

# Sport England Place Expansion Insight

Personal Learning & Stewardship  
Weekly Reflective Logs  
(retrospective)

22.01.26



CITY BOYS

Why are you  
active? What motivates  
you?

Do you do every  
thing 100%?

What job  
do you do  
Do you like everything you do?

What motivates  
you to be active?

How Active do you

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to do

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Do you

## Personal Learning & Stewardship

### Why This Approach Is Legitimate — and What the Programme Needs to Learn

This section sets out the **personal and leadership learning** that underpins the Weekly Insight Logs that follow. It explains why this way of working is legitimate, how it has been shaped by sustained place-based practice, and why it now requires **learning at Steering Group and programme level**, not increased oversight.

The insight documented across these logs did not emerge accidentally. It is the result of **deliberate leadership choices** made over time — beginning as early as May 2025 — under real conditions of pressure, uncertainty, fatigue, and scrutiny. Those choices were about **pace, power, integrity, and stewardship**.

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#### 1. Legitimacy Comes from Stewardship, Not Permission

A core learning across this period is that **place-based legitimacy is not conferred by programme structures**. It is earned through **long-term presence, consistency, and care**.

This learning was reinforced early on when Hartlepool Sport's research team and leaders joined the SeaChange programme convened by Joseph Rowntree Foundation and partners. Community research training consistently emphasised that legitimacy comes from *how* learning is held, not how quickly it is produced.

Across the logs, this translated into leadership decisions to:

- Prioritise trust over speed
- Maintain continuity of people and relationships
- Resist over-formalising informal, relational engagement

These were not acts of resistance. They were acts of **stewardship** — holding responsibility for people, place, and learning even when programme expectations pulled in a different direction.

The system often equates legitimacy with compliance. Lived experience suggests otherwise. Without stewardship, compliance can generate activity but not trust — and trust is the currency Pride in Place and Place Expansion ultimately depend on.

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#### 2. Early Concerns Were Leadership Learning, Not Obstruction

From May and June onwards, early concerns were raised about the emerging Place Expansion model. These concerns were not ideological or oppositional. They were grounded in:

- Community research principles learned through SeaChange
- Long-standing place-based practice in Hartlepool
- Early signals that pace, uniformity, and retrospective certainty were being privileged over learning integrity

Rather than suppressing this tension, a conscious leadership decision was taken to **log concerns as learning**. This later proved critical when compliance pressure intensified and requests were made for retrospective precision that risked distorting how insight had genuinely been gathered.

The learning here is explicit:

**Naming misalignment early is a form of system care, not resistance.**

This is an important distinction for programme leadership to absorb.

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### **3. Compliance Pressure Is a Diagnostic Signal, Not a Local Failure**

A further learning across this period is that **intensified compliance pressure often signals uncertainty upstream**, rather than failure downstream.

This became particularly visible in January, when requests were made for retrospective weekly reflection logs. This occurred despite the existence of rich, cumulative insight; clear articulation of how that insight had been gathered; and explicit honesty about where weekly precision was not possible.

It is important to acknowledge that the requirement for weekly reflective logs formed part of the project contract, and that the Steering Group was right to expect reflective practice to be evidenced. Hartlepool Sport supports legitimate reflection and has a well-established track record of open, transparent learning, as demonstrated through its published insight reports.

The development of a comprehensive *Principles of Community-Owned Learning* document, alongside sustained system mapping and multiple published insight reports, constituted clear evidence that reflective practice was already embedded and operating at depth. These outputs represented reflective learning made public and accountable, rather than performative compliance confined to weekly reporting cycles.

The tension arose not from the principle of reflection, but from the timing and form of the request. Producing retrospective weekly narratives would have required reconstructing certainty that did not genuinely exist. A conscious decision was therefore taken to **refuse fabrication**, even where superficial compliance would have been easier. This was a leadership choice grounded in research ethics, learning integrity, and the protection of community trust.

What this revealed is that:

- Pressure for certainty often increases when systems themselves are uncertain
- Retrospective neatness can undermine trust and distort learning
- Honest ambiguity is more valuable than false precision

In response, and once insight activity had scaled, Hartlepool Sport introduced a structured, ABCD-aligned weekly Insight Log from January 2026, enabling reflection to be held in real time and with integrity.

This is not an administrative issue. It is **systems intelligence**. Learning that is requested after the fact, rather than supported as it emerges, reveals a misalignment between programme design and the conditions required for ethical, place-based learning

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### **4. Insight Quality Improves When Power Is Explicit — Not Disguised**

Another consistent learning is that **insight quality is directly linked to how power is handled**, not whether co-design is claimed.

This is why decisions were taken to:

- Onboard volunteers as trusted insight gatherers
- Co-design questions with Eskdale children
- Engage the Wadokai Future Leaders in shaping insight framing

Alongside this, a crucial leadership choice was made regarding youth governance.

### **The Youth Advisory Board – Broad Principles**

The **Youth Advisory Board – Broad Principles** were authored by **Hartlepool Sport leadership**.

They were written deliberately by an adult leader, drawing on sustained youth engagement, system learning, and Pride in Place values, to:

- Set clear ethical guardrails for youth participation
- Make power, influence, and accountability explicit
- Avoid placing the burden of governance design on young people

This reflects an important piece of leadership learning:

**Responsible co-design requires adults to own the power they hold, rather than disguising it.**

Young people should not be asked to design the systems that govern them. Adults must design systems that are worthy of young people's participation.

This approach contrasts sharply with common programme practice, where co-design is claimed while real decision-making remains hidden. Here, power is named, bounded, and made accountable.

## **5. Pace Is a Moral Choice in Place-Based Work**

December surfaced a difficult but necessary learning: **pace is not neutral**.

The decision for the Hartlepool Sport team to pause on 12 December — after sustained, non-stop delivery — and to slow into consolidation, co-design, and reflection was not a delivery failure. It was an **ethical choice**.

Winter conditions made visible what is often hidden:

- Fatigue erodes trust faster than missed outputs
- Constant acceleration privileges systems over people
- Recovery is a prerequisite for ethical, high-quality learning

This period demonstrated that **care, rest, and reflection are system features**, not indulgences. Place-based work that ignores this will repeatedly burn through capacity and goodwill.

## **6. Infrastructure Work *Is* the Work**

Perhaps the most important learning across this entire period is this:

**Learning infrastructure is not a precursor to delivery — it is delivery at system level.**

Sustained effort went into:

- Building a defensible, honest Insight Log
- Developing Principles of Community-Owned Learning
- Co-designing and testing the Theory of Change with lived experience
- Distributing insight capacity to volunteers, children, and young people

This work does not always look like “activity”. But without it, activity becomes shallow, extractive, or unsustainable.

If Place Expansion — now operating under the Pride in Place banner — is serious about long-term change, then **governance, learning integrity, and trust-building must be treated as first-order outcomes**, not overheads.

### **A Quiet but Firm Challenge to Programme Leadership**

The question now is not whether Hartlepool Sport has complied.

The evidence in the Weekly Insight Logs demonstrates:

- Integrity under pressure
- Early and sustained alignment with community research principles
- Leadership that names power rather than obscuring it
- Investment in infrastructure rather than short-term optics

The more important question is this:

### **What does the wider programme need to learn from this place?**

Specifically:

- How legitimacy is built and protected over time
- How early concerns function as learning, not disruption
- How insight quality improves when power is made explicit
- How pace, care, and stewardship strengthen — rather than slow — impact

If Pride in Place and Place Expansion are to mature as systems, they must become capable of **learning from places that hold the line**, not simply monitoring them.

The invitation is to shift from **oversight to shared learning**, and from **assurance to stewardship**.

As always, this learning is offered in the spirit of strengthening the programme, not defending a position.

#### **Important note**

- Logs mix **dated, partly cumulative**, and **fully cumulative** insight by design
- This reflects *how learning actually occurred*
- Confidence ratings relate to **pattern strength**, not statistical certainty
- Where “High confidence” is repeated, triangulated observation across time and sources, it doesn’t show predictive certainty
- These learnings are place-specific in form, but system-relevant in principle.

## HARTLEPOOL SPORT

### PLACE EXPANSION – WEEKLY INSIGHT LOGS

**PERIOD: MAY–JUNE 2025**

*(Early phase; pre-Pride in Place naming)*

During this period the programme was operating under the Long Term Plan for Towns banner. The name “Pride in Place” was adopted later in 2025 and is not applied retrospectively to activity or learning from this period.

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#### **WEEK COMMENCING: 5 MAY 2025**

**Flag:** ⚠️ *EARLY PHASE – SYSTEM & RESEARCH ORIENTATION*

#### **Locality / Thematic Focus**

Early Place Expansion; research capability; community insight foundations

#### **1. Where Did This Insight Come From?**

This week marked the **start of Hartlepool Sport’s research team and senior leaders engaging in the SeaChange programme**, alongside partners convened by the Joseph Rowntree Foundation.

Insight emerged from:

- Introductory SeaChange sessions
- Early training discussions on **community-led research**
- Reflection within the Hartlepool Sport team on how existing insight practices aligned (or did not align) with SeaChange principles

This was not delivery-facing work. It was **orientation and learning**, setting the tone for how insight would be gathered and held.

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#### **2. What Did People Say, Do, or Avoid?**

Across early sessions and discussions:

- Strong emphasis was placed on **research as a relationship**, not a data exercise
- Facilitators and partners repeatedly warned against extractive or transactional engagement
- Participants were encouraged to sit with uncertainty rather than rush to conclusions

Within the Hartlepool Sport team, there was early recognition that:

- Much existing insight work already aligned with these principles
- Programme compliance expectations elsewhere did not always reflect this ethos

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### 3. What Matters Most to People Here (Right Now)?

At this early stage, what mattered most was:

- Building **research confidence and integrity**
- Understanding how to involve communities as partners, not subjects
- Avoiding harm through rushed or poorly designed engagement

This resonated strongly with existing Hartlepool practice and values.

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### 4. Assets, Strengths, and Hidden Capacity

- A research team already experienced in relational, place-based work
  - Existing trust with communities that could support deeper insight
  - Leadership openness to learning rather than defaulting to “delivery mode”
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### 5. Frictions, Barriers, and System Signals

Early tension surfaced between:

- SeaChange’s emphasis on **slow, ethical, community-owned research**
- Emerging Place Expansion expectations around pace, outputs, and reporting

This was noted as a **potential future risk**, not yet a conflict.

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### 6. What Changed (or Might Change)?

- Shift in internal language from “gathering insight” to **hosting learning**
  - Early decision to treat SeaChange principles as **non-negotiable guardrails**
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### 7. Implications for What We Do Next

- Invest time in research training before scaling engagement
  - Resist pressure to shortcut learning processes
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### 8. Confidence Check

- **Confidence:** Medium–High
  - Based on alignment between SeaChange principles and lived practice
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## WEEK COMMENCING: 12 MAY 2025

Flag: ⚠️ *COMMUNITY RESEARCH PRINCIPLES – DEEPENING*

### Locality / Thematic Focus

Community research ethics; power; lived experience

#### 1. Where Did This Insight Come From?

Continued SeaChange learning sessions focused on:

- Power dynamics in research
- Who frames questions, and why
- The difference between consultation and co-production

Reflection sessions within Hartlepool Sport followed each learning block.

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#### 2. What Did People Say, Do, or Avoid?

Key learning points emphasised by SeaChange partners included:

- Communities disengage when research feels extractive
- “Hearing voices” is not the same as sharing power
- Good research often produces discomfort before clarity

Hartlepool Sport leaders noted parallels with previous local insight work, particularly around youth and parks.

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#### 3. What Matters Most to People Here (Right Now)?

- Research that **does not ask people to relive harm unnecessarily**
  - Clarity about how insight will be used
  - Visible respect for lived experience as expertise
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#### 4. Assets, Strengths, and Hidden Capacity

- Staff skilled in facilitation rather than interrogation
  - Strong relational capital with schools and community groups
  - Ability to translate research learning into practice quickly
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#### 5. Frictions, Barriers, and System Signals

- Programme cultures elsewhere still privileging speed and certainty

- Limited tolerance for ambiguity in formal reporting
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## 6. What Changed (or Might Change)?

- Increased confidence in **pushing back** on extractive research requests
  - Recognition that ethics must be defended actively
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## 7. Implications for What We Do Next

- Embed community research principles into all Place Expansion learning
  - Treat insight quality as more important than volume
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## 8. Confidence Check

- **Confidence:** High
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## WEEK COMMENCING: 19 MAY 2025

**Flag:** ⚠️ *EARLY PLACE EXPANSION CONCERNS EMERGE*

### Locality / Thematic Focus

Programme design; governance; learning vs compliance

### 1. Where Did This Insight Come From?

Internal discussions began to surface **early concerns about Place Expansion design**, informed by:

- SeaChange learning
  - Early exposure to Place Expansion expectations
  - Comparison between community research principles and programme mechanics
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### 2. What Did People Say, Do, or Avoid?

Within the Hartlepool Sport team:

- Questions were raised about how genuine community learning would be protected
  - Concern expressed about **retrofitting insight into predetermined structures**
  - Avoidance of committing to approaches that conflicted with research ethics
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### 3. What Matters Most to People Here (Right Now)?

- Protecting trust with communities
  - Ensuring learning shapes decisions, not just reports
  - Avoiding performative engagement
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#### 4. Assets, Strengths, and Hidden Capacity

- Leadership willingness to name concerns early
  - SeaChange framework providing external validation
  - Shared values across research and delivery teams
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#### 5. Frictions, Barriers, and System Signals

- Early signals that Place Expansion might prioritise uniformity over local nuance
  - Risk that compliance could crowd out learning
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#### 6. What Changed (or Might Change)?

- Decision to **document concerns explicitly** rather than ignore them
  - Commitment to aligning Place Expansion with research ethics
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#### 7. Implications for What We Do Next

- Maintain a written record of concerns and learning
  - Use SeaChange principles as a reference point in discussions
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#### 8. Confidence Check

- **Confidence:** Medium
  - Based on early-stage signals rather than outcomes
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**WEEK COMMENCING: 26 MAY 2025**

**Flag:** ⚠️ *REFLECTION & ALIGNMENT*

#### **Locality / Thematic Focus**

Alignment between research, place, and delivery

#### **1. Where Did This Insight Come From?**

Ongoing SeaChange engagement combined with:

- Reflection on Hartlepool's existing insight canon
  - Early place-based conversations continuing alongside learning
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## 2. What Did People Say, Do, or Avoid?

- Recognition that Hartlepool already held significant insight
  - Concern that programme structures might undervalue this
  - Avoidance of duplicative or unnecessary engagement
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## 3. What Matters Most to People Here (Right Now)?

- Respect for existing knowledge
  - Avoiding community fatigue
  - Building on what is already known
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## 4. Assets, Strengths, and Hidden Capacity

- Rich historical insight base
  - Strong community relationships
  - Ability to synthesise learning across sources
- 

## 5. Frictions, Barriers, and System Signals

- Tendency for programmes to assume insight gaps where none exist
  - Pressure to “prove” learning repeatedly
- 

## 6. What Changed (or Might Change)?

- Strengthened resolve to treat insight as cumulative
  - Reduced appetite for starting from scratch
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## 7. Implications for What We Do Next

- Position Hartlepool as an **insight-rich place**, not an insight-poor one
  - Challenge unnecessary duplication
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## 8. Confidence Check

- **Confidence:** High
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## **JUNE 2025 – CUMULATIVE WEEKLY LEARNING**

*(Insight in June was continuous and overlapping rather than easily separable week-by-week. Logs below reflect dominant weekly themes.)*

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### **WEEK COMMENCING: 2 JUNE 2025**

**Flag:** ⚠️ *RESEARCH PRACTICE MEETS PLACE REALITY*

#### **Locality / Thematic Focus**

Applying SeaChange learning locally

#### **Insight Summary**

Hartlepool Sport researchers and leaders began actively translating SeaChange principles into local practice discussions. This surfaced the reality that **ethical research takes time**, and that place-based work cannot be accelerated without cost.

Early Place Expansion conversations increasingly felt misaligned with this reality.

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### **WEEK COMMENCING: 9 JUNE 2025**

**Flag:** ⚠️ *POWER, QUESTIONS & OWNERSHIP*

#### **Locality / Thematic Focus**

Who asks, who answers, who benefits

#### **Insight Summary**

Learning crystallised around the idea that **who frames the question frames the outcome**. This directly influenced later decisions to co-design insight questions with children and young people.

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### **WEEK COMMENCING: 16 JUNE 2025**

**Flag:** ⚠️ *DOCUMENTING CONCERNS AS LEARNING*

#### **Locality / Thematic Focus**

Governance; learning integrity

#### **Insight Summary**

A conscious decision was made to treat concerns about Place Expansion not as problems to suppress, but as **learning to be logged**. This laid the groundwork for later integrity-focused reporting.

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## WEEK COMMENCING: 23 JUNE 2025

Flag: ⚠️ *PRE-SUMMER POSITIONING*

### Locality / Thematic Focus

Readiness; values alignment

### Insight Summary

By late June, Hartlepool Sport was clear on its position:

- SeaChange principles would guide research and insight
- Community trust would not be traded for pace
- Place Expansion would need to adapt to place, not the reverse

This positioning shaped all subsequent summer activity and learning.

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### FINAL NOTE (MAY–JUNE 2025)

This period represents the **ethical and methodological foundation** of later work. The decisions taken here explain why Hartlepool Sport consistently prioritised learning integrity, co-design, and stewardship — even when this later generated friction.

## HARTLEPOOL SPORT

### PLACE EXPANSION – SUMMER 2025

#### WEEK-LABELLED RETROSPECTIVE INSIGHT LOGS

**Approach:** Summer cumulative learning, not discrete weekly events

*This Insight Log reflects cumulative summer 2025 learning drawn from Urban Sport & Urban Play delivery, Pride in Place summer insight, and parks-based engagement. Insight could not be reliably attributed to a single dated interaction and is therefore logged as summer cumulative.*

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#### WEEK COMMENCING: 24 JUNE 2025

**Flag:** ⚠️ *SUMMER CUMULATIVE INSIGHT*

#### Locality / Thematic Focus

Urban Sport & Urban Play; informal movement; youth engagement in everyday spaces

#### 1. Where Did This Insight Come From?

Cumulative observation and delivery activity during the early summer period, including Urban Sport & Urban Play activity and informal engagement in parks and community spaces. Insight was gathered through presence, observation, and informal conversation rather than discrete engagement events.

⚠️ *Exact dates for individual interactions cannot be reliably identified.*

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#### 2. What Did People Say, Do, or Avoid?

- Young people engaged more readily when activity was visible and informal
  - Participation was often spontaneous and peer-led
  - Some young people chose to watch or drift in and out rather than fully join
  - Less engagement with anything perceived as organised or instructional
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#### 3. What Matters Most to People Here (Right Now)?

- Belonging and social connection
  - Flexibility and lack of commitment
  - Feeling safe and unjudged in shared spaces
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#### 4. Assets, Strengths, and Hidden Capacity

- Parks and informal spaces already used socially
- Peer networks acting as the main driver of engagement

- Trusted adults providing reassurance and legitimacy
- 

## 5. Frictions, Barriers, and System Signals

- Formal sign-up or booking processes
  - Activities framed as “sessions” rather than open play
  - Safety concerns in some outdoor spaces
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## 6. What Changed (or Might Change)?

- Informal participation began to feel more normal
- Confidence appeared to increase through repeated exposure

⚠ *Observed cumulatively, not date-specific.*

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## 7. Implications for What We Do Next

- Keep summer delivery informal and visible
  - Avoid over-structuring activity
  - Treat observation as valid participation
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## 8. Confidence Check

- **Confidence:** Medium–High
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## WEEK COMMENCING: 1 JULY 2025

**Flag:** ⚠ *SUMMER CUMULATIVE INSIGHT*

### 1. Where Did This Insight Come From?

Ongoing summer delivery and observation linked to Urban Sport & Urban Play and early Pride in Place summer engagement. Insight reflects patterns seen across multiple settings rather than a single week.

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### 2. What Did People Say, Do, or Avoid?

- Engagement was shaped by who else was present rather than the activity
- Young people gravitated to familiar faces
- Families valued activity that fitted around everyday routines

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### 3. What Matters Most to People Here (Right Now)?

- Activities that feel “normal” rather than targeted
- Use of spaces that feel like they belong to the community
- Low pressure and choice

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### 4. Assets, Strengths, and Hidden Capacity

- Young people shaping activity themselves through play
- Families providing informal support through presence
- Existing routines around parks and neighbourhood spaces

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### 5. Frictions, Barriers, and System Signals

- Low awareness of formal offers
- Transport and distance for some neighbourhoods
- Perception that organised activity brings expectations

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### 6. What Changed (or Might Change)?

- Increased willingness to engage casually
- Reduced need for persuasion when activity felt open

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### 7. Implications for What We Do Next

- Lean into informal formats
- Use visibility rather than promotion
- Accept fluid attendance

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### 8. Confidence Check

- **Confidence:** High

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**WEEK COMMENCING: 8 JULY 2025**

**Flag:** ⚠️ *SUMMER CUMULATIVE INSIGHT*

### 1. Where Did This Insight Come From?

Cumulative summer learning triangulated with Pride in Place summer insight (July–September) and parks-focused conversations.

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## **2. What Did People Say, Do, or Avoid?**

- Young people avoided spaces where they felt unsafe or unwelcome
  - Engagement was higher where adults were present but not controlling
  - Participation dropped when environments felt surveilled or rule-heavy
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## **3. What Matters Most to People Here (Right Now)?**

- Safety and emotional comfort
  - Freedom to choose how to take part
  - Trust in adults and spaces
- 

## **4. Assets, Strengths, and Hidden Capacity**

- Trusted individuals acting as anchors
  - Parks with positive social presence
  - Young people's own creativity and adaptability
- 

## **5. Frictions, Barriers, and System Signals**

- Safety concerns limiting use of some parks
  - Heavy rules or restrictions discouraging engagement
- 

## **6. What Changed (or Might Change)?**

- Reinforced understanding that safety is relational, not just physical
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## **7. Implications for What We Do Next**

- Support light-touch adult presence
  - Work with, not against, informal use of space
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## **8. Confidence Check**

- **Confidence:** High

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## **WEEK COMMENCING: 15 JULY 2025**

**Flag:** ⚠️ *SUMMER CUMULATIVE INSIGHT*

### **1. Where Did This Insight Come From?**

Ongoing Urban Sport & Urban Play summer delivery and observation across multiple neighbourhoods.

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### **2. What Did People Say, Do, or Avoid?**

- Drop-in formats consistently outperformed scheduled sessions
  - Young people valued being able to come and go
  - Formal attendance expectations reduced engagement
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### **3. What Matters Most to People Here (Right Now)?**

- Autonomy
  - Flexibility
  - Social interaction over outcomes
- 

### **4. Assets, Strengths, and Hidden Capacity**

- Informal leadership among young people
  - Volunteers enabling rather than directing
- 

### **5. Frictions, Barriers, and System Signals**

- Attendance metrics poorly reflect real engagement
  - Systems struggle to recognise informal participation
- 

### **6. What Changed (or Might Change)?**

- Shift in how success is understood (presence over progression)
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### **7. Implications for What We Do Next**

- Reframe what “engagement” looks like
- Resist over-measurement during summer delivery

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## 8. Confidence Check

- **Confidence:** High
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## WEEK COMMENCING: 22 JULY 2025

**Flag:** ⚠️ *SUMMER CUMULATIVE INSIGHT*

### 1. Where Did This Insight Come From?

Late-summer cumulative insight drawing together Urban Sport & Urban Play learning, Pride in Place summer themes, and parks engagement.

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### 2. What Did People Say, Do, or Avoid?

- Continued preference for informal, visible activity
  - Avoidance of anything perceived as formal or time-bound
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### 3. What Matters Most to People Here (Right Now)?

- Belonging
  - Safety
  - Everyday accessibility
- 

### 4. Assets, Strengths, and Hidden Capacity

- Community spaces already acting as social hubs
  - Young people shaping their own movement opportunities
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### 5. Frictions, Barriers, and System Signals

- Bureaucracy misaligned with summer realities
  - Systems expecting consistency where fluidity is normal
- 

### 6. What Changed (or Might Change)?

- Strong confirmation of earlier summer insight
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### 7. Implications for What We Do Next

- Treat summer as a system learning period, not a delivery deficit
  - Carry informal principles into autumn planning
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## **8. Confidence Check**

- **Confidence:** High
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*Weekly Insight Logs for summer 2025 have been completed using a “summer cumulative” approach where insight could not be reliably attributed to specific dated interactions. This reflects how learning was genuinely gathered during Urban Sport & Urban Play and Pride in Place summer activity.*

## HARTLEPOOL SPORT

### PLACE EXPANSION – WEEKLY INSIGHT LOGS

PERIOD: SEPTEMBER 2025 ONWARD

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#### WEEK COMMENCING: 1 SEPTEMBER 2025

Flag: ⚠️ *PARTLY CUMULATIVE – RETURN TO ROUTINE PERIOD*

#### Locality / Thematic Focus

Return to school; youth engagement; re-establishing routine; local access

#### 1. Where Did This Insight Come From?

- Observation of attendance and engagement as schools returned
- Informal conversations with parents, young people, and partners
- Early autumn delivery reflections
- Learning referenced in YPSP reporting on post-summer participation
- Pride in Place summer insight identifying youth provision and safety as top priorities

⚠️ Exact dates for individual conversations cannot always be identified; insight reflects the **first two weeks of September** as a transition period.

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#### 2. What Did People Say, Do, or Avoid?

- Attendance patterns stabilised once school routines resumed
  - Young people were more willing to re-engage where they recognised staff or peers
  - New starters were hesitant and often observed before joining
  - Parents prioritised activities that fit alongside school and work commitments
  - There was avoidance of offers perceived as overly time-intensive or competitive
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#### 3. What Matters Most to People Here (Right Now)?

- Re-establishing routine after summer disruption
- Familiarity and predictability
- Activities that support confidence and social reconnection
- Safety and reassurance, particularly for younger children

This aligns with Pride in Place findings on **youth provision as a universal concern** and YPSP insight on drop-off following transition points.

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#### 4. Assets, Strengths, and Hidden Capacity

- Existing relationships built pre-summer acting as anchors
- Schools as stabilising partners
- Parents acting as gatekeepers and enablers
- Young people inviting peers once confidence returned

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#### 5. Frictions, Barriers, and System Signals

- Transition points (summer to school) remain fragile moments
- Over-structured offers risk losing those still rebuilding confidence
- Systems assume readiness that many young people do not yet feel

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#### 6. What Changed (or Might Change)?

- Gradual increase in consistency of attendance
- Trust rebuilt faster where continuity of staff was present

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#### 7. Implications for What We Do Next

- Treat September as a re-entry phase, not a reset
- Prioritise continuity over novelty
- Allow time for confidence to rebuild


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#### 8. Confidence Check

- **Confidence:** High
- Supported by repeated observation and YPSP reporting

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#### WEEK COMMENCING: 8 SEPTEMBER 2025

Flag:  *CUMULATIVE – EARLY AUTUMN PATTERN*

#### Locality / Thematic Focus

Early years, families, confidence, pathways into movement

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#### 1. Where Did This Insight Come From?

- Learning from the **EYFS Conference**
  - Conversations with early years practitioners and partners
  - Hartlepool Sport reflection on early years engagement gaps
  - Pride in Place insight on early intervention and family wellbeing
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## 2. What Did People Say, Do, or Avoid?

- Strong appetite for movement and play in early years settings
  - Practitioners expressed uncertainty about “doing it right”
  - Families valued play-based movement but lacked confidence to initiate it independently
  - Avoidance of anything framed as formal sport at early ages
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## 3. What Matters Most to People Here (Right Now)?

- Child confidence and enjoyment
- Development through play rather than instruction
- Support for parents and practitioners, not additional pressure
- Clear, simple messaging

EYFS learning reinforced that **movement confidence starts with adults**, not children.

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## 4. Assets, Strengths, and Hidden Capacity

- Early years settings as trusted environments
  - Practitioners already embedding movement informally
  - Parents eager to support when reassured
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## 5. Frictions, Barriers, and System Signals

- Fear of “getting it wrong”
  - Over-professionalisation of early movement
  - Fragmented messaging across systems
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## 6. What Changed (or Might Change)?

- Reframed understanding of early years as a confidence issue, not a skills gap
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## 7. Implications for What We Do Next

- Position Hartlepool Sport as an enabler, not a prescriber
  - Simplify guidance for early years movement
  - Align early years work with wider Pride in Place wellbeing goals
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## 8. Confidence Check

- **Confidence:** High
  - Based on direct EYFS learning and consistent system feedback
- 

## WEEK COMMENCING: 15 SEPTEMBER 2025

**Flag:** ⚠️ *CUMULATIVE – SYSTEM MAPPING PHASE*

### Locality / Thematic Focus

System awareness, access, duplication, gaps

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### 1. Where Did This Insight Come From?

- **Hartlepool Sport Mapping exercise**
  - Cross-referencing delivery, partners, and geography
  - PFC Interim Report observations on fragmentation
  - Pride in Place insight on low awareness of existing activity
- 

### 2. What Did People Say, Do, or Avoid?

- Partners often unaware of parallel provision
  - Families confused by multiple offers with similar aims
  - Young people engaged locally but not across neighbourhoods
- 

### 3. What Matters Most to People Here (Right Now)?

- Simplicity and clarity
  - Provision that is close to home
  - Trusted routes into activity
- 

### 4. Assets, Strengths, and Hidden Capacity

- Strong local pockets of activity
  - VCSE organisations with deep community trust
  - Schools and community venues acting as hubs
- 

## 5. Frictions, Barriers, and System Signals

- Duplication without coordination
  - Gaps masked by headline participation figures
  - Systems optimised for providers rather than residents
- 

## 6. What Changed (or Might Change)?

- Shift from “more provision” to “better connection” thinking
- 

## 7. Implications for What We Do Next

- Use mapping to inform Place Expansion targeting
  - Reduce duplication
  - Improve navigation rather than scale blindly
- 

## 8. Confidence Check

- **Confidence:** High
  - Supported by mapping data and PFC Interim findings
- 

## WEEK COMMENCING: 22 SEPTEMBER 2025

**Flag:** ⚠️ *CUMULATIVE – YOUTH SYSTEM INSIGHT*

### Locality / Thematic Focus

Youth voice, confidence, system trust

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### 1. Where Did This Insight Come From?

- **YPSP reports and youth engagement summaries**
  - Hartlepool Sport youth delivery reflection
  - Pride in Place youth insight (safety, belonging, provision)
-

## 2. What Did People Say, Do, or Avoid?

- Young people disengaged when they felt unheard
  - Strong preference for adults who listen rather than instruct
  - Avoidance of spaces perceived as unsafe or judgemental
- 

## 3. What Matters Most to People Here (Right Now)?

- Being taken seriously
  - Emotional and physical safety
  - Social belonging
- 

## 4. Assets, Strengths, and Hidden Capacity

- Young people acting as peer connectors
  - Existing youth forums and partnerships
  - Informal leadership emerging through activity
- 

## 5. Frictions, Barriers, and System Signals

- Consultation fatigue without visible change
  - Systems that “ask” but do not respond
- 

## 6. What Changed (or Might Change)?

- Reinforced need to close the feedback loop
- 

## 7. Implications for What We Do Next

- Build visible youth-led influence into Place Expansion
  - Communicate changes back to young people
- 

## 8. Confidence Check

- **Confidence:** High
- 

**WEEK COMMENCING: 29 SEPTEMBER 2025**

**Flag:** ⚠️ *CUMULATIVE – CONSOLIDATION*

## **Locality / Thematic Focus**

Integration of learning; system coherence

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### **1. Where Did This Insight Come From?**

- Cross-analysis of Hartlepool Sport reports
  - Pride in Place summer close-out insight
  - PFC Interim Report
  - Ongoing delivery reflection
- 

### **2. What Did People Say, Do, or Avoid?**

- Engagement strongest where systems aligned
  - Drop-off where processes felt extractive or complex
- 

### **3. What Matters Most to People Here (Right Now)?**

- Trust
  - Continuity
  - Feeling supported rather than processed
- 

### **4. Assets, Strengths, and Hidden Capacity**

- Strong local relationships
  - Cross-sector willingness to collaborate
- 

### **5. Frictions, Barriers, and System Signals**

- Compliance pressure distorting delivery behaviour
  - Metrics misaligned with lived experience
- 

### **6. What Changed (or Might Change)?**

- Clearer articulation of Hartlepool Sport's system-steward role
- 

### **7. Implications for What We Do Next**

- Protect relational work

- Use insight to shape system behaviour, not just programmes
- 

## **8. Confidence Check**

- **Confidence:** High
- 

*Weekly Insight Logs from September 2025 onward draw on triangulated learning from Hartlepool Sport delivery, system mapping, EYFS engagement, youth partnership reporting, and Pride in Place insight. Where learning reflects cumulative system patterns rather than dated interactions, this has been explicitly stated.*

## HARTLEPOOL SPORT

### PLACE EXPANSION – WEEKLY INSIGHT LOGS

#### PERIOD: OCTOBER 2025 ONWARD

These Insight Logs draw on delivery activity, observation, event learning, and cumulative insight from Hartlepool Sport and Pride in Place work during October–November 2025. Where learning reflects events or cumulative patterns rather than discrete dated conversations, this is stated explicitly.

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#### WEEK COMMENCING: 6 OCTOBER 2025

**Flag:** ⚠️ *CUMULATIVE – AUTUMN TRANSITION*

#### Locality / Thematic Focus

Autumn transition; routine; confidence; local access

#### 1. Where Did This Insight Come From?

- Ongoing delivery and observation in early October
  - Hartlepool Sport autumn reflections
  - Pride in Place insight indicating youth provision and safety as persistent priorities
  - Informal conversations with families and partners during delivery
- 

#### 2. What Did People Say, Do, or Avoid?

- Attendance stabilised where routines were clear and local
  - Young people were more confident returning to familiar spaces
  - Avoidance of new or unfamiliar offers without peer presence
  - Parents sought reassurance around safety as evenings grew darker
- 

#### 3. What Matters Most to People Here (Right Now)?

- Predictability and routine
- Safety (physical and emotional)
- Familiar faces and trusted spaces

This reflects Pride in Place findings that **safety concerns intensify seasonally.**

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#### 4. Assets, Strengths, and Hidden Capacity

- Established relationships from summer delivery

- Community venues acting as seasonal anchors
  - Parents sharing information informally with each other
- 

### 5. Frictions, Barriers, and System Signals

- Darker evenings affecting willingness to travel
  - Over-reliance on fixed timetables reducing flexibility
- 

### 6. What Changed (or Might Change)?

- Increased importance of indoor and well-lit spaces
  - Stronger reliance on trust built earlier in the year
- 

### 7. Implications for What We Do Next

- Adjust delivery to seasonal realities
  - Emphasise reassurance and visibility
  - Maintain continuity of staff and venues
- 

### 8. Confidence Check

- **Confidence:** High
- 

## WEEK COMMENCING: 13 OCTOBER 2025

**Flag:** ⚠️ *CUMULATIVE – COMMUNITY EVENTS AS ENGAGEMENT*

### Locality / Thematic Focus

Community events; family engagement; informal participation

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### 1. Where Did This Insight Come From?

- Planning and early delivery learning linked to **Pumpkins in the Park**
  - Hartlepool Sport event reflections
  - Pride in Place insight on parks and community pride
- 

### 2. What Did People Say, Do, or Avoid?

- Families engaged more readily through community events than formal sessions

- High levels of casual participation without expectation of follow-on
  - Strong intergenerational presence
  - Avoidance of anything that felt “ticketed” or restricted
- 

### **3. What Matters Most to People Here (Right Now)?**

- Shared experiences with family and neighbours
  - Activities that feel celebratory, not instructional
  - Use of parks as positive, safe social spaces
- 

### **4. Assets, Strengths, and Hidden Capacity**

- Parks acting as natural convening spaces
  - Volunteers and partners enabling scale through collaboration
  - Community pride activated through seasonal events
- 

### **5. Frictions, Barriers, and System Signals**

- Weather sensitivity
  - Safety perceptions influencing park choice
- 

### **6. What Changed (or Might Change)?**

- Reframed parks from “avoided spaces” to shared community assets
  - Demonstrated reach beyond usual participants
- 

### **7. Implications for What We Do Next**

- Use events as **entry points**, not endpoints
  - Build light-touch pathways from events into ongoing activity
- 

### **8. Confidence Check**

- **Confidence:** High
  - Supported by observed turnout and Pride in Place parks insight
- 

**WEEK COMMENCING: 20 OCTOBER 2025**

**Flag:** ⚠️ *EVENT-LED INSIGHT – PUMPKINS IN THE PARK*

**Locality / Thematic Focus**

Parks; belonging; family participation; visibility

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**1. Where Did This Insight Come From?**

- **Pumpkins in the Park** delivery and observation
  - Post-event reflection and notes
  - Informal conversations with families during the event
- 

**2. What Did People Say, Do, or Avoid?**

- Strong attendance from families who do not typically engage in sport
  - High dwell time, low pressure participation
  - Children moving freely between activities
  - Minimal interest in structured instruction
- 

**3. What Matters Most to People Here (Right Now)?**

- Feeling welcome in public space
  - Activities that allow children to explore independently
  - Safety and atmosphere over activity type
- 

**4. Assets, Strengths, and Hidden Capacity**

- Community willingness to participate when barriers are removed
  - Events creating temporary but powerful social infrastructure
- 

**5. Frictions, Barriers, and System Signals**

- Single-day events risk losing momentum if not followed up
  - Systems often struggle to capture informal engagement value
- 

**6. What Changed (or Might Change)?**

- Strengthened trust in parks as family spaces
- Increased openness to future engagement

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## 7. Implications for What We Do Next

- Plan intentional follow-up after events
- Recognise events as insight generators, not just outputs

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## 8. Confidence Check

- **Confidence:** High

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## WEEK COMMENCING: 27 OCTOBER 2025

**Flags:** ⚠ HALLOWEEN PERIOD – SEASONAL CUMULATIVE

**Theme:** Seasonal Safety & Early Years as a Place-Based System Lever

### Locality / Thematic Focus

Halloween period; safety; seasonal participation; early years movement; place-based conditions

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## 1. Where Did This Insight Come From?

- Halloween & Wintertide Insight Report
- Observation during Halloween-period activity and seasonal delivery
- Pride in Place insight relating to safety, parks and evening use of space
- Review and synthesis of the JACT EYFS Funding Project – snapshot report (28.10.25)
- Ongoing EYFS network engagement and funded project check-ins
- Reflection on EYFS funding panels delivered across 2024–25
- Alignment work across Pride in Place, Place Expansion and early years movement insight

---

## 2. What Did People Say, Do, or Avoid?

- Families prioritised **safe, organised and well-managed environments**, particularly during darker evenings.
- Anxiety around anti-social behaviour increased during the Halloween period, shaping where and when families chose to participate.
- High engagement occurred where **lighting, visibility, stewarding and reassurance** were clear and visible.
- EYFS providers consistently framed movement as **play-led, exploratory and sensory**, rather than “sport” or formal activity.

- Settings prioritised **environmental change** (outdoor spaces, equipment, sensory areas) over short-term sessions or programmes.
  - Providers identified **place-based constraints** (weather, space, safety, infrastructure) as the main barriers to activity, not motivation or parental engagement.
  - Demand for EYFS funding exceeded available resource, signalling **unmet need**, not lack of readiness or ideas.
  - A strong proportion of EYFS settings opted into **ongoing learning via the network**, indicating appetite for collective learning and co-design rather than transactional funding alone.
- 

### 3. What Matters Most to People Here (Right Now)?

- **Safety, reassurance and visibility**, particularly during seasonal transitions and darker evenings.
  - Activities that feel **welcoming, well-managed and trusted**.
  - Seasonal celebration that feels joyful without added risk.
  - For early years settings: **environments that enable movement naturally**, without adding burden or complexity.
- 

### 4. Assets, Strengths, and Hidden Capacity

- Strong community appetite for **shared seasonal experiences** when conditions feel right.
  - Volunteer presence and stewardship significantly increased confidence and participation.
  - EYFS providers demonstrate **high system literacy**, instinctively working in ways aligned with Place Expansion principles (environmental enablement, whole-setting approaches, trust-based delivery).
  - Established EYFS networks provide a **ready-made learning and diffusion mechanism** for place-based change.
- 

### 5. Frictions, Barriers, and System Signals

- Seasonal fear and reduced daylight directly shape participation patterns and spatial behaviour.
- Lack of safe, family-friendly evening options in some neighbourhoods limits inclusion.
- Early years movement risks being **undervalued or miscounted** when insight frameworks default to sport or session-based definitions.

- Structural and environmental conditions, rather than individual behaviours, are the dominant system drivers.
- 

## 6. What Changed (or Might Change)?

- Reinforced understanding that **perceived safety is a primary determinant of participation**, particularly seasonally.
  - Clear evidence that **small-scale environmental investment** in early years settings can unlock disproportionate long-term benefit.
  - Growing clarity that early years movement functions as a **system-wide lever**, intersecting with health, literacy, school readiness and lifelong activity habits.
- 

## 7. Implications for What We Do Next

- Embed **explicit safety planning** into all seasonal delivery, particularly evening and winter activity.
  - Work with partners to extend **positive, visible evening use of spaces**, including lighting, stewardship and reassurance.
  - Treat early years as a **priority test-and-learn space** for Place Expansion, focused on environmental and capital interventions rather than programmes.
  - Ensure insight frameworks remain **flexible enough to capture non-sport, play-led movement**, especially in early years contexts.
  - Strengthen alignment between Place Expansion, Pride in Place, Public Health and EYFS through **shared learning**, not parallel initiatives.
- 

## 8. Confidence Check

- **Confidence: High**  
Insight is triangulated across observation, funded projects, network engagement and cumulative seasonal reporting.

## HARTLEPOOL SPORT

### PLACE EXPANSION – WEEKLY INSIGHT LOGS

#### PERIOD: NOVEMBER 2025 ONWARD

These Insight Logs draw on delivery activity, observation, formal reports, governance learning, and national system learning during November–December 2025. Where insight reflects cumulative patterns, governance principles, or system learning rather than a single dated interaction, this is stated explicitly.

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#### WEEK COMMENCING: 3 NOVEMBER 2025

**Flag:** ⚠️ *WINTERTIDE TRANSITION & SYSTEM READINESS*

#### Locality / Thematic Focus

Wintertide transition; safety; access; sustaining trust; readiness for deeper learning

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#### 1. Where Did This Insight Come From?

- Hartlepool Sport delivery reflections as evenings darkened
  - **Halloween & Wintertide Insight Report**
  - Pride in Place insight highlighting safety and youth provision as persistent priorities
  - Informal conversations with families, volunteers, and partners
  - Review of system capacity following an intensive summer and early autumn
- 

#### 2. What Did People Say, Do, or Avoid?

- Families became more selective about where and when they travelled
  - Participation held where venues felt **warm, well-lit, and familiar**
  - Drop-off occurred where travel felt unsafe or inconvenient
  - People avoided “new” offers without reassurance or peer presence
  - Partners expressed fatigue and a desire for consolidation rather than expansion
- 

#### 3. What Matters Most to People Here (Right Now)?

- Physical and emotional safety
- Proximity and predictability
- Familiar people and places
- Trust built over time, not novelty

This mirrors Pride in Place learning that **safety is not abstract – it is seasonal, emotional, and relational.**

---

#### 4. Assets, Strengths, and Hidden Capacity

- Community venues acting as winter anchors
  - Relationships built through summer and autumn delivery
  - Informal networks maintaining engagement despite reduced activity
  - Volunteers providing reassurance through visible presence
- 

#### 5. Frictions, Barriers, and System Signals

- Winter amplifies existing inequalities of access
- Systems assuming uniform pace regardless of seasonal reality

**System signal:** consistency of *people* matters more than consistency of *programmes*.

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#### 6. What Changed (or Might Change)?

- Stronger reliance on trusted relationships to sustain engagement
  - Reduced appetite for experimentation during winter
  - Clear shift toward consolidation and learning
  - Increased filtering of new initiatives in favour of trusted, purposeful activity.
- 

#### 7. Implications for What We Do Next

- Treat winter as a **care and continuity phase**, not a performance phase
  - Protect familiar spaces and staff continuity
- 

#### 8. Confidence Check

- **Confidence:** High
- 

**WEEK COMMENCING: 10 NOVEMBER 2025**

**Flag:** ⚠ *GOVERNANCE & YOUTH LEGITIMACY*

**Locality / Thematic Focus**

Youth voice; governance; legitimacy in place

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## 1. Where Did This Insight Come From?

- **Youth Advisory Board – Broad Principles**
  - Hartlepool Sport youth engagement learning
  - Pride in Place commitments to co-design and lived experience
- 

## 2. What Did People Say, Do, or Avoid?

- Young people disengage when participation feels symbolic
  - Stronger engagement where influence is **clear and visible**
  - Avoidance of structures that “consult” without change
- 

## 3. What Matters Most to People Here (Right Now)?

- Being taken seriously
  - Knowing what decisions they can influence
  - Seeing outcomes from participation
- 

## 4. Assets, Strengths, and Hidden Capacity

**Youth Advisory Board – Broad Principles** surfaced as a ready-made asset:

- Clear purpose and scope of influence
- Transparency about decision-making
- Feedback loops and accountability
- Support for participation, not extraction

These principles were authored by Hartlepool Sport leadership, drawing on sustained youth engagement, system learning, and Pride in Place values — intentionally removing the burden of governance design from young people themselves.

### **Relevance to Pride in Place & Place Expansion:**

These principles operationalise Pride in Place’s commitment to trust-building and directly address Place Expansion risks around tokenistic engagement.

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## 5. Frictions, Barriers, and System Signals

- Governance systems prioritising speed and compliance
  - Youth voice treated as input, not authority
-

## 6. What Changed (or Might Change)?

- Shift from “engagement activity” to **shared governance** framing
- 

## 7. Implications for What We Do Next

- Embed Youth Advisory Board principles into Place Expansion structures
  - Make youth influence visible and time-bound
- 

## 8. Confidence Check

- **Confidence:** High
- 

## WEEK COMMENCING: 17 NOVEMBER 2025

**Flag:** ⚠️ *SYSTEM LEARNING – LEADING THE MOVEMENT*

### Locality / Thematic Focus

System mapping; micro-associations; neighbourhood infrastructure

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### 1. Where Did This Insight Come From?

- **Sport England – Leading the Movement webinar (28.11.25)**
  - Initial system mapping activity in Headland and Central
  - Reflection alongside lived experience of the Hartlepool Place Expansion programme
  - Conversations with local connectors, informal leaders, and micro-associations
  - Reflection on Pride in Place emphasis on neighbourhood-level action
- 

### 2. What Did People Say, Do, or Avoid?

Key learning signals from the webinar (quoted phrases used by speakers):

- *“Systems change when power moves closer to communities.”*
- *“If measurement drives the wrong behaviour, it’s the measurement that needs to change.”*
- *“Place-based work fails when we confuse scale with impact.”*

These directly echoed frustrations within the Hartlepool programme:

- Centralised control limiting local legitimacy
- Compliance requirements distorting delivery behaviour
- Decisions being made at distance from lived experience<sup>2</sup>

- Many groups did not identify as “organisations” despite sustained activity
  - Micro-associations often invisible to formal systems
  - Avoidance of funding or programmes perceived as bureaucratic
- 

### **3. What Matters Most to People Here (Right Now)?**

- Decision-making rooted in place
  - Learning over performance
  - Freedom to operate informally
  - Trust in local judgement
- 

### **4. Assets, Strengths, and Hidden Capacity**

- Deep local knowledge within Hartlepool
  - Dense networks of informal action
  - Trusted individuals acting as connectors
  - Activity happening below the system’s radar
  - Existing relationships capable of stewarding system change
  - Place-based credibility that cannot be imported
- 

### **5. Frictions, Barriers, and System Signals**

The webinar explicitly named system failure modes that are visible locally:

- Over-standardisation
  - Reporting that crowds out reflection
  - Programmes designed *for* places rather than *with* them
  - Formal systems struggle to see or value micro-associations
  - Risk of Place Expansion reinforcing invisibility if not adapted
- 

### **6. What Changed (or Might Change)?**

- Increased confidence to name misalignment as system intelligence
- Clearer articulation that resistance can be principled, not obstructive
- Stronger emphasis on neighbourhood-scale mapping
- Recognition that scale can erase value

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## 7. Implications for What We Do Next

- Use Place Expansion as a **learning system**, not a delivery machine
- Challenge requirements that undermine legitimacy
- Align reporting to learning questions, not outputs
- Design Place Expansion to work *with* micro-associations
- Avoid forcing informal groups into formal structures

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## 8. Confidence Check

- **Confidence:** High
- Triangulated between national learning and local reality

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## WEEK COMMENCING: 24 NOVEMBER 2025

**Flag:** ⚠️ *ALIGNMENT, FRICTION & CO-DESIGN*

### Locality / Thematic Focus

Co-design; families; children; pilot insight; programme tension; system stewardship

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### 1. Where Did This Insight Come From?

- Ongoing Hartlepool Sport reflections
- Pride in Place governance discussions
- Post-webinar synthesis
- **Co-design of insight questions** with community stakeholders across Families and Children
- **Pilot insight activity** with youth groups, schools, and clubs
- Reflection informed by earlier SeaChange learning

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### 2. What Did People Say, Do, or Avoid?

- Partners respond positively to clarity and trust
- Friction increases where authority and accountability are unclear
- Avoidance of processes perceived as extractive or performative
- Families engaged more openly when questions felt human and relevant

- Children gravitated toward questions about belonging, confidence, and safety
  - Avoidance of deficit-based or problem-framed language
- 

### **3. What Matters Most to People Here (Right Now)?**

- Respect for place-based expertise
  - Transparency in decision-making
  - Clarity about who holds power and why
  - Being asked questions that make sense in everyday life
  - Feeling safe to answer honestly
  - Knowing insight will be used, not shelved
- 

### **4. Assets, Strengths, and Hidden Capacity**

- Strong local partnerships willing to collaborate honestly
  - Shared appetite for long-term change rather than short-term wins
  - Schools as trusted environments
  - Clubs and youth groups as insight-rich spaces
  - Community members as capable co-designers
- 

### **5. Frictions, Barriers, and System Signals**

- National programme logic colliding with local reality
  - Risk of “delivery theatre” replacing genuine learning
  - Co-design takes time and facilitation skill
  - Systems often underestimate this investment
- 

### **6. What Changed (or Might Change)?**

- Sharpened understanding of Hartlepool Sport’s role as **system steward**, not just delivery partner
  - Increased confidence in co-designed insight
  - Reduced reliance on standardised question sets
- 

### **7. Implications for What We Do Next**

- Name and manage programme tensions explicitly
  - Protect legitimacy as a non-negotiable design principle
  - Make co-design the default for insight tools
  - Protect time and capacity for pilot learning
- 

## **8. Confidence Check**

- **Confidence:** High
-

## HARTLEPOOL SPORT

### PLACE EXPANSION – WEEKLY INSIGHT LOGS

#### PERIOD: DECEMBER 2025

These Insight Logs draw on delivery reflection, structured co-design activity, system learning, and governance work during December 2025. Where insight reflects co-design processes and sense-making rather than new delivery sessions, this is stated explicitly.

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#### WEEK COMMENCING: 1 DECEMBER 2025

Flag: ⚠️ *WINTER CONSOLIDATION, CARE & CO-DESIGN*

#### Locality / Thematic Focus

Winter consolidation; care; learning integrity; co-design foundations

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#### 1. Where Did This Insight Come From?

- Hartlepool Sport winter delivery reflections
- Pride in Place ongoing insight on safety, wellbeing, and trust
- Early **co-design conversations** testing:
  - The **Hartlepool Sport Theory of Change (ToC)**
  - Emerging **Principles of Community-Owned Learning**
- Informal discussions with partners and practitioners about pace, pressure, and sustainability

⚠️ Insight this week was primarily **reflective and developmental**, not programme delivery.

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#### 2. What Did People Say, Do, or Avoid?

- Reduced appetite for new initiatives as winter pressures increased
  - Strong agreement that learning needed to slow down and deepen
  - Avoidance of rushed consultation or performative engagement
  - Preference for **sense-making** over activity generation
- 

#### 3. What Matters Most to People Here (Right Now)?

- Being listened to without pressure to “produce”
- Knowing that insight will shape decisions
- Psychological safety for staff, volunteers, and communities

This reinforced Pride in Place learning that **trust is built through how learning is handled, not how much is collected.**

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#### 4. Assets, Strengths, and Hidden Capacity

- Existing trust with schools and community partners
  - Strong analytical capacity within the team
  - The ToC as a shared language for discussing change
- 

#### 5. Frictions, Barriers, and System Signals

- Winter exposes fragility in systems designed for constant acceleration
  - Learning often undervalued compared to visible delivery
- 

#### 6. What Changed (or Might Change)?

- Clear decision to **prioritise co-design and learning integrity** over output
  - Recognition that winter is a legitimate consolidation phase
- 

#### 7. Implications for What We Do Next

- Slow down learning deliberately
  - Test frameworks (ToC, principles) with communities before scaling
- 

#### 8. Confidence Check

- **Confidence:** High
- 

**WEEK COMMENCING: 8 DECEMBER 2025**

**Flag:** ⚠️ *COMMUNITY-OWNED LEARNING & THEORY OF CHANGE CO-DESIGN*

#### **Locality / Thematic Focus**

Community-owned learning; Theory of Change validation; legitimacy

---

#### 1. Where Did This Insight Come From?

- **Robust co-design work** around:
  - The **Hartlepool Sport Theory of Change (ToC)**

- The **Principles of Community-Owned Learning**
- These principles emerged from **multiple conversations across 2025** (communities, partners, system actors), and were actively refined in December to ensure:
  - Alignment with Pride in Place
  - Protection against extractive Place Expansion practices

⚠ This was not a single workshop, but cumulative system and place learning brought into sharper focus.

---

## 2. What Did People Say, Do, or Avoid?

Across co-design conversations:

- Strong resistance to learning that feels one-way
  - Clear expectation that insight should lead to visible change
  - Avoidance of frameworks that are “owned by funders” rather than communities
- 

## 3. What Matters Most to People Here (Right Now)?

- Ownership of learning, not just participation
  - Closing the loop as a non-negotiable
  - Honesty about what can and cannot change
- 

## 4. Assets, Strengths, and Hidden Capacity

The **Principles of Community-Owned Learning** themselves became a key asset, including:

- Learning is owned by communities
- Insight is relational and cumulative
- Pace is set by people, not programmes
- Feedback and accountability are essential

### **Relevance to Pride in Place & Place Expansion:**

These principles translate Pride in Place values into **practical system rules**, directly addressing risks of compliance-led Place Expansion.

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## 5. Frictions, Barriers, and System Signals

- Programme expectations prioritising evidence over understanding
- Tension between national timelines and local trust-building

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## 6. What Changed (or Might Change)?

- The ToC and learning principles became **design filters**, not background documents

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## 7. Implications for What We Do Next

- Apply principles consistently to Place Expansion decisions
- Challenge processes that undermine community ownership

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## 8. Confidence Check

- **Confidence:** High

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## WEEK COMMENCING: 15 DECEMBER 2025

**Flag:** ⚠️ *CO-DESIGNED INSIGHT QUESTIONS & CAPACITY REALITY*

### Locality / Thematic Focus

Child-centred insight; co-design; sustainability

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## 1. Where Did This Insight Come From?

- **Co-design of insight questions with Eskdale children**
- Reflection on earlier Eskdale engagement and youth insight
- Hartlepool Sport team concluding delivery on **12 December 2025**
- CEO continuing limited activity and reflection until **19 December 2025**

---

## 2. What Did People Say, Do, or Avoid?

Through co-design with Eskdale children:

- Children gravitated toward questions about:
  - Belonging (“does this feel like it’s for me?”)
  - Confidence (“would I feel embarrassed?”)
  - Safety and familiarity
- Little interest in adult-led language around “outcomes” or “progression”

This mirrored earlier Eskdale and Wadokai insight, strengthening confidence in its validity.

---

### 3. What Matters Most to People Here (Right Now)?

- Being asked questions that make sense in their world
  - Having space to answer without judgement
  - Knowing adults will take answers seriously
- 

### 4. Assets, Strengths, and Hidden Capacity

- Children as capable co-designers, not just respondents
  - Schools as safe environments for honest insight
  - Staff and volunteers skilled in facilitation rather than extraction
- 

### 5. Frictions, Barriers, and System Signals

- Co-design takes time and energy, often underestimated
  - Systems rarely allow space for children to shape learning tools
- 

### 6. What Changed (or Might Change)?

- Increased confidence in child-led question design
  - Stronger alignment between insight tools, ToC, and lived experience
- 

### 7. Implications for What We Do Next

- Make co-designed questions the default approach
  - Use Eskdale learning to inform Place Expansion insight methods
  - Protect time for recovery after sustained delivery
- 

### 8. Confidence Check

- **Confidence:** High
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### CONSOLIDATED DECEMBER 2025 LEARNING

- Winter is a legitimate period for **care, consolidation, and co-design**
- The Hartlepool Sport **ToC is strengthened, not weakened, by community testing**
- **Community-Owned Learning principles** provide essential guardrails for Place Expansion
- Children are credible partners in shaping insight, not just data sources
- Pause and recovery are necessary conditions for ethical, high-quality learning

## HARTLEPOOL SPORT

### PLACE EXPANSION – WEEKLY INSIGHT LOGS

**PERIOD: JANUARY 2026**

These Insight Logs draw on delivery reflection, system learning, volunteer-led insight activity, and governance correspondence during January 2026. Where insight reflects system friction, framework development, or reflective practice rather than new community engagement, this is stated explicitly.

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**WEEK COMMENCING: 5 JANUARY 2026**

**Flag:** ⚠️ *RESTART, REFLECTION & SYSTEM PRESSURE*

#### **Locality / Thematic Focus**

Restart after winter pause; compliance pressure; learning integrity

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#### **1. Where Did This Insight Come From?**

- Restart conversations within **Hartlepool Sport** following the December pause
- Review of cumulative 2025 insight (Pride in Place, youth, parks, Place Expansion)
- **Compliance chase-ups requesting retrospective weekly logs**
- Drafting and sending a response clarifying the integrity risks of retrospective precision

⚠️ No new community delivery took place in this first week; insight is system-level and governance-focused.

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#### **2. What Did People Say, Do, or Avoid?**

- Programme leads continued to request compliance artefacts framed as “catch-up”
- You explicitly resisted fabricating weekly precision where it did not exist
- Avoidance of producing logs that would misrepresent how insight was originally gathered

Your reply made clear that:

- Insight **did exist**, but not in weekly log format
  - Retrofitting neat weekly narratives risked undermining trust and learning
- 

#### **3. What Matters Most to People Here (Right Now)?**

- Integrity of insight
- Psychological safety for staff and partners

- Assurance that honesty will not be penalised

This aligns with Pride in Place's emphasis on **trust-building over performative reporting**.

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#### 4. Assets, Strengths, and Hidden Capacity

- Depth of accumulated insight from 2025
  - Moral authority to challenge compliance drift
  - Strong internal alignment on learning ethics
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#### 5. Frictions, Barriers, and System Signals

- Compliance being treated as an end rather than a means
- Learning requested **after the fact**, rather than supported in real time

**System signal:** pressure for certainty increases precisely when systems are uncertain.

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#### 6. What Changed (or Might Change)?

- Decision to formalise learning infrastructure rather than respond ad-hoc
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#### 7. Implications for What We Do Next

- Build a defensible, transparent insight system
  - Be explicit about limits and gaps in data
- 

#### 8. Confidence Check

- **Confidence:** High
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**WEEK COMMENCING: 12 JANUARY 2026**

**Flag:** ⚠️ *EARLY YEARS SYSTEM LEARNING, MOVEMENT CONFIDENCE & INSIGHT INFRASTRUCTURE*

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#### Locality / Thematic Focus

Early years (0–5); movement confidence; school readiness; system alignment; insight integrity

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#### 1. Where Did This Insight Come From?

Insight this week came from a **combination of system-level learning and early years practitioner intelligence**, specifically:

- The **EYFS Network meeting held on 15 January 2026**, convening early years providers across Hartlepool
- Ongoing development of **EYFS Movement Missions** and early years movement approaches
- Reflection by Hartlepool Sport staff on how early years learning connects to:
  - The Hartlepool Sport Theory of Change
  - Pride in Place priorities around prevention, inequality, and early intervention
- Informal practitioner feedback and examples of practice shared during the network session

This was **not delivery insight**, but **infrastructure and system learning**, shaping how early years movement, family engagement, and insight gathering should operate.

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## 2. What Did People Say, Do, or Avoid?

EYFS providers consistently highlighted that:

- **School readiness remains a significant and widening issue**, with a very broad spectrum of readiness among children entering settings
- Readiness is not just cognitive, but deeply physical and emotional:
  - Sitting on the carpet
  - Core strength
  - Independence (toileting, separation from caregivers)
- Movement-based activity plays a critical role in developing these capacities

Practitioners shared practical examples of what works:

- *Wiggle While You Squiggle*
- *Dough Disco*
- *Finger Fitness / Gym*
- Tuff Tray activities (e.g. drawing circles in sand or mud)

A key insight was that **parents often disengage from early movement activities too quickly**, particularly when:

- A child initially resists (e.g. tummy time)
- The purpose of the activity is not clearly communicated

Avoidance behaviour was observed not from lack of care, but from **lack of confidence and understanding**.

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### 3. What Matters Most to People Here (Right Now)?

Across the EYFS network, what mattered most was:

- Clear, simple explanations for *why* movement matters at different developmental stages
- Practical, low-pressure tools that families can use in everyday life
- Confidence that they are “doing the right thing” for their child

This aligns strongly with Pride in Place insight around:

- Prevention
- Early intervention
- Reducing anxiety and inequality through trusted information

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### 4. Assets, Strengths, and Hidden Capacity

This week surfaced multiple early years assets:

- **EYFS providers** as trusted messengers to families
- The **Hartlepool Sport EYFS Fund**, offering:
  - £1,000–£5,000 grants
  - Potential multi-year funding
  - Flexibility to support creative, movement-based development (e.g. outdoor play, art, dance)
- **Move Mania – Movement Missions** (‘Clip ’N’ Go’ cards) as:
  - A low-cost, portable way to gamify movement
  - An accessible tool for parents/carers while out and about
- **Journey of Movement Postcards** as a clear developmental pathway for parents (0–4+ years)

There is significant, underused capacity in early years settings to support **place-wide movement confidence**, not just early education outcomes.

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### 5. Frictions, Barriers, and System Signals

Several system tensions were reinforced:

- Parents are often asked to engage without being told *why* timing matters
- Early years movement is frequently undervalued compared to later intervention
- Insight from early years is rarely treated as strategic, despite its predictive value

A clear system signal emerged:

**when parents are not confident, they disengage — not because they don't care, but because they fear doing harm or getting it wrong.**

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## 6. What Changed (or Might Change)?

- Stronger justification for treating **early years movement as core infrastructure**, not a feeder activity
  - Recognition that communication with parents is as important as activity design
  - Clear opportunity to integrate EYFS insight into Place Expansion learning loops
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## 7. Implications for What We Do Next

- Use EYFS networks as **insight partners**, not just dissemination channels
  - Align EYFS Movement Missions with:
    - School readiness messaging
    - Parent confidence-building
  - Develop clearer, shared narratives for parents about:
    - “Right activity, right time”
  - Offer **soft-touch insight conversations** with families via EYFS settings (no formal data collection)
  - Ensure Place Expansion recognises early years as a **preventative, inequality-reducing lever**
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## 8. Confidence Check

- **Confidence:** High
  - Based on:
    - Practitioner consensus
    - Alignment with EYFS practice
    - Strong coherence with Pride in Place and ToC logic
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## Summary Learning (w/c 12 January)

This week reinforced that **early years movement is not about sport — it is about confidence, capability, and prevention.**

When parents understand *why* movement matters, and are given simple, supportive tools, engagement increases. When they are left to guess, disengagement follows.

This insight strengthens the case for:

- Early years as a central component of Place Expansion
  - Movement missions and parent-facing tools as confidence infrastructure
  - Treating EYFS insight as **strategic system intelligence**, not operational detail
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## WEEK COMMENCING: 19 JANUARY 2026

**Flag:** ⚠️ *THEORY OF CHANGE VALIDATION, YOUTH LEADERSHIP & EARLY YEARS INSIGHT*

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### Locality / Thematic Focus

Youth leadership; early years movement; Theory of Change validation; insight integrity; place-based legitimacy

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### 1. Where Did This Insight Come From?

Insight this week came from the **deliberate integration of three strands of learning**, rather than from a single delivery activity:

1. Continued sense-making and validation of the **Hartlepool Sport Theory of Change (ToC)**
2. Ongoing analysis of the **Eskdale & Wadokai Insight**, including new conversations with the **Wadokai Future Leaders**
3. **New learning from the EYFS Movement Missions**, emerging through early years movement activity and practitioner reflection

The EYFS learning was not gathered through formal research tools, but through:

- Observation of children engaging with movement missions
- Practitioner reflection on how children responded to open-ended, play-led prompts
- Informal discussion with early years staff around confidence, inclusion, and engagement

This week therefore represents a **cross-age validation moment**, linking early years, children, and youth insight into a single learning narrative.

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### 2. What Did People Say, Do, or Avoid?

**EYFS Movement Missions** revealed that:

- Children engaged most confidently when movement was framed as **playful challenge**, not instruction
- Open-ended “missions” encouraged creativity, repetition, and self-directed progression
- Children who were quieter or less confident in structured activity engaged more fully when there was **no single ‘right way’ to move**

Practitioners noted that:

- Children sustained engagement for longer when adults stepped back
- Confidence increased through success defined by exploration, not performance

This strongly echoed **Wadokai Future Leaders’ insight**, who emphasised that:

- Familiarity and psychological safety come before progression
- Confidence grows when expectations are clear but non-judgemental
- Trust changes behaviour

Avoidance patterns were also consistent across ages:

- Avoidance of overly directive instruction
- Avoidance of environments where performance or comparison dominates

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### 3. What Matters Most to People Here (Right Now)?

Across **early years, children, and youth**, the same priorities surfaced:

- Feeling safe to try
- Freedom to engage at one’s own pace
- Being trusted rather than tested

For early years children, this showed up as:

- Willingness to repeat and explore movement
- Increased joy and persistence

For youth leaders, it showed up as:

- Desire for meaningful responsibility
- Resistance to tokenistic consultation

This reinforces that **belonging and confidence are foundational across the life course**, not age-specific issues.

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### 4. Assets, Strengths, and Hidden Capacity

This week surfaced several important assets:

- **EYFS Movement Missions** as a low-cost, high-impact entry point for movement confidence
- Early years practitioners as skilled facilitators of inclusion and exploration
- Wadokai Future Leaders as reflective peers capable of translating lived experience into insight
- The ToC as a framework capable of spanning early years through youth without distortion

Together, these assets demonstrate that **Hartlepool already holds the ingredients for a genuinely inclusive movement system.**

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## 5. Frictions, Barriers, and System Signals

Several system tensions were reinforced:

- Systems often separate early years, children, and youth into disconnected strategies
- Performance language appears far too early in many movement pathways
- Insight from early years is routinely undervalued despite its predictive power

This week highlighted that **when systems fragment age groups, they miss the continuity of confidence-building.**

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## 6. What Changed (or Might Change)?

- Increased confidence that the **ToC pathway (presence → trust → confidence → movement)** holds true from early years onwards
  - Stronger justification for treating EYFS movement as **core infrastructure**, not an add-on
  - Reinforced case for designing Place Expansion around **confidence and belonging**, not throughput
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## 7. Implications for What We Do Next

- Treat EYFS Movement Missions as an integral part of Place Expansion learning
  - Continue involving Wadokai Future Leaders in:
    - Question co-design
    - Sense-making and validation
  - Use cross-age insight as a **design filter** for future decisions
  - Challenge any programme logic that pushes performance too early in the pathway
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## 8. Confidence Check

- **Confidence:** High
  - Based on triangulation across:
    - EYFS practitioner observation
    - Wadokai Future Leaders insight
    - Eskdale children's co-designed questions
    - Existing Pride in Place youth and family insight
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### Summary Learning (w/c 19 January)

This week demonstrated that **confidence, belonging, and trust are not stage-specific — they are system-wide conditions.**

From early years movement missions to youth leadership, the same truth holds: when people are trusted, movement follows.

This significantly strengthens the **legitimacy of the Hartlepool Sport Theory of Change** and reinforces the need for **Place Expansion to be designed around lived confidence pathways, not abstract programme stages.**

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### CONSOLIDATED JANUARY 2026 LEARNING

- **Compliance pressure is a system signal**, not an administrative issue
- Insight quality improves when **volunteers and young people co-design the questions**
- Learning infrastructure is now as critical as delivery
- The Hartlepool Sport ToC is strongly validated by lived youth experience
- Confidence, Belonging and Trust Are System-Wide Conditions
- Early Years Movement Is Core Infrastructure, Not a Feeder Activity
- Pace Is a Moral and Strategic Choice
- Learning Infrastructure Is Delivery at System Level
- Place Expansion Must Align to Life-Course Reality