervised, had rules regulations and outcomes.
- Simpsons Lane School Field was also seen as an asset, again somewhere to play football and other games safely.

Warwick Community – 'What helps us cope in times of stress?'

I was invited to attend this Christmas Fuddle at the Warwick Women's Group, knowing that there would be good attendance for this event I decided to get some information from the group. After the communication problems with Monday's event at the Wallbottle it seemed a good way to get more information. What I had not expected was how excited people were at been at this Fuddle and most were unwilling to take part because they were having fun, not answering questions. Below are details of what those who took part, felt helped them cope in times of stress.

- I am trained to cope with stress, I listen to people and try and help (connect)
- Try to help where I can
- Sit down and have a cup of tea, and watch a TV soap, always not as bad as it seems
- Taking dog for a walk
- Relax
- Sleep
- Have a relaxing bath Ring a friend and talk about my problem, stress, lite an aromatherapy candle
- Have a good cry
- Go to community shop
- Get help - money, relationship, health (connect /give)
- Go to me mums, family, friends
- Shout at kids, kick them out
- Friends
- Neighbours
- Come to group
- Have a laugh, have a cry
- Family ill, stressful time, to and from hospital, tired, have bath, watch telly, talk to friends, did heavy for a time, did not really help felt worse, bath was good away from kids, smoked more that was good, not for me health but good for my stress, wanted someone to talk to, someone who I did not know, someone to listen to me, should have someone local – I mentioned their Doctor as a person to talk to or to arrange for them to talk to someone, they were 'not happy with their doctor or health service, felt that they had been let down, felt that their friends had been better help.' (This person finished their discussion with me and asked not to be identified because they did not want other people knowing their business.
- Ended by saying they 'Liked the area.' – why?



This person was very informative and willing to get things off their chest, was not willing to be identified or helped in any way, mainly due to not trusting others. I will do some softly, softly work with them to see if I or another department within the PCT such as PPI can assist them in improving their experience with the NHS to improve their lives.

Residents Living Above the Precinct – ‘What helps us cope in times of stress?’

- **As neighbours, we all get on well together and help each other out.**
- **We bond together as a group when there are problems** – examples given included dealing with ASB from young people around the shops, including verbal abuse and broken windows from footballs.
- **We do lots of things together as neighbours, especially in the summer. We get a stereo and some chairs out on the balcony, get some tunes going and a few beers. We just sit and natter and do quizzes on the laptop.**
- **We look after each other (connect).** I'm epileptic and when I had a fit recently, my daughter couldn't pick me up, but the neighbours helped out, got me on someone's sofa and made sure I was OK (connect / give). I'm trying to get another house on one level which would help my epilepsy, but I would miss my neighbours. [NB: I think there is a story to tell in more detail here; the neighbours clearly offer a lot of vital support to this man and his daughter, particularly around his health issues]
- There is lots of green space (particularly the fields at the top of the estate) which helps to relax us – when things get a bit much for me, taking the dog out for a walk helps to calm me down (be active / take notice).
- **I love playing on the computer [Xbox and Nintendo were mentioned by different people] – it takes me out of myself.**
- **I love listening to music; it cheers me up**
- **I use the Sensory Room at the Children's Centre to chill out – it's brill.**
- **The Wallbottle pub is really important to the community – we're worried that it's going to be turned into flats; we don't want to lose it. It's not just for drinking – we got married here, and it's a really good place for celebrations with your family.**
- **“Drugs services did really well for me – I've been clean for 6 years now and my life is loads better”**
- **Boat trips organised by the PCT were very relaxing and took you out of yourself for a bit; helped you to get away from your troubles for a while (take notice / connect).**
- **Activities organised by the Warwick Community Group from the shop – the cooking course was really good. (connect / keep learning).**
- **The kite making festival was brilliant – some of us have kept the kites we made and want to do it again every year! Seeing all the kites flying together was great . (connect / keep learning)..**
- **The stress free weekend at Northern College was great, particularly the aromatherapy, the Tai Chi/ breathing exercises and making the mosaics. [One of the group still does aromatherapy for herself and her friends]. It was great to get away and stay at the college, and you got some time to yourself away from the kids, which hardly even happens. It would be great to help other people to learn Tai Chi – it really relaxes you and makes you feel better in yourself (connect / keep learning/ take notice)**



- It's good to have community meetings where you can vent your spleen – not in a bad way, but someone to tell about problems you're having. The Council and WDH are finally listening to us now and it makes you feel a lot better because you're not on your own. It's great that they're coming to us now and asking us what the problems are – that really makes you feel less stressed. [Groups mentioned were the Neighbourhood Network, PACT, Adventure Playground meeting, meetings with WDH and I think Area Forum – the group weren't sure what the meeting was called]
- The Network [Ferrybridge and Knottingley Neighbourhood Network] used to be run by VOX, but now they're gone we're going to keep it going ourselves because it's so useful (keep learning)
- It's really helped that the Police have made us a priority area – when you used to ring them, they'd get there 3 hours later and it [ASB] had all finished but now you ring them and they're there straight away. It makes you feel less stressed that they're taking us seriously now. And because they're getting there straight away, they can stop what's going on much better.
- The Addy is a great place for kids – it needs to be open more hours so that kids have somewhere of their own to go.
- It'd be great to turn the skatepark [which the group didn't think was used much] into a motorbike track. A lot of people love riding bikes but there's nowhere to do it at the moment where you don't piss people off.
- The High School didn't use to offer much after school for kids, but we hope that now it's been taken over, this will change. We'd also really like to see courses for adults there too.

Sycamore Children's Centre - What makes this a good place to be?

Support from community groups and Children Centre WF11 OLU

Close to local shops (post office, butcher)

Neighbours WF11 OLN

Open spaces to walk dog WF11 OLN

Trains

Addy

Sure Start

Close to shops

Neighbours on the street – why?

Friends

- friendship

The primary school

The facilities in the area (-I don't live in the area)

Surrounding area – fields – good for dog walking, exploring, wildlife.



Changing landscape - ???

Good bus service – daytime – through the estate.

Family.

Good teachers at the school.

Teachers – if you are worried about something they can help you.

Supermarket – Morrisons.

The area feels local – friendly people

Swimming pool – good facility. – regional resource – eg hall used for dancing.

Accessible green space

Field – back of Ryedale Avenue

The Addy – that's quite good

The library – reading sessions for the kids (learn).

- library also serves as meeting place

People working on reception (at Children's Centre) – nice, good, helpful.

Local swimming teacher – does that little bit extra. Why does this make it a good place to be?

People who live in the community and work in the community are helpful.

To 'sell' Knottingley – I would take people here.

The services here are very comprehensive

Could do with adult education leisure classes, maybe at high school.

The restaurant – which one and why does it make it a good place?

Bring back free swimming

Friends and neighbours

Lisa

How would you 'sell' Warwick?

-It's not that bad

It is what you make it. You just get on with it.

Next door neighbour offered me coffee when I came to view the house (connect / give)

A youth club would be a good thing – there are a lot of kids.

We have never, ever, had trouble here.

We got chased off from Ponte, (Pontefract) but not from here.

They don't let buses on the estate after 6pm, because it is supposed to be that bad.

We wanted a fresh start .

Because of the weather, they all sat out.

I'll talk to anyone.

I think this centre has a lot to do with it.

Playgroups and so on. Kids make friends.



Library. I take the kids to the library a lot.

Adventure playground.

I like the Addy but security there is not very good.

I loved it at the Addy when I used to go there.

People look out for each other in the area

People look after each other's kids (give).

It has always had bad feedback, this estate, but you have to get to know people.

It is easy to make friends. There are some lovely people.

It is good to have the train station in walking distance.

I walk by the canal with the kids and the dog. It is a good place to walk.

They did a performance at the amphitheatre.

Biggest problem around here is a lot of unemployment –

- **so we use things that don't cost anything, such as the library.**
- **There need to be a few more things that are free.**

Don't like the metal fences.

I've gone out a lot more since I've lived here.

The Addy should do a newsletter – or the Warwick women's Group should – to say what is happening.



Connect

How?	Reinforce	Outcome	Quotes / Evidence
With family (e.g. Mums, siblings, grandparents and children)	Routine with children Communication and advice Activities with children Organised community activities Security / trust / familiarity Caring / looking after Places that people take children Going out / leisure (alcohol)	Cope with stress Feeling secure Children happy so parents happy	<p>“Children bring people together. People tend to speak to you more if you have children”</p> <p>“Children smiling after activities also makes parents feel better and happy”</p> <p>“Good to have family living nearby, family get together makes me feel good”</p> <p>“I feel secure when I walk into mums house even though they are in their in there 70’s, they still look after me”</p> <p>“Mum is the first person I would go to if I had any problems, she is my friend and gives good advice”</p> <p>“Mum helps look after children so I can be chair of Governors”</p>
With friends and neighbours	Communication Meeting people outside organised groups Doing things for each other (links to give)	Sense of belonging	<p>“Meeting with neighbours and friends outside of organised groups helps friendships become stronger. Knowing people to talk to feels like you belong”</p> <p>“People bought presents for my children for Christmas when we first moved in”</p> <p>“I came into this community and found it extremely friendly, everyone asks you to join in and go places with them”</p> <p>“It’s a good place to have friends everyone seems to know each other”</p>



Appendix 3 – Collation of Data from Eastmoor Asset Mapping Exercise to 5 Ways to Well-being

How?	Reinforce	Outcome	Quotes / Evidence
With local schools and teachers	Interaction with parents Communication Role they offer above teaching	De-stress	<p>“Communication between schools help the children move up with ease”</p> <p>“Our school is our Community”</p> <p>“Schools look after their pupils because they are our future”</p> <p>“If kids have problems they know they can get help from there school”</p> <p>“At school there are particular teachers who you can go to if you have any problems”</p> <p>“Teachers are good, like friends. You can talk to teachers about any problems”</p>
With people from different cultural backgrounds	Variety of different cultural amenities Word-of-mouth Welcoming Respect – treating each other as equals Mixing – e.g. through places that people take their children	Get on well with people from different backgrounds	<p>“New people are made to feel welcome by Eastmoor people”</p> <p>“You have to be open to different cultures because of the estate we live on this has helped Eastmoor better its community”</p> <p>“Mixing/ Integration is important”</p> <p>“Lots of different nationalities at school, working and school helps to mix with others”</p> <p>“All cultures mix, no one belittles anyone”</p> <p>“Get to know a lot of people from different back-grounds”</p>
With people from different generations	Opportunities e.g.lunch clubs Adults don't feel threatened Respect Knowing people on the estate	Learning from each other Older people feeling safe in community???	<p>“Young people feel cared for by older people because they are interested in what they are doing”</p> <p>“Good young and old people mixing, can learn from each other”</p> <p>“Children have good respect for elderly like how communities used to be”</p>



Appendix 3 – Collation of Data from Eastmoor Asset Mapping Exercise to 5 Ways to Well-being

How?	Reinforce	Outcome	Quotes / Evidence
Other physical assets e.g. shops, chemist, GP, police, transport Community / support / groups / events e.g. parenting / support groups, St Swithuns / the café / church / knit and natter / arts & crafts / lunch club Activities for young people	Proximity to physical assets Community agencies working together Community organized Community organizer (e.g. Majid) – ‘care enough to organize something’ Friendly face/ someone to talk to Meet new people (not just those from area), friends, chatting Everyone is equal – shared interests Being part of something Word of mouth	Get out more often? Feeling of somebody looking out for you Sense of purpose Achievement Enjoyment De-stress, confidence Increased awareness	“Lots of places to go to, made me feel good to be recognised by others who I have met in the community centre” others who I have met in the community centre” “St Swithuns everyone feels equal, can drop in for a cup of coffee and a chat” “Having groups in the area gives people something to do” “Getting out helps people interact more and develops friendships that in turn give people someone to turn to when in need” “Knit & Natter, not much knitting but a lot of nattering and laughing” “Events get people working together, gives you a purpose to go out, its enjoyment, meet new people and see something come together is an achievement” “There is a lot offered to people from the community centre, schools, church etc: This makes people feel good about themselves cos its easy to meet people and make new friends” “People care about Eastmoor and its residents enough to organise activities”
All above		Feeling of somebody looking out for you People feeling a sense of belonging Word-of-mouth – activities and events in area	“People feel they have someone looking out for them”



Be Active....

How?	Reinforce	Outcome	Quotes / Evidence
Structured activities e.g. swimming, Lightwaves, gym, cycling club, football, rugby club, The Dancer	Connection – doing with others Organized activity Teams Achievement and pride	Children happy and parents feel better after watching children in activity	
Physical environment e.g. parks, washlands, nature reserve, canal	Safety and secure Proximity / easy access Peace The place itself Connections	De-stress Feel good Reinforces informal connections	<p>“Parks to visit. Gives you a chance to meet to meet different people”</p> <p>“Walking in Washlands nature reserve makes people feel good in fresh air”</p> <p>“Eastmoor has plenty of green spaces, it gets us away to walk in the country and we meet lots of nice people on our walks”</p> <p>“Love walking, feel invigorated, takes all your worries away”</p> <p>“Can walk estate without feeling intimidated, know nearly everyone on estate”</p> <p>“Feel safe on Washlands on my own, women go there on there own all the time”</p>
Physical activity e.g. gardening, drums, walking, fishing, bike ride, housework	Knowing what the activity does Learning and achieving Calming	Feeling good / happy De-stress	<p>Gardening helps me de stress and also I can teach my children to grow things “</p> <p>“Bike riding makes me feel good”</p> <p>“Fishing lakes are important because when my husband is stressed he goes there”</p> <p>“I do kickboxing, been coming for years I am a red belt/black stripe just 1 off black belt, we have sense of achievement and pride”</p>
Sporting role models / organizers	Community pride around individuals talents Characteristics of community sports organisers	Raises profile of area Increases involvement	<p>“Sport is quite a good thing for Eastmoor, sporting role models puts Eastmoor on the map”</p> <p>“Majid organises very cool stuff and is like a mate”</p> <p>“We have a girl who came 4th in gymnastics for Great Britain, there is a gymnastics club here, there is a boxing club here too”</p> <p>“Steve Biltcliffe & Majid Sadiq organise sports they are the pillars of community”</p>



Take notice.....

How?	Reinforce	Outcome	Quotes / Evidence
Physical environment	Familiar and safe 'nice' Time to self	Feel good De-stress	"Washlands is brill! Can have some of "my time" there and meet new people" "If I want peace I go to the canal" "Eastmoor is a nice place to walk around if your feeling down or fallen out with your friends" "It is 5 mins away from open greenery, makes you feel good"
Awareness of physical environment e.g. picking berries, planting trees, appreciation of snow / greenery, fresh air, listening to birds	Physical environment Calming / de-stress Awareness and Appreciation	Some nutritional value	"I love to walk my dog at the Washlands, 6am is the best time of day I love to see snow or greenery" "I like to plant apple and pear seeds with my daughter and if they grow we take them down to the canal to grow them there" "We collect berries and show my children how to make jam my grandma used to make"
Gardening / growing	Connections with family Calming	De-stress Lerning	"Gardening helps me de stress and also I can teach my children to grow things"

Keep learning.....

Doing something different with children	Connecting with children Fun	Fun De-stress	
After school activities	Helps cope with stress Opportunities	De-stress	"Make people bond as a community" "Helps parents interact with other parents"
School governors	Support / relationship between the school, the teachers and parents Ability to drive things in community	Part of decision making Self-esteem	"The key is to be involved - school governors, we are responsible for legal things. It gives you a sense of driving things in school" "People who are given responsibility around the community feel that this helps boost their self-esteem"

continued



Appendix 3 – Collation of Data from Eastmoor Asset Mapping Exercise to 5 Ways to Well-being

Keep learning.....

How?	Reinforce	Outcome	Quotes / Evidence
Gardening / allotments	Learning and teaching within families Sessions with school Existing community garden / allotment Brings people together	Learning? Sense of achievement? De-stress	“Gardening helps me de stress and also I can teach my children to grow things” “High School has planting/gardening sessions” “Allotments bring people together and also community gardens These places give people somewhere to meet”
Arts and crafts	Lose myself in the activity Creativity Connection - communication	De-stress Happiness	“I like Arts & Crafts and I can lose myself in it, I would do it at home but its nice to come to the centre” “Making Christmas wreaths & dried flowers, love it, makes me feel happy”
Sporting skills / physical activity	Achievement and pride Learning new things	Achievement and pride Learning new things	“I do kickboxing, been coming for years I am a red belt/black stripe just 1 off black belt, we have sense of achievement and pride”
Schools	Enjoyment of subjects - Fun Community focused learning Support offered by schools	Learning - formal and informal Achievement???	“Education is good and fun so we learn more” “Simple aspects of community turned into workshops for learning at school. We like the teachers and enjoy subjects” “Schools work together joint trips to support us when we get to High” “Lots of fun things to do in school as well as lessons, makes you look forward to going on a morning” “Get involved with everything at school, young people from school go out in community – barge trips (pugwash) garden, school trips”
Sharing of information about opportunities to learn and community information e.g. from community centre or from connections	Information passed through community centre Connections Received from a familiar source	Awareness of opportunities to get involved “Better peoples’ lives” Reinforces connections? Makes person more likely to take up learning opportunity?	“A lot of it is word of mouth find out what’s happening” “Spreading information around Eastmoor by word of mouth keeps people informed of things that are happening and help available” “Information passed on through St Swithuns Community Centre helps people by giving them opportunities to better their lives” “St Swithuns opens up opportunities for a career and to learn new skills. Joining groups helps you become more confident”

Give

Going to family, friends, teachers etc for advice	Connections and networks that enables it to happen	Informal learning Security Calm down	See connect “Children look out for each other and notice if a friend is stressed and try to help”
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Appendix 3 – Collation of Data from Eastmoor Asset Mapping Exercise to 5 Ways to Well-being

How?	Reinforce	Outcome	Quotes / Evidence
Helping one another e.g. individuals or volunteering	Addressing each others needs	Mutual help creates community spirit.	<p>“The person telling the story feels better because someone wants to listen and the person listening has taken the time to get to know someone better”</p> <p>“People look out for each other even if they do not each other”</p> <p>“Went shopping for lady next door, made me feel good”</p> <p>“Looking after elderly neighbours makes me feel good “</p> <p>“I help an old lady too with jobs she can’t manage herself and in winter I go shopping for her”</p> <p>“Neighbours share items when in need, look after each other”</p> <p>“Neighbours watch out for me”</p> <p>“Friends look after your house when on holiday - pet and plants”</p> <p>“Mutual help creates community spirit and works in two ways”</p> <p>“Feels good to do something for someone else, people say thanks”</p> <p>“Helping people you makes the person who is helping feel good about themselves“</p>
Respect for people and property	Community pride	Connections between people e.g. different generations Attractive physical environment	<p>“Mutual Respect-built up respect over the years”</p> <p>“Children have good respect for elderly like how communities used to be”</p> <p>“Good respectful people, makes you feel safe, no vandalism”</p> <p>“Lots of respect for other people and property”</p>
People working together to make a better community	Connections	‘A better community’	<p>“People work together to make a better community worked together to raise money to get the roof fixed”</p> <p>“Summer and Christmas fair, community contribute, bring stuff and buy”</p> <p>“Events get people working together, gives you a purpose to go out, its enjoyment, meet new people and see something come together is an achievement”</p>
Joining in with groups	Helping me to become more confident	Increased confidence	<p>“People who are given responsibility around the community feel that this helps boost their self-esteem”</p> <p>“Joining groups helps you to become more confident”</p>



Connect

How?	Reinforce	Outcome	Quotes / Evidence
With family	<p>The pub – a place for parties/celebrations/ somewhere for adults to go</p> <p>Having people close by to visit</p> <p>Families stay in area</p> <p>Memories of good times e.g. celebrating / living there</p> <p>Reading sessions for kids at library</p>	<p>Family cohesion</p> <p>Makes this a good place</p> <p>De-stress</p>	<p>“The Wallbottle pub is really important to the community – we’re worried that it’s going to be turned into flats; we don’t want to lose it. It’s not just for drinking – we got married here, and it’s a really good place for celebrations with your family”</p> <p>“Happy memories of doing things here over 40 years – raising family etc. I like it. I don’t want to move”</p> <p>“Families stay round here if we need help we go to them”</p>
With friends and neighbours	<p>Communication - someone to talk to in the street / to talk through or deal with problems</p> <p>Having people close by to visit</p> <p>Doing things for each other (links to give) – caring / support e.g. looking out for each other / caring for each others kids</p> <p>Characteristics of local people – e.g. friendly/ nice/people stay in the area</p> <p>‘Local’ feel to the area</p> <p>Doing things together / having the space to do so</p> <p>Respectful neighbours e.g. not too noisy</p>	<p>Makes this a good place</p> <p>De-stress</p> <p>Get on well with neighbours</p> <p>Healthy community</p> <p>Feeling that someone is looking out for you – e.g. if on own / have health problem</p> <p>Sense of belonging</p>	<p>“Next door neighbour offered me coffee when I came to view the house”</p> <p>“We bond together as a group when there are problems” (examples given included dealing with ASB from young people around the shops, including verbal abuse and broken windows from footballs)</p> <p>“We do lots of things together as neighbours, especially in the summer. We get a stereo and some chairs out on the balcony, get some tunes going and a few beers. We just sit and natter and do quizzes on the laptop”</p> <p>“We look after each other. I’m epileptic and when I had a fit recently, my daughter couldn’t pick me up, but the neighbours helped out, got me on someone’s sofa and made sure I was OK</p> <p>“I rely on neighbours to watch house when I am out“</p>



Appendix 4 – Collation of Data from Warwick Asset Mapping Exercise to 5 Ways to Well-being

How?	Reinforce	Outcome	Quotes / Evidence
<p>Good teachers</p> <p>Other physical assets e.g. shops, Post Office, train station, buses, hairdresser, library, swimming baths, churches, police, club/pub</p> <p>Community / support / groups / events e.g. youth club, churches, Warwick Womens Group, Recycled teenagers, Christmas, Childrens centre</p>	<p>Supportive</p> <p>Proximity / accessibility of physical assets</p> <p>Place to meet people/ chat</p> <p>Brings people together – friends / new people</p> <p>Feeling safe/welcome</p> <p>To get out</p> <p>Communication</p> <p>Community organizer helpful / giving / familiar (e.g. volunteer at Addy / receptionist children centre)</p> <p>Community organized</p> <p>Free/inexpensive things</p> <p>Opportunities to ‘get out’/ ‘get away from it’</p> <p>Doing things as a group (e.g. kite flying festival)</p> <p>Support and help offered by these places</p> <p>Young people – supervised events with rules and regulations with an outcome</p>	<p>? Sense of belonging</p> <p>Good place</p> <p>De-stress</p> <p>Positive feeling from doing something as a group</p> <p>Young people - reduced boredom & keep off streets</p> <p>Sense of achievement</p>	<p>“If you are worried about something they can help you”</p> <p>“Everybody chats, e.g. at bus stop. Sociable if you start a conversation – even young uns”</p> <p>“Shops – good place to meet by chance”</p> <p>“People working on reception at Children’s Centre are nice and helpful”</p> <p>“The kite making festival was brilliant – some of us have kept the kites we made and want to do it again every year! Seeing all the kites flying together was great”</p> <p>“Wanted someone to talk to, someone I didn’t know, someone to listen to me”</p> <p>“We go out if we are stressed – get away from it”</p> <p>“The Addy or the Warwick women’s Group should do a newsletter to say what is happening”</p>
<p>With organisations so you can have your say</p>	<p>Opportunities to have their say</p> <p>Being listened to</p> <p>Being valued</p>	<p>Less stress</p> <p>Taking on responsibility</p> <p>Learning</p>	<p>“It’s good to have community meetings where you can vent your spleen, someone to tell about problems you’re having. The Council and WDH are finally listening to us and it makes you feel a lot better cos you’re not on your own. It’s great they’re coming to us now and asking us what the problems are – that really makes you feel less stressed”</p> <p>“The Network used to be run by VOX, but now they’re gone we’re going to keep it going ourselves because it’s so useful”</p> <p>“It’s really helped that the Police made us a priority area. When you ring them they’re there straight away. It makes you feel less stressed that they’re taking us seriously. Because they get there straight away, they can stop what’s going on much better”</p>



Be Active....

How?	Reinforce	Outcome	Quotes / Evidence
Structured activities e.g. swimming / football training	Activity organizer Supervised / organized activity Free access	A good place to be	<p>“Local swimming teacher – does that little bit extra”</p> <p>When out taking photographs the young people came into contact with one of the local PCSO’s Simon, one half of Max and Paddy. They were seen as a great asset because they were always there making them feel safe, told them off when they were doing wrong, knew their names and set up weekly football training on a Sunday morning, giving the young people supervised activity with rules regulations and outcomes</p>
Physical environment e.g. canalside/ river, fields, Adventure playground (Addy), parks, small green spaces	<p>Young people</p> <p>Somewhere safe and warm</p> <p>Somewhere of their own</p> <p>Hang out with friends</p> <p>Play safely</p> <p>Adults</p> <p>Dog walking/routine?</p> <p>Feelings of safe</p> <p>‘Good place’</p> <p>Accessible green space</p> <p>Playing with children</p>	Relaxing De-stressing Good place	<p>“The Addy is somewhere safe and warm, a good place for young people to go”</p> <p>“I walk by the canal with the kids and the dog. It is a good place to walk”</p> <p>“There is lots of green space (particularly the fields at the top of the estate) which helps to relax us – when things get a bit much for me, taking the dog out for a walk helps to calm me down”</p> <p>“There are areas that you could make more of – e.g. at the top end for</p>
Physical activity e.g. Bike riding, karate, walking/dog walking		De-stress	



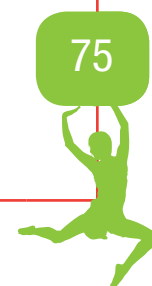
Take notice....

How?	Reinforce	Outcome	Quotes / Evidence
Physical environment	<p>Lots of it</p> <p>Knowing what the activity does – e.g. relax / get away from troubles / calming</p> <p>Organised opportunities</p> <p>Doing something with others</p>	<p>De-stress / calming</p> <p>Relax / get away from troubles</p>	<p>“There is lots of green space (particularly the fields at the top of the estate) which helps to relax us – when things get a bit much for me, taking the dog out for a walk helps to calm me down”</p> <p>“Boat trips organised by the PCT were very relaxing and took you out of yourself for a bit; helped you to get away from your troubles for a while”</p> <p>“The kite making festival was brilliant... Seeing all the kites flying together was great”</p>
Awareness of physical environment e.g. specific houses/ gardens/ buildings/fields	<p>Flowers / features</p> <p>People looking after gardens</p> <p>Good houses</p> <p>Nice gardens</p> <p>Feeling safe</p> <p>Exploring/wildlife in fields</p> <p>Sitting in garden</p>	<p>Make it a good place to be</p> <p>Healthy place</p> <p>Sense of pride</p> <p>Awareness of other areas that could be better used</p>	<p>‘The houses looked good, nice gardens, baskets, painted, looked pretty.’</p> <p>“I feel safe when it is warm and I sit out in garden, I have nice garden”</p> <p>“People looking after gardens e.g. arches. It’s lovely. Gives a boost in my area”</p> <p>“Buildings and areas you could make more of e.g. top end for activities/benches”</p>
Time to reflect and relax e.g. Listening to music / playing on computer / aromatherapy / tai chi / sleep / Bath / smoking	<p>Like it / knowing what the activity does e.g. de-stress/coping mechanism</p> <p>Away from kids</p> <p>Time by self</p> <p>Think about things</p> <p>Talk to other smokers</p>	<p>Takes me out of myself</p> <p>Cheers me up</p> <p>Chill out</p> <p>De-stress</p> <p>Self awareness?</p>	<p>“I love playing on the computer it takes me out of myself”</p> <p>“I love listening to music; it cheers me up”</p> <p>“I use the Sensory Room”</p> <p>“Have a relaxing bath, light an aromatherapy candle”</p> <p>“It would be great to help other people to learn Tai Chi – it really relaxes you and makes you feel better in yourself”</p>



Keep Learning

How?	Reinforce	Outcome	Quotes / Evidence
Opportunities for children and young people e.g. Library reading sessions/ computers at school	Free Availability of opportunities	Good place to be Accessing learning opportunities	<p>“We use things that don’t cost anything, such as the library. There need to be a few more things that are free”</p> <p>“Lots of things to do at school”</p> <p>The local Simpsons Lane Junior and Infant School was seen as an asset and photographed by many young people, computers seen as an asset</p> <p>“The High School didn’t used to offer much after school for kids, but we hope that now it’s been taken over, this will change”</p>
Opportunities for adult learning	Enjoyment Personal benefit/practical Time to self	De-stress Feel better Makes it a good place Time to self Learning coping mechanisms Developing skills and confidence to support others	<p>“The stress free weekend at Northern College was great, particularly the aromatherapy, the Tai Chi/breathing exercises and making the mosaics. [One of the group still does aromatherapy for herself and her friends]. It was great to get away and stay at the college, and you got some time to yourself away from the kids, which hardly even happens. It would be great to help other people to learn Tai Chi – it really relaxes you and makes you feel better in yourself”</p> <p>I am trained to cope with stress, I listen to people and try and help</p> <p>“We’d also really like to see courses for adults there too” [The High School didn’t used to offer much after school... but we hope that now it’s been taken over, this will change.]</p> <p>“Could do with adult education leisure classes, maybe at high school”</p>
Working with organisations so you can have your say		Less stress / feel better Confidence Taking on responsibility / doing things for themselves Feeling they can influence Learning	<p>“It’s good to have community meetings where you can vent your spleen, someone to tell about problems you’re having. The Council and WDH are finally listening to us and it makes you feel a lot better cos you’re not on your own. It’s great they’re coming to us now and asking us what the problems are – that really makes you feel less stressed”</p> <p>“The Network used to be run by VOX, but now they’re gone we’re going to keep it going ourselves because it’s so useful”</p>
Arts and crafts e.g. Warwick Womens group kite making/ card making/ performance at amphitheatre	Organised activity Something to do Boredom Sense of achievement	Sense of achievement/pride Kept of street Reduced boredom De-stress	<p>The kite making festival was brilliant – some of us have kept the kites we made and want to do it again every year! Seeing all the kites flying together was great</p>



Give

How?	Reinforce	Outcome	Quotes / Evidence
Going to family, friends, etc for advice	Connections with people Having people close by Someone to talk through/ deal with problems] Mutual help	De-stress Connection Mutual help	“I ring a friend and talk about my problem”
Helping one another e.g. acts of kindness	Connections Mutual help Characteristics of local people – e.g. friendly/ nice/people stay in the area	Connection Mutual help Community spirit Feeling that someone is looking out for them	“Next door neighbour offered me coffee when I came to view the house” “As neighbours, we all get on well together and help each other out” “Years ago could leave doors and windows open cannot anymore, have to rely on neighbours to watch house when I am out” “I have nice neighbours at either side, they are young, we get on, I say hello when I see them, they are not too noisy, they help me when I need help, when it snowed heavy they cleared my drive and got me some groceries”
Residents maintaining gardens and property	Pride in own property Like garden	Make it a good place to be Gives wider community a sense of pride Attractive physical environment	“People looking after gardens e.g. arches. It’s lovely. Gives a boost in my area”
People working together to make a better community	Connections – opportunities / groups for people to get join in	Good place De-stress Positive feeling from doing something as a group Sense of achievement	Links to connections section



Appendix 5 - Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

Column 1 (Needs / Deficit Based Intelligence): Summarises the data traditionally included in a deficit based assessment of an area taken from a range of data sources. What are the key issues/problems?

Column 2 (Assets: Positive Data and Asset Pilot Data): Links information from the asset mapping pilot exercise in the same area to the ‘deficits’ that we may traditionally see in a JSNA. What are the assets? Why are they assets? How could the assets be addressing some of the community needs/deficits? How could they be having a positive impact on the community (outcomes)?

Column 3 (Commissioning delivery based on a rich picture): So what? Highlights some examples of how developing a rich picture understanding both needs & assets may result in different solutions and a different commissioning framework. For example, what are the opportunities to build or strengthen community assets to better address needs or enable co-production? This would depend on re-visiting the community and working with them to identify the assets that they would like to strengthen. This shows also how looking at the deficits and assets together can raise more questions in addition to some solutions, which highlights the need for a very clear scope/set of questions at the beginning of the JSNA process.

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<p>People</p> <ul style="list-style-type: none"> • Ethnic groupings similar to average • Surrounding areas much higher proportions not White British • Some perceptions of transient population being problem • Some concerns around respect for others and racist attitudes with a couple of reports of racial abuse and race related vandalism 	<p>Data</p> <ul style="list-style-type: none"> • More people from different backgrounds get on well together (70% and 67%). <p>Asset Mapping</p> <p>Connections existed with people from different cultural backgrounds and people talked about getting on well with people from different backgrounds. Reinforced by: Variety of different cultural amenities Welcoming to newcomers (e.g. passing on information) Children and adults mixing through places that people take their children</p>	<ul style="list-style-type: none"> • Opportunities to build upon positive perceptions by sharing and communicating positive stories about good relations between communities from different backgrounds being the norm. • Build upon the existing connections between people from different backgrounds e.g. better linking parents and children to come together through the school • Buddying people who are new to the area with those who are considered to be ‘welcoming’

Appendix 5 - Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
Housing <ul style="list-style-type: none"> • Lower house prices, gap widened since 2008 • Less people have their own property • High proportion of houses rented by WDH • More people living in single person households • More people living in overcrowded homes • More people live in non-decent homes • Perception that over the past 3 years the levels of decent housing has worsened 	Data <ul style="list-style-type: none"> • Low levels of barriers to housing and access - due to accessibility of WDH services/ open door etc. Current investment programme 	
Environment <ul style="list-style-type: none"> • Poor perceptions of cleanliness of public land, rubbish, litter and dog fouling • Poor perceptions of Waste Services e.g. refuse collection, local tips and recycling centres. • Poor perceptions of the maintenance of pavements, roads and grass verges • Increased pollution and noise from music/cars/motorbikes • Some who did not use parks or green spaces said they were not aware where they are. 	Data <ul style="list-style-type: none"> • Good perception of parks, open spaces and access to nature - improved • 1/3 of the estate is Greenspace • Less flytipping • Good access to services, centre and bus services Asset Mapping <p>People valued and appreciated the local environment as a place to de-stress and be active, which was reinforced by:</p> <p>Feeling safe and secure Proximity / easy access The peace/de-stressing feeling that people felt when they were there Them taking notice of their surroundings Also seen as a place to learn and connect with others</p>	<ul style="list-style-type: none"> • Build on the enthusiasm of the people who value the local environment to: • Increase awareness levels of green spaces • Share their stories on how and why they use the local environment • Build on respect for environment in the area e.g. young people to tackle littering issues • Get involved in local planning and environmental improvement decisions in the local and develop skills for them to get involved in delivering improvements • Carry out assessments of road traffic pollution and noise issues



Appendix 5 - Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<p>Health and Health Care</p> <ul style="list-style-type: none"> • High levels of life years lost under 75 • High levels of lifelong illness e.g. heart disease, stroke, diabetes and COPD • Poorer management of long-term conditions • Higher than average emergency hospital admissions 	<p>Data</p> <ul style="list-style-type: none"> • Low levels of problems with blood pressure • Better health outcomes than similar priority neighbourhoods • Good access to health services • Good perception of health services 	<ul style="list-style-type: none"> • What are the assets that enable low levels of BP problems? • What enables people who manage their conditions well e.g. what assets exist to support those who don't cope quite so well? • GP to identify those who are effectively managing long term conditions and may be keen to act as champions to help others • Concentrated effort by GP on early identification of long term conditions, and self management • Direction into existing activities or support such as walking/ gym/ healthy eating/allotments/local environment to help with lifestyle • Building support information into the existing groups e.g. craft clubs. • Possibility of co-production between school gym and GP surgery for self help sessions.



Appendix 5 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<p>Long-term conditions: Need for Help/Support</p> <ul style="list-style-type: none"> • Greater need for help / support with daily tasks • Lower levels of support for those who need it • Less support for tasks such as shopping, cleaning, meals • Lower levels of social care support 	<p>Data</p> <ul style="list-style-type: none"> • More support received for tasks such as getting inside and outside, bathing and going to the toilet • Evidence of co-production of support • Husband/wife/partner – main source of support for all activities – mainly cleaning /housework, meals and shopping. • Family provided support for shopping, getting around outside and cleaning. • Friends support for shopping, getting around outside and cleaning. • Social care support for basic day to day needs e.g. bathing, dressing and meals <p>Asset Mapping</p> <p>Connections between family, friends and neighbours resulting people wanting to do things for one another e.g. caring</p> <p>Connections between different generations</p>	<ul style="list-style-type: none"> • Co-ordination of care between partners, family, friends and social care • Strengthen support to those who do informal care duties • Share value and build on satisfaction that people get when caring for neighbours / respecting different generations • Links between younger generation and older generation e.g. buddying / shopping duties
<p>Emotional, Social and Mental Well-being</p> <ul style="list-style-type: none"> • Emotional, social, and mental well-being issues appear more problematic than physical health • Generally worse amongst women • General worse as age increases 	<p>Data</p> <p>GP data shows lower than average rates of depression within the area</p> <p>Asset Mapping</p> <p>All content related to things that had a positive impact on mental well-being. E.g.:</p> <p>Connections existed between neighbours, family and friends, including lots of organised opportunities to connect with people.</p>	<ul style="list-style-type: none"> • Who in the community has the best emotional and mental well-being? What are the assets that reinforce or generate this? • Could the lower diagnoses rates indicate that a number of people with mental health problems have not had this formally diagnosed by a GP (e.g. the higher self reported rate in men)? • Issues around early diagnosis / GP's being involved in linking to a range of provisions or assets for mental well-being.

continued



Appendix 5 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

<p>Emotional, Social and Mental Well-being</p> <ul style="list-style-type: none"> • Specific issues worse amongst people aged 35-54 and 55-74 – feeling calm and peaceful, feeling downhearted or low, feeling happy little or none of the time, feeling tired, feeling lonely • Men worse for feeling nervous (slightly) and problems with depression, anxiety or other nervous illness, feeling lonely all of the time • Depression, stress and boredom problems related to financial, debt and unemployment • More men felt lonely or isolated all of the time whereas more women felt lonely or isolated most of the time (same) • Those who did not feel part of the community were less likely to have friends in the area or close family relations and some did not get along well with their neighbours. • Due to full-time employment or childcare responsibilities some respondents ‘kept themselves to themselves’, and perceived lack of time as a barrier to community involvement and social support. • Low social support related to isolation and loneliness. • Anti-social behaviour barrier to social support e.g. going out and visits from others 	<p>Data</p> <p>This resulted in people having someone to rely on for help / support / advice and opportunities to do get out to do something enjoyable and sociable as a group to help them de-stress.</p> <p>Learning opportunities, both formal and informal that were fun, created a sense of achievement and reinforced the connections between people</p> <p>Places to be active through structured/organised activities/ physical environment</p> <p>Giving – the community working as a team to help each other out in times of need, giving advice, coming together to do things for the community and the satisfaction that is gained from all of this.</p> <p>Taking Notice of the physical environment and its characteristics - awareness and appreciation of the ‘de-stressing’ or ‘feel good’ factor that it brings</p>	<ul style="list-style-type: none"> • Could all/some of the assets identified in the asset mapping could be peoples’ coping mechanisms for feeling stressed etc. How can these be better used? • Strengthen more informal support groups – not geared towards dealing with problems. Most valued are those that involve fun, activity, chatting, connecting, the environment, informal learning (=sense of achievement) and being able to give something back to the community • Find out from men what helps them strong, de-stress, keep healthy etc as their problems differ from women and what they see as assets are likely to as well • Work with people already involved in groups to identify other community members who would benefit from some support • Build on existing strengths relating to those who are involved feeling safe in the community (e.g. those who do not perceived ASB as a barrier to social support) • Landlord to identify residents with no immediate family / local friends - sign post to activities or buddy with another tenant • Development of community networks that invite people to attend activities, more spreading the news /word-of mouth -re what’s happening-rather than commissioning extra projects
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Appendix 5 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<p>Weight</p> <ul style="list-style-type: none"> • Year Reception higher percentage of overweight children • Higher levels of adult obesity • Weight issues worse amongst of women and 55-74 age group • Less people perceive themselves as ‘too heavy’ • Mixed opinions over wanting professional help or self-managing weight issues 	<p>Data</p> <ul style="list-style-type: none"> • Year R Lower percentage of obese children • Year 6 – lower than average overweight/obesity issues • Links to positive data below in physical activity and nutrition section 	<ul style="list-style-type: none"> • Preventative work to ensure that those children who are ‘overweight’ do not fall into the ‘obese’ category – see below solutions
<p>Physical Activity</p> <ul style="list-style-type: none"> • More people within the area doing no activity • Lowest activity levels were seen for women and amongst those aged 75+ • Higher proportion did not know whether they wished to increase activity levels. • Health was more of a barrier to participation in various activities e.g. walking half a mile / 100 yards (worse for women and for older people) • Perceived lack of availability of activities • Possible low awareness of activities available • Anti-social behaviour and fear of safety prevented parents from letting children play outside and some adults from walking to nearby amenities 	<p>Data</p> <ul style="list-style-type: none"> • More people are doing good levels of moderate and vigorous activity • 1/3 of area green space • 50% state they want to improve their levels of physical activity • Most children like activity ‘a lot’ or ‘quite a lot’ • Walking is a common form of exercise • Levels of walking or cycling to work are higher • Very high levels of walking to school <p>Asset Mapping</p> <p>See environment section - Doing physical activity was not the main focus!</p> <p>The following assets in relation to being active emerged:</p>	<ul style="list-style-type: none"> • See environment section • What assets exist to support people to lead an active lifestyle and value this? • Build on what reinforces people to value their local environment as a place to be active, de-stress etc rather than pushing the ‘physical activity’ message • Build on what reinforces people to value structured activity – e.g. achievement, learning, meeting people, organised activity, personality and enthusiasm of the organiser, calming • Social norms approaches around the fact that a lot of people are walking to school, work, town or for leisure – strengthen these individuals / groups as champions • Something around building on the existing connections to enable those who want to take part but cant due to health reasons are supported

continued



Appendix 5 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

	<p>Data</p> <p>Structured activities e.g. opportunities and places to go to take part in structured activity. Reinforced by connections / doing with others, the fact that it is organised, teams and achievement and pride</p> <p>Other assets that encourage people to be active included other activities (e.g. gardening, drums, walking, fishing, bike ride, housework) reinforced by achievement, learning and the calming / de-stressing feeling having done the activity.</p> <p>Sporting role models were also highlighted as something that promotes activity in the area.</p>	<ul style="list-style-type: none"> • Development of community networks that invite people to attend activities, more spreading the news /word-of mouth -re what's happening- rather than commissioning extra projects • More energetic exercise encouragement • More activity to facilitate behaviour change and address barriers e.g. perception of cost Co-production development of classes on gym and dance/ dance mat system etc, using local facilities • Perception changing of antisocial behaviour as a barrier to going out in an evening. • Build on existing sporting role models within the area to generate enthusiasm / to share skills – links to 2012
<p>Diet and Nutrition</p> <ul style="list-style-type: none"> • Higher awareness that diet is not healthy (especially men and younger people) – these groups were also most likely to want to eat more healthily • Older people less likely to want to change • Barriers to eating healthily appeared to be the high cost of healthy foods, a lack of skills to cook them and poor access to affordable healthy foods within the local area. • Young people liked takeaways due to speed, convenience and taste 	<p>Data</p> <ul style="list-style-type: none"> • Breastfeeding levels are slightly higher than the Wakefield District • Reported levels of 5 a day eaten very high, therefore good knowledge of what is expected 	<ul style="list-style-type: none"> • Build on value of gardening, growing and picking berries / fruit – sharing skills formally and informally • Strengthen the links between those with poor diets and gardening / allotment activities – link in through wider benefits not only nutritional benefits • More work on accessibility of low cost healthy foods, developing healthier takeaway foods, giving residents cooking skills. • Targeted support at people who want to eat more healthily (e.g. men and young people) – what assets / support would encourage this?

continued



Appendix 5 - Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

	<p>Asset Mapping</p> <p>People talked about valuing gardening / the physical environment / allotments / picking berries etc in relation to learning new skills, achievement fun, having organised places to go to do these activities and to de-stress (not in relation to their nutritional value)</p>	<ul style="list-style-type: none"> • Building on connections to share healthy recipes e.g. between family members, different cultures, generations • People living alone coming together to cook and eat a healthy meal – more economical • Breastfeeding peer support workers in the area?
<p>Alcohol Consumption</p> <ul style="list-style-type: none"> • Drinking more of a problem amongst men and the 35-54 age group • More likely to have negative perceptions around their alcohol consumption • More likely to be annoyed by criticism of others in relation to drinking • More likely to have drunk alcohol first thing in the morning. • One fifth were concerned about how much they drink • 6% of those concerned about drinking did not want to reduce intake • For some adults who were dependent on alcohol this acted as a mechanism to cope with 	<p>Data</p> <ul style="list-style-type: none"> • Weekly consumption of alcohol appears to be less of a problem than average <p>Asset Mapping</p> <p>People talked positively about alcohol in relation to connections with partners / friends etc and as a de-stressor (e.g. through going out in their leisure time). In one case alcohol was also seen as part of a routine which enabled de-stressing e.g. putting the children to bed, reading them a story then glass of wine (each seen as equally valuable)</p>	<ul style="list-style-type: none"> • Targeted work around men and 35-54 group around number of units of beer etc. • Better understanding of the reasons behind the drinking (ie is it to mask debt problems etc) • Gain a better understanding around how we can deal with alcohol when it is seen as an asset by some people and could potentially be helping people to cope with low level stress issues
<p>Smoking</p> <ul style="list-style-type: none"> • Higher than average • Higher amongst men and younger age groups • ¼ did not want to stop - highest for males and those in the older age groups • 1/3 intended to stop in the next 2-6 months • Many who wanted to quit did not want to be referred to Stop Smoking Services 	<p>Data</p> <ul style="list-style-type: none"> • 30% of people stated they had given up smoking over the last 5 years • 88% of Junior school children say they do not want to smoke when they grow up 	<ul style="list-style-type: none"> • Gain a better understanding of why people don't want to stop • Better access to information about stopping smoking –including support groups and formal services • Developing peer mentors with those who have successfully given up-promotion of social norm (smokers are now in the minority)

continued



Appendix 5 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<ul style="list-style-type: none"> Higher levels of smoking in pregnancy 	<p>Asset Mapping – smoking not mentioned</p>	<ul style="list-style-type: none"> Promotion of smoke free homes to protect aspirations of young children Why do younger people not want to smoke when older? This could inform strengthening work with parents and grandparents and the approach that is taken around smoking education in schools
<p>Education</p> <ul style="list-style-type: none"> Perception that attainment levels are low Higher proportion NEETs Perception that young people have a lack of role models, poor parental skills/attitudes and a lack of future employment prospects Around half of the adults have no qualifications 	<p>Data</p> <ul style="list-style-type: none"> Higher proportion achieved five or more A-C grades at GCSE including English and Maths Levels of GCSE attainment have significantly improved markedly over the last few years Young people from Eastmoor do better than the average for the most deprived areas within the district. <p>Asset Mapping</p> <p>Good role models / local achievers held up as putting the area on the map</p> <p>Opportunities to learn formally and informally:</p> <p>Approach taken by schools encourage informal and formal learning, fun which results in achievement.</p> <p>Informal learning / education – after school activities, doing something different with children, gardening/allotments, arts/crafts, sporting skills – result in learning new things, de-stressing and achievement</p>	<ul style="list-style-type: none"> Developing the peer mentoring scheme within the high school Positively promoting achievement of local young people and the approach within the school Valuing and strengthening the informal learning opportunities as achievement in these may lead to more formal learning that may lead to volunteering/employment Provision of adult education in employability recognised courses.



Appendix 5 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<p>Income, Employment and Benefits</p> <ul style="list-style-type: none"> • Lower than average household income • People less likely to be working in professional or management roles • More likely to be working in lower skilled and manual jobs. • High unemployment rates and benefit claimants - a lot relating to incapacity or disability • Feeling that job prospects, wage levels and cost of living have worsened • Lack of employment opportunities and difficulty in getting jobs or a lack of skills to be able to work in their area of interest. • Problems with doorstep lenders 	<p>Asset Mapping</p> <p>Work not really discussed but learning / achieving/giving all related to improving well-being</p>	<ul style="list-style-type: none"> • Improvement in managing long term health issues and returning to work • Employment programmes to build on successes of role models who have entered into work • Unemployment levels is bad but its not the norm – build on this. Which groups / areas are doing really well in terms of getting into employment? Why? What assets support this?
<p>Crime and Community Safety</p> <ul style="list-style-type: none"> • The area has a bad reputation, based on rumours that are not true or over exaggerated • Higher levels of violent and criminal damage • Deliberate secondary fires increased slightly, • Less people felt safe during the day than • Less people felt safe after dark (37%) than the average (42%). • Perceptions of people dealing or using drugs are higher than average • Noisy neighbours/loud parties higher than average • Reported anti-social behaviour similar to average 	<p>Data</p> <ul style="list-style-type: none"> • Most types of crime reduced during 2009-2010 in the Eastmoor area, including vehicle crime and other burglary rates which are now less than half the district average. • Whilst this was lower than average, the majority of people (73%) said they felt safe during the day • A few residents suggested that the community should set up a Neighbourhood Watch scheme to help combat some of these issues. 	<ul style="list-style-type: none"> • Build on existing strengths relating to those who feel safe in the community – why, how and what impact this has? • What do local people think they can do / want to do to address some of the crime issues in their area? • Awareness raising that levels of reported ASB are similar to whole district • Work with communities to develop NW schemes



Appendix 5 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<p>Crime and Community Safety</p> <ul style="list-style-type: none"> • Reported anti-social behaviour similar to average • Similarly teens hanging around the streets (51%), vandalism and graffiti (44%) and people being drunk or rowdy (36%) were typical of the district averages. • Congregation of gangs makes some people feel unsafe, which restricts them from leaving home • ‘Anti-social’ behaviour related to perceived lack of positive activities in the area for young people. • For some of the respondents, the perceptions about the police were quite negative 	<p>Data</p> <ul style="list-style-type: none"> • For some respondents the police were perceived to be doing quite a good job as at times they acted quickly on cases reported and also undertook the occasional patrol in the area. <p>Asset Mapping – perceived safety of physical environment already mentioned</p>	
<p>Community Cohesion</p> <ul style="list-style-type: none"> • Nearly two-thirds of people within the area were satisfied with local area as a place to live (63%), however this is lower than the district average satisfaction level (72%). • Lowest proportions of people that felt they belonged to their immediate neighbourhood (42% in comparison with district average of 59%). • A much higher proportion of elected members and community activists felt they belonged (90%) • Elected members and community activists thought that other people living in the area were less likely to feel they belonged to the neighbourhood (70%). 	<p>Data</p> <p>See also ‘People’ for links to community cohesion between people from different backgrounds</p> <p>Asset Mapping</p> <p>Connections between family, friends and neighbours related to it being a good place to live/belonging.</p>	<ul style="list-style-type: none"> • Opportunities to build upon positive perceptions/levels of satisfaction by sharing and communicating positive stories. • What is causing the dissatisfaction/lack of sense of belonging? • Strengthen and promote the existing opportunities to connect in order to increase feelings of belonging – e.g. buddying between those that already feel like they belong and those who do not



Appendix 5 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

<p>Community Involvement</p> <ul style="list-style-type: none"> For those who did not use the centre, one of the barriers included proximity of their home to the community centre and the fact that they did not perceive where they lived to be part of the Eastmoor community. Barriers to involvement included lack of confidence to speak out, not enough time, dislike for attending community meetings, lack of funding, low representation from BME groups, keeping people engaged, not enough opportunities, fear of anti-social behaviour and a feeling that authorities do not listen, act quickly enough or take issues seriously. 	<p>Data</p> <p>In particular it was highlighted that there is a need to get different people to speak out about the good things in the area as well as the bad things. People also talked about more individual reasons for getting involved such as wanting to find out more about the area and socialising.</p> <ul style="list-style-type: none"> Those who said they were involved in the community were mainly those who had used the community centre before. Solutions to improve involvement suggested by Elected Members included greater awareness of others working in the community and access to expertise on finding and writing funding applications. <p>Asset Mapping</p> <p>Connections between local schools and parents reinforced perceptions of the schools and parents involvement in decisions (e.g. as governors)</p>	
<p>Community Organisations and Local Services</p> <ul style="list-style-type: none"> Perception that activities for teenagers and sport and leisure facilities had got worse. Perceived lack of facilities and community youth organisations (for 11+ years) Barriers to involvement included cost, parental encouragement and lack of awareness. Low level of awareness of the range of services that were available to them aside WDH, the police and health services. 	<p>Data</p> <ul style="list-style-type: none"> Feeling that community, cultural and youth activities or facilities had improved over the last 3 years Solutions suggested by young people included better promotion of activities, a student panel at City High, better use of local sports fields (e.g. for sports/ team games/community events), better sports organisations and St Swithuns needed to be more welcoming to young people. 	<ul style="list-style-type: none"> Lots of community activities available: Better promotion through word of mouth through connections within the community as this appears to be a successful way of sharing information Are the existing activities suitable for those who are not involved/think activities have worsened? What are their strengths / interests etc? Is there anything that they can get involved in the local area? Can they help to get something going for like-minded people.



Appendix 5 - Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

<p>Community Organisations and Local Services</p> <ul style="list-style-type: none"> Some people had little knowledge about the services provided by St. Swithuns 	<p>Data</p> <ul style="list-style-type: none"> Young people also suggested fun activities during summer holidays, a sports centre which everyone can access and education on the benefits of physical activity. Young people believed they should organise some things for themselves Community anchors in the area were considered to be St Swithuns Community Centre, local schools, churches and mosques, rugby club, Clarke Hall, the hospital, Neighbourhood Policing Teams and Stanley Royd playing field Key figures in the community included people working at these organisations but also included Wakefield and District Housing, local businesses and shopkeepers, the bus service and neighbours See below table <p>Asset Mapping</p> <p>Lots of opportunities to join in activities for adults and young people. Reinforced by:</p> <p>Community agencies working together</p> <p>Community organized</p> <p>Community organizer (e.g. Majid) – ‘care enough to organize something’</p> <p>Friendly face/ someone to talk to</p> <p>Meet new people (not just those from area), friends, chatting</p> <p>Everyone is equal – shared interests</p> <p>Being part of something</p>	<ul style="list-style-type: none"> Build on existing assets/ community groups to develop more opportunities for involvement
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Appendix 5 - Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Eastmoor including implications for the JSNA and future commissioning

Community Organisations and Local Services (continued)

A third sector mapping exercise highlighted a range of voluntary and community organisations within the Wakefield Central area across different subject areas. The table below summarises the numbers of organisations in each category for the Wakefield Central area and the whole Wakefield district.

	Wakefield Central	Total (across District)
Action Group	22	171
Advice and Counselling	7	25
Advocacy & Legal Services	4	16
Animals	1	13
Arts & Interests	35	140
Charitable Trusts	13	82
Community Use Spaces	9	57
Employment & Training	2	12
Environment	7	55
Faith Organisation	44	163
Health & Social Care	33	143
History, Heritage & Culture	6	49
Housing	6	21
Infrastructure Organisation	3	51
Learning & Education	22	112
Membership Group	32	160
Social Enterprise	14	28
Sport, Leisure & Fitness	45	287



Appendix 6 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Warwick including implications for the JSNA and future commissioning

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<p>People</p> <ul style="list-style-type: none"> • Younger age profile than the • High proportion of residents are White British • Nearly half of children (under 16) live in poverty • People from different backgrounds get on well together lower than average (56% and 67%). Perception that there were some racist attitudes within the area and that people from different areas don't mix well (even those from Ferrybridge, Knottingley and Warwick). • Feeling that the area had been 'labelled' as a rough area and as an area that is considered to have a bad name. 	<p>Data</p> <ul style="list-style-type: none"> • Perception that people from different backgrounds got on well because people tended to stay in the area people are mostly from the same background and with it being a mining community there was a mix of people from the start (Scottish, Durham and Yorkshire). <p>Asset Mapping</p> <p>Connections existed between families and neighbours which was reinforced by families staying in the area and the local feel to the area.</p>	<p>How do people who are new to the area feel? E.g. does the 'local' feel to the area affect their sense of belonging? Potential for reducing isolation / emotional well-being issues through connecting new residents into the community.</p>
<p>Housing</p> <ul style="list-style-type: none"> • Lower house prices, gap widened since 2008 • Less people have their own property • High proportion of houses rented by WDH • Highest proportion of single person households • Perception that as there is no waiting list for housing the area can attract the worst tenants 	<p>Data</p> <ul style="list-style-type: none"> • Low levels of barriers to housing and access - due to accessibility of WDH services/ open door etc. Current investment programme • Less people in non-decent homes than average • Similar levels of overcrowding to the average 	



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WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<p>Environment</p> <ul style="list-style-type: none"> • Poor perceptions of cleanliness of public land, rubbish or litter, parks and open spaces • More flytipping • Perception of cleanliness, crime, dog fouling, broken glass and litter as main issues in area • Access to nature worsened over the last 3 years • Feeling that clean streets, road repairs and shopping facilities worsened over last 3 years • Feeling that area was run-down and put to the bottom of the list in terms of regeneration 	<p>Data</p> <ul style="list-style-type: none"> • Elected members perceived access to parks and open spaces had got better over the last 3 years. • 2/3 Warwick estate classed as Greenspace • Higher satisfaction with local tips/recycling centres and refuse collection services • Good access to services <p>Asset Mapping</p> <p>People valued and appreciated the local environment as a place to de-stress, be active and get away from things, which was reinforced by:</p> <p>Feeling safe A place to be with others e.g. friends / children A place to play Accessibility/quantity</p>	<ul style="list-style-type: none"> • Build on the enthusiasm of the people who value the local environment to: • Increase awareness levels of green spaces • Share their stories on how and why they use the local environment • Build on respect for environment in the area to tackle litter and waste issues e.g. young people to tackle littering issues & dog walkers to respect local environment for the benefits it brings local communities • Get involved in local planning and environmental improvement decisions in the local and develop skills for them to get involved in delivering improvements
<p>Health and Health Care</p> <ul style="list-style-type: none"> • High levels of life years lost under 75 • High levels of lifelong illness e.g. heart disease, stroke, diabetes and COPD, blood pressure • Poorer management of long-term conditions • Higher than average emergency hospital admissions • Lower satisfaction with local GP's and local hospital • Worse health outcomes than average (e.g. pain, physical functioning and general health) 	<p>Data</p> <ul style="list-style-type: none"> • Better levels of life years lost under 75 than some of the other deprived wards within the District • Diabetic patients at both surgeries have better management of HbA1c than the District average • Access to dental care does not appear a problem • Knottingley area as a whole has better health outcomes than other deprived areas (e.g. Eastmoor, Airedale and Ferry Fryston and Kinsley and Fitzwilliam) 	<ul style="list-style-type: none"> • What are the assets that enable low levels of BP problems? • What enables people who manage their conditions well e.g. specifically those with diabetes - what assets exist to support those who don't cope quite so well? • GP to identify those who are effectively managing diabetes (and other long term conditions) to see if they could act as champions to help others • Concentrated effort by GP on early identification of long term conditions, and self management

continued



Appendix 6 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Warwick including implications for the JSNA and future commissioning

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
	<ul style="list-style-type: none"> • Good access to health services with improved access with the relocation of the surgery 	<ul style="list-style-type: none"> • Direction into existing activities or support such as walking/ gym/healthy eating/allotments/ local environment to help with lifestyle • Building support information into the existing groups e.g. craft clubs. • Possibility of co-production between school gym and GP surgery for self help sessions.
<p>Long-term conditions: Need for Help/Support</p> <ul style="list-style-type: none"> • Lower levels of support for those who need it • Less support for tasks such as cleaning and meals • Lower levels of social care support 	<p>Data</p> <ul style="list-style-type: none"> • Less need for help / support with daily tasks • More support received for dressing, shopping, getting around inside and outside, bathing and going to the toilet • Evidence of co-production of support • Husband/wife/partner – main source of support for all activities – mainly cleaning/ housework, meals, shopping, getting around outside • Family provided support for cleaning, shopping, and getting around outside • Friends support for shopping, cleaning and getting around outside • Low levels of social care support for basic day to day needs e.g. bathing, dressing and shopping <p>Asset Mapping Connections between neighbours in particular which acts as a support mechanism when people are in need. Connections with family – strong due to having people in the area to visit and families staying in the area.</p>	<ul style="list-style-type: none"> • Co-ordination of care between partners, family, friends and social care • Strengthen support to those who do informal care duties • Share, value and build on the personal positive stories of how ‘neighbourliness’ and caring improves quality of life for those who need a bit of informal support. • Why are less people who need support not getting it? Especially when connections between family, friends and neighbours are so strong? Build on this to strengthen assets so that those who need support get it.



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WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<p>Emotional, Social and Mental Well-being</p> <ul style="list-style-type: none"> • Social well-being issues appear more problematic than physical health • Emotional well-being issues as problematic as physical health • Higher levels of poor mental well-being e.g. feeling downhearted, very nervous, so down in the dumps nothing could cheer you up, problems with feeling calm or peaceful, unhappiness • 1/5 had emotional or physical health problems that had interfered with social activities • Higher levels of emotional problems affecting daily activity • Much more people say they are lonely • Much higher rates of depression 	<p>Asset Mapping</p> <p>All of the content related the things that made them strong, de-stress, keep healthy:</p> <p>Connections with neighbours, family and friends, organised community activities and opportunities to have their say.</p> <p>Learning opportunities, both formal and informal that were enjoying, practical, creative and organised created a sense of achievement, time to self, coping mechanisms and confidence/enthusiasm to get others involved/help others.</p> <p>Opportunities to be active through structured/organised activities, the physical environment etc</p> <p>Giving – particularly neighbours supporting individual’s needs or working together to address a collective need.</p> <p>Taking notice of the local environment and other opportunities as time to reflect on emotions and get away from things.</p>	<ul style="list-style-type: none"> • Who in the community has the best emotional and mental well-being? What are the assets that reinforce or generate this? • Could the higher diagnoses rates indicate that people are having longer un-cured bouts of depression? Potential for early diagnosis/ GP’s being involved in linking to a range of provisions or assets for mental well-being. • How can the assets identified be better used/strengthened to support others to cope better with stress or positive mental-wellbeing? • Strengthen more informal support groups – not geared towards dealing with problems. Most valued are those that involve fun, free/inexpensive activity, chatting, connecting, environment, informal learning (practical) and being giving something back to the community • Work with people already involved in groups to identify other people who would benefit from some support e.g. single people living alone/without family nearby who could be lonely

continued



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WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
		<ul style="list-style-type: none"> • Landlord to identify residents with no immediate family / local friends - sign post to activities or buddy with another tenant • Development of community networks that invite people to attend activities, more word-of mouth rather than commissioning extra projects • Share, value and build on the personal positive stories of how 'neighbourliness' and improves quality of life for those who need a bit of informal support
<p>Weight</p> <ul style="list-style-type: none"> • Year Reception higher percentage of overweight children • Higher levels of adult obesity • Possible that some people living within the area are not aware that they have a weight problem 	<p>Data</p> <ul style="list-style-type: none"> • Year R Lower percentage of obese & overweight children (combined) • Year 6 – lower than average overweight/obesity issues • Nearly half of secondary school pupils surveyed wanted to lose weight • Links to positive data below in physical activity and nutrition section 	<ul style="list-style-type: none"> • Preventative work to ensure that those children who are 'overweight' do not fall into the 'obese' category – see below solutions • See physical activity and nutrition sections
<p>Physical Activity</p> <ul style="list-style-type: none"> • Less people were doing good levels of moderate and vigorous activity • More people within the area doing no activity • Lower proportion wished to increase activity levels • Higher proportion did not know whether they wished to increase activity levels. Possible lack of awareness of what is available in the area or low awareness of whether they are doing sufficient amounts of activity 	<p>Data</p> <ul style="list-style-type: none"> • 2/3 of area green space • 52.5% state they want to improve their levels of physical activity • Levels of walking or cycling to work are higher • Very high levels of walking to school • 58% of secondary school pupils like activity 'a lot' or 'quite a lot' 	<ul style="list-style-type: none"> • See environment section • Ensure that funding for physical activity initiatives in the area takes into account and builds on the value that the local environment brings to promoting activity e.g. through environmental improvement linked to community involvement • What assets exist to support people to lead an active lifestyle and value this? • Build on what reinforces people to value their local environment as a place to be active, de-stress etc rather than pushing the 'physical activity' message

continued



Appendix 6 – Summary of Deficit Based Intelligence and Asset Based Pilot Mapping for Warwick including implications for the JSNA and future commissioning

WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<ul style="list-style-type: none"> Health was more of a barrier to participation in various activities e.g. walking half a mile / 100 yards 	<p>Asset Mapping</p> <p>Environment was the biggest asset highlighted in relation to activity (e.g. canal side/river, fields, Adventure playground (Addy), parks, small green spaces). Doing physical activity was not the only focus! – Use as somewhere safe, somewhere to be with others, somewhere to play and somewhere to get away from things.</p> <p>Other assets in relation to being active emerged: included structured activities reinforced by the fact that it is organised and the characteristics of the organiser</p> <p>Other assets that encourage people to be active included other activities (e.g. Bike riding, karate, walking/ dog walking).</p>	<ul style="list-style-type: none"> Build on what reinforces people to value structured activity – e.g. organised activity, personality and enthusiasm of the organiser, de-stressing Social norms approaches around the fact that a lot of people are walking to school and work– strengthen these individuals / groups as champions Something around building on the existing connections to enable those who want to take part but cant due to health reasons are supported Development of community networks that invite people to attend activities, more spreading the news /word-of mouth -re what's happening- rather than commissioning extra projects More activity to facilitate behaviour change and address barriers



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<p>Diet and Nutrition</p> <ul style="list-style-type: none"> • Higher levels of people who did not know how healthy their diet was. • More said that they would like to eat a healthier diet 	<p>Data</p> <ul style="list-style-type: none"> • Breastfeeding levels are slightly higher than the Wakefield District • Reported levels of 5 a day eaten high (similar to average), therefore good knowledge of what is expected • Higher awareness that diet is not healthy • Better access to supermarket <p>Asset Mapping</p> <p>People did not really talk about nutrition /grow your own in relation to any of the questions that were asked. One person mentioned how the cooking course at Warwick Womens was good. However, some talked about specific gardens and open spaces that made the area a good place. Some also talked about specific places that could be better used. Neighbour talked about communal gatherings in the summer.</p>	<ul style="list-style-type: none"> • Build on value of gardening to promote growing and sharing of skills (also links to activity) • Build on the enthusiasm / sense of pride that young people had around particular nice gardens making the area a good place to live • As people value to the local environment – could they not have a growing project / planting of food for free e.g. berries and fruit trees • Targeted support at people who want to eat more healthily – what assets / support would encourage this? • Building on connections to share healthy recipes e.g. between family members, neighbours etc, generations (through recycled teenager and youth groups) • People living alone/neighbours who already have good connections coming together to cook and eat a healthy meal – more economical. Identify best approach e.g. cooking course / does someone in the community have these skills to help? • Breastfeeding peer support workers in the area?



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<p>Alcohol Consumption</p> <ul style="list-style-type: none"> • Weekly consumption of alcohol appears to be more of a problem than average • More likely to have negative perceptions around their alcohol consumption • More likely to be annoyed by criticism of others in relation to drinking • Possible awareness issues around levels of drinking and harm as less people had ever felt they should cut down on their drinking • More likely to have drunk alcohol first thing in the morning • 15% were concerned about how much they drink • Less people felt concerned about their drinking than the proportion of people who stated they felt they should cut down on their drinking • Possible that some people who have at one point felt they drink too much are not concerned about this. Could be related to them drinking less now than they have in the past, a lack of awareness of the harm it can cause or simply a lack of concern over the amount being consumed 	<p>Asset Mapping</p> <p>People talked positively about the local pubs and clubs as being an asset and a place to connect with families and others. It was seen as a place for parties/celebrations/somewhere for adults to go, somewhere with happy memories (not just for drinking)</p>	<ul style="list-style-type: none"> • Alcohol work to recognise the value of the local pub as a place for socialising and celebration as well as building on awareness of alcohol consumption • Better understanding of the reasons behind the drinking (i.e. is it to mask debt problems etc) • Gain a better understanding around how we can deal with alcohol consumption problems when the pub is seen as an asset by some people. This includes better understanding of the characteristics of problematic drinkers e.g. stay at home / pub drinkers? Wider influences?



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<p>Smoking</p> <ul style="list-style-type: none"> • Much higher than average (especially priority area) • 1/3 believed that smoking has no impact on a person's health. Possible implications on preventing people from starting smoking in the first place. • 37.6% did not want to stop • Most who wanted to stop said they 'intend to stop but not in the next 6 months' • Smoking in pregnancy is particularly high in the Warwick priority area 	<p>Data</p> <ul style="list-style-type: none"> • 20% of people stated they had given up smoking over the last 5 years • 40% have never smoked <p>Asset Mapping</p> <p>Smoking highlighted as an asset that helps people de-stress, reasons given for this were time away from kids and talking to other smokers.</p>	<ul style="list-style-type: none"> • Gain a better understanding of why people don't want to stop (in addition to it being a coping mechanism) • Awareness raising of the health implications of smoking. • Work around preparing/ building people up to stop as high proportion plan to stop in long-term not immediately e.g.removing barriers or triggers that cause people to smoke/developing alternative coping mechanisms (e.g. developing support within existing community assets) • Developing peer mentors with those who have successfully given up-promotion of social norm (smokers are now in the minority) • Promotion of smoke free homes to protect children – parents have said they do it for time to think / get away from kids – SmokeFree social marketing campaign in New Zealand targeted at parents highlighted that 'its only a step away'. Showing that its easy and gives parent bit of time outside away from kids.



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<p>Education</p> <ul style="list-style-type: none"> • Lower achievement of five or more A-C grades at GCSE including English and Maths than the district average (20.8% and 50.2%) • Much higher proportion of NEETs • Perception that young people in the area have a lack of access to training opportunities, which could contribute to young people having lower aspirations for future life • Over half of the adults have no qualifications (56.4%), Possible implications on the support that young people receive from family members and wider support networks throughout the time in education and beyond 	<p>Asset Mapping</p> <p>Opportunities to learn formally and informally: Connections with teachers due to them being supportive Adult learning opportunities e.g. practical skills and coping mechanisms Creative learning – e.g. card and kite making Opportunities to have their say e.g. at community meetings etc</p>	<ul style="list-style-type: none"> • Developing a peer mentoring scheme within the high school • Positively promoting achievement of local young people – raise aspirations • Schools developing a system that not only values GCSE educational achievement but small/incremental improvements in achievement • Valuing and strengthening the informal learning opportunities as achievement in these may lead to more formal learning that may lead to volunteering/employment • Provision of adult education in the schools / through groups that are valued locally e.g. Warwick Women’s Group • Strengthen links to learning that develops practical skills for peoples’ everyday life/skills that strengthen individuals’ ability to support other community members
<p>Income, Employment and Benefits</p> <ul style="list-style-type: none"> • Lower than average household income • People less likely to be working in professional or management roles • More likely to be working in lower skilled and manual jobs. • High unemployment rates and benefit claimants - a lot relating to ‘looking after home / family’ and higher proportions of ‘retired’ and ‘permanently sick/disabled’, disability/incapacity • Feeling that job prospects, wage levels and cost of living have worsened • Perception that young people in the area have a lack of access to employment opportunities, which could contribute to young people having lower aspirations for future life 	<p>Asset Mapping</p> <p>Employment not really discussed but learning / achieving/giving all related to improving well-being.</p>	<ul style="list-style-type: none"> • Improvement in managing long term health issues and returning to work • Employment programmes to build on successes of role models who have entered into work • Unemployment levels are bad but it’s not the norm – build on this. Which groups / areas are doing really well in terms of getting into employment? Why? What assets support this?



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<p>Crime and Community Safety</p> <ul style="list-style-type: none"> • Less people felt safe during the day than average • Less people felt safe after dark (24%) than the average (42%). • Reported anti-social behaviour much higher than average • Crime levels are higher than average • Teens hanging around the streets, vandalism and graffiti, people using or dealing drugs and people being drunk or rowdy were higher than the district averages. • ‘Anti-social behaviour’ perceived as being one of the main issues within the area • Awareness of particular crime and anti-social behaviour issues including alcohol and drug problems, joy-riding, the area becoming run-down due to vandals and teenagers and lack of things for teenagers to do. • Perceived lack of respect, lack of fear of the police and lack of police presence resulting in people not getting caught 	<p>Data</p> <ul style="list-style-type: none"> • Most types of crime reduced by 50% during 2009-2010 in the Warwick area, bringing the rates more in line with the district average. • Historical problem with arson has fallen from 111 deliberate secondary fires in 2008/09, to 50. • Noisy neighbours/loud parties lower than average • Whilst this was lower than average, the majority of people (73%) said they felt safe during the day • Perception that local Neighbourhood Policing Team have developed a good relationship with the youths causing anti-social behaviour. <p>Asset Mapping – perceived safety of physical environment already mentioned</p> <p>Evidence of neighbours working together to address problems in the local area e.g. ASB</p> <p>Also evidence that people feel valued that organisations such as the police are now asking them what the issues are</p>	<p>Build on existing strengths relating to those who feel safe in the community – why, how and what impact this has?</p> <p>Build on the connections that people have with neighbours, family, friends to support each other when problems occur.</p> <p>Continue and build on the good relationships between residents and the police. Strengthen involvement through the existing connections that those who are involved have.</p> <p>What do local people think they can do / want to do to address some of the crime issues in their area?</p> <p>Awareness raising that levels of arson and other types of crime have improved.</p> <p>Work with communities to develop NW schemes</p>
<p>Community Cohesion</p> <ul style="list-style-type: none"> • Two-thirds of people within the area were satisfied with local area as a place to live (67%), however this is lower than the district average satisfaction level (72%). • Lower proportions of people that felt they belonged to their immediate neighbourhood (55% in comparison with district average 59%). 	<p>Data</p> <ul style="list-style-type: none"> • See also ‘People’ for links to community cohesion between people from different backgrounds • A much higher proportion of elected members and community activists felt they belonged (67%) 	<ul style="list-style-type: none"> • Opportunities to build upon positive perceptions/levels of satisfaction by sharing and communicating positive stories. • What is causing the dissatisfaction/lack of sense of belonging?

continued



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WHAT? Needs / Deficit Based Intelligence	WHAT, WHY AND HOW? Positive Data and Asset Based Pilot Data	SO WHAT? Commissioning delivery based on rich picture
<p>Community Cohesion</p> <ul style="list-style-type: none"> Elected members and community activists thought that other people living in the area were less likely to feel they belonged to the neighbourhood (50%). Belief that other people didn't feel they belonged to the community as some feel that the area has been left behind or that they see it as a bad place to live. 	<p>Asset Mapping</p> <p>Connections existed between families and neighbours which was reinforced by families staying in the area and the local feel to the area</p>	<ul style="list-style-type: none"> Strengthen and promote the existing opportunities to connect in order to increase feelings of belonging – e.g. buddying between those that already feel like they belong and those who do not – informal word-of-mouth communication about what is going on in the community
<p>Community Involvement</p> <ul style="list-style-type: none"> Lower proportion would like to be more involved in the decisions that affect their local area (16% and district 22%) Low proportion felt they could influence decisions affecting their local area (13% and 23%). Lowest proportion of people who felt informed about how to get involved in local decision-making (13%) across the District (District average 24%). Elected members and activists who said they couldn't influence decisions said that apathy meant that people may not want to have any influence. Barriers to involvement included difficulties around encouraging more people to be involved, lack of people to talk to in community, apathy, lack of financial support, time constraints, lack of interest, advertising does not work and lack of community spirit. 	<p>Data</p> <ul style="list-style-type: none"> Elected members and activists felt more able to influence decisions in the local area (58%) 70% of people had been involved in decisions that affect their local community in the past 12 months (including planning trips for deprived children, the regeneration of Acacia Park and the litter pick). Things that motivated people ranged from people wanting to make a difference in the area for their friends and other people in the area, wanting to help out, getting others involved, enjoyment of being part of a community group and appreciation for being involved. <p>Asset Mapping</p> <p>Opportunities for people to have their say where their views were listened to and valued made them feel de-stressed. This also seemed to result in people feeling more enthusiastic or them taking on responsibility for doing things themselves / together with others.</p>	<ul style="list-style-type: none"> Build on the fact that there are people that would like to be more involved. How would they like to be more involved? What are their interests/skills/passion points? - Can we link involvement through these? What would support this? Drive up awareness of how to get involved in local decision making and confidence /skills to do so. E.g. word-of-mouth through those who have had positive experiences of being involved / through groups etc where people are already involved to some extent Informal learning opportunities for sharing experiences / skills gained by those who have become involved (e.g. how they did so and what their experience was like)



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<p>Community Organisations and Local Services</p> <ul style="list-style-type: none"> • Feeling that there is nothing for children and teenagers to do and that this had worsened over past 3 years (community members/activists) • Feeling that the area had been ‘bypassed’, ‘had not been well invested in’, was at the ‘bottom of the list when it comes to regeneration’ and had ‘not had much attention in years’ 	<p>Data</p> <ul style="list-style-type: none"> • Elected members felt that activities for teenagers and community activities had improved over the last 3 years • Community anchors in the area were considered to be the children’s centre, schools, Old Quarry playground, shops, Pinewood Place and Warwick Women’s premises. Key figures in the community included people working at these organisations such as teachers, headteachers, Circle of Friends, Neighbourhood Policing Team, Cllr Graham Stokes, Vanda Dunnachie at Wallbottle Pub, volunteers at Warwick Community Centre, Crafty Folk, Rebeka Heyles, Treena Dunn and Jeanette Parker • See below table <p>Asset Mapping</p> <p>A number of opportunities to join in activities for adults and young people. Reinforced by: Getting together with people Feeling safe/welcomed To get out Communication Characteristics of community organizer Community organized Free/inexpensive Opportunities to ‘get out’/ ‘get away from it’ Doing things as a group Support and help offered by these places Young people – supervised events with rules and regulations with an outcome</p>	<p>Some existing community activities available:</p> <ul style="list-style-type: none"> • Better promotion through word of mouth through connections within the community • Are the existing activities suitable for those who are not involved/think activities have worsened? What are their strengths / interests etc? Is there anything that they can get involved in the local area? Can they help to get something going for like-minded people. • Strengthen involvement in existing groups taking account the reasons that local people have classed them as assets (reinforcers) • Build on existing assets/ community groups to develop more opportunities for involvement



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Community Organisations and Local Services (continued)

A third sector mapping exercise highlighted a range of voluntary and community organisations within the Wakefield Central area across different subject areas. The table below summarises the numbers of organisations in each category for the Wakefield Central area and the whole Wakefield district.

	Knottingley & Pontefract	Total (across District)
Action Group	19	171
Advice and Counselling	1	25
Advocacy & Legal Services	0	16
Animals	0	13
Arts & Interests	9	140
Charitable Trusts	16	82
Community Use Spaces	10	57
Employment & Training	1	12
Environment	3	55
Faith Organisation	13	163
Health & Social Care	14	143
History, Heritage & Culture	6	49
Housing	0	21
Infrastructure Organisation	0	51
Learning & Education	8	112
Membership Group	23	160
Social Enterprise	3	28
Sport, Leisure & Fitness	33	287

