

Sport England Place Expansion Insight

Personal Learning & Stewardship

Weekly Reflective Logs
(retrospective)

30.01.26 onward



HARTLEPOOL SPORT

PLACE EXPANSION – WEEKLY INSIGHT LOG (ADDITIONAL ENTRY)

Week commencing: 19 January 2026

Date of entry: 23 January 2026

Completed by: Gareth (Community Researcher)

Locality / thematic focus: Manor ward / Awareness of own activity

1. Where Did This Insight Come From?

Connections with a local school, with dedicated time and space provided during a school gathering to have conversations with parents and young people.

- **Date(s) & duration:** 14 January 2026, approx. 1.5 hours
 - **Type of interaction:** Informal, researcher-led conversations exploring:
 - How individuals define “activity”
 - How activity fits (or doesn’t) into everyday life
 - Distinctions between active and passive activity
 - **Who was involved (anonymised):**
 - Adults including mums, dads, and grandparents
 - Primary school-aged children
 - **Setting / environment:**
 - School hall with multiple vendors and activities
 - Research table positioned centrally but to one side
 - Busy, noisy, time-pressured atmosphere with families moving between activities
 - **What actually happened:**
 - Researchers engaged people passing the table in short, natural conversations about activity levels and what they would change about the town if they could
 - Conversations were allowed to flow, with light steering back to relevant prompts where appropriate
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2. What Did People Say, Do, or Avoid?

- Many adults showed interest through body language but preferred to talk about **their children’s activity**, rather than their own
- Parents frequently encouraged children to write on large paper sheets, though showed less enthusiasm for contributing themselves

- Some families paused to talk while resting between other activities (e.g. food stalls, animal handling, hot drinks)
 - One family new to the town reported **not enough playgrounds**, and were signposted to nearby options
 - A Polish family engaged well on activity but did not comment on improving the town
 - Some adults appeared unwilling to stop (based on body language); researchers did not pursue engagement without a clear signal
 - When the table was empty, researchers approached seated families for short conversations, which were generally well received
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3. What Matters Most to People Here (Right Now)?

- Children's activity is prioritised over adults' own activity
 - Approx. **25% of children** were already enrolled in activities
 - Approx. **80% of children** enjoyed school-based activity (especially PE)
 - No parents spoken to reported taking part in regular activity themselves
 - One grandmother described enjoying going to the gym
 - For many parents (particularly mums), **work and childcare were described as "enough activity"**, with limited time or energy for more
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4. Assets, Strengths, and Hidden Capacity Noticed (ABCD Lens)

- Strong enjoyment of **school PE** among children
 - Schools appear to be trusted and effective activity environments
 - Unclear pathways between school activity and out-of-school play or clubs
 - A father new to the town expressed interest in **volunteering alongside his children's activity**
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5. Frictions, Barriers, and System Signals

- Many families rely on **public transport** for work and school
 - The busy, rushed environment limited depth of conversation
 - Noise and time pressure reduced opportunities for reflective discussion
 - January timing and term-time context may have influenced engagement and energy levels
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6. What Changed (or Might Change) Because of This Interaction?

- New relationships established with families recently moved into the town
 - Several parents and young people were **signposted to local clubs**, including dance, basketball, and rugby
 - Early confirmation that adult activity is deprioritised relative to children's participation
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7. Implications for What We Do Next

- Create more opportunities for **longer, calmer, in-depth conversations**
 - Explore methods better suited to busy family environments (paper prompts, short voice notes)
 - Test approaches that involve **whole families**, not just children
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8. Confidence Check & Insight Quality

Confidence level: Low (early signal)

To strengthen or challenge this insight:

- More conversations in different parts of town
 - Engagement with different demographic groups
 - Observation over time to assess seasonal effects (January / term-time)
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9. Supporting Material

- Insight log document submitted by Gareth (23 January 2026)
- No additional visual or photographic material attached

Hartlepool Sport

Weekly Insight Log

Locality / Thematic Focus: Central Hartlepool / Children & Young People (8–12) / Safe spaces for sport & play

Name of Person Completing: Sarah (Community Researcher)

Date of Entry: 26/01/26

Week commencing: 26/01/26

1. Where Did This Insight Come From?

Connections with Huskies Basketball Club, using an existing trusted session to create time and space for informal conversations and a creative “3 wishes” activity with children and parents.

- **Date(s) and time(s):** 25/01/26 (during club session)
 - **Type of interaction:** Informal conversations, observation, creative “genie wishes” activity, parent discussion
 - **Who was involved:**
 - Children aged approx. 8–12
 - Parents/carers
 - Coaches/volunteers
 - **Setting / environment:**
 - Indoor sports hall / club training environment
 - Informal, relational, familiar setting
 - **Brief description of what actually happened:**

Children and parents were invited to write or draw three wishes for their town/parks/sport. Researchers and coaches held short conversations alongside normal session activity. Children added ideas to large sheets of paper while continuing to socialise and play.
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2. What Did People Say, Do, or Avoid?

Repeated comments / themes

- More sports clubs and activities
- More basketball courts
- More parks and places to play
- Cheaper/free activities and summer clubs
- Safety concerns in parks

- Impact of Millhouse closure

Behaviours observed

- High enthusiasm and energy around sport and club talk
- Children engaged quickly with drawing/writing ideas
- Parents joined conversations once children were settled
- Club environment felt relaxed and trusting

Notable paraphrased views

- “We need more places to play”
- “Summer clubs people can actually afford”
- “Teenagers/drunks make parks feel unsafe”
- “Everything used to be in one place (Millhouse), now we have to travel”

What people avoided

- Few mentions of formal services or programmes; preference was for simple, accessible local spaces
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3. What Matters Most to People Here (Right Now)?

From this interaction, what appears to matter most:

- Feeling safe when outdoors
- Having somewhere local to go after school
- Being with friends
- Affordable options
- Spaces designed for “people like us” (8–12 age group)

Children were not asking for elite sport — they wanted:

somewhere to hang out, play, and feel safe

Parents emphasised:

- cost
 - travel time
 - convenience
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4. Assets, Strengths, and Hidden Capacity Noticed (ABCD Lens)

Visible assets:

- Huskies Basketball Club as a trusted anchor
- Strong peer friendships and social bonds
- Engaged coaches/volunteers
- Children highly motivated to participate
- Parents willing to support/volunteer
- Existing habit of regular attendance

What's already working:

- Club provides safety, belonging, structure, and role models
- Children clearly identify sport as something they love

Opportunity:

- Build around existing club energy rather than creating new offers from scratch
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5. Frictions, Barriers, and System Signals

Practical friction

- Cost of activities
- Travel across town
- Fewer central venues following Millhouse closure

Environmental/emotional friction

- Parks perceived as unsafe (teenagers, drinking, incidents)
- Spaces designed for under 8s but not 8–12s
- Fear reducing independent play

System signals

- Loss of shared community hubs
- Gaps between school provision and community sport
- Middle childhood age group underserved

The issue appears less about motivation and more about:

access + affordability + safe space

6. What Changed (or Might Change) Because of This Interaction?

- New conversations with parents about local needs
- Increased trust and openness

- Signposting to additional opportunities
 - Confirmation that clubs can act as listening posts as well as delivery sites
 - Reinforced that 8–12 age group has distinct needs often overlooked
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7. Implications for What We Do Next

Do more of

- Insight capture within trusted clubs
- Informal, creative engagement methods
- Whole-family conversations

Test / explore

- Free/open access basketball sessions
- Holiday and after-school offers with low/no cost
- Park-based pop-up sport
- Mid-age (8–12) play/sport space design
- Clubs as neighbourhood anchors for Pride in Place activation

Share with

- Place Expansion steering group
 - Pride in Place delivery leads
 - Parks/green space colleagues
 - Youth and community safety partners
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8. Confidence Check & Insight Quality

- Low (early signal)
- Medium (repeated locally)
- High (seen across places)

What would strengthen this insight?

- Repeat with non-sport engaged young people
 - Similar sessions in parks/schools
 - Observation across different neighbourhoods
 - Seasonal comparison (term vs holidays)
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9. Supporting Material

- “3 wishes” sheets and drawings (photo captures)
- Session notes
- Written summary from event

Hartlepool Sport

Weekly Insight Log

Locality / Thematic Focus: Headland / Town Centre / Girls (10–14) / Emotional connection to place, safety & belonging

Name of Person Completing: Louise (Community Research/ Health & Wellbeing Link Worker)

Date of Entry: 26/01/26

Week commencing: 26/01/26

1. Where Did This Insight Come From?

Ongoing weekly Star Girls session — a peer-to-peer girls group facilitated by Hartlepool Sport. The group uses creative, reflective activities to explore confidence, wellbeing, and place.

- **Date(s) and time(s):** 26/01/26 – weekly session
 - **Type of interaction:** Facilitated group activity, creative worksheet exercise, peer discussion, observation
 - **Who was involved:**
 - 6 girls aged approx. 10–14
 - Hartlepool Sport facilitator
 - **Setting / environment:**
 - Informal indoor group session
 - Familiar, trusted, small-group environment
 - **Brief description of what actually happened:**

Session began with an activity called “My Ultimate Playlist”, linking music and mood. Girls chose songs connected to different emotions. The exercise was then adapted to Hartlepool: instead of songs, girls named places that matched different feelings (Positive Vibes, Cry it Out, All-time Favourite). Conversations followed about why they chose each place.
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2. What Did People Say, Do, or Avoid?

Repeated comments / themes

Positive Vibes

- Headland seafront

- Headland swimming pool
- Home (x2)
- Headland/Seaton basketball court
- Summerhill Country Park

Cry it Out / Negative feelings

- Pizza Hut closure
- Hartlepool town centre
- Summerhill (specific areas)
- Town ramp/centre (x3)
- Burn Valley

Behaviours observed

- Open discussion once prompted creatively
- Personal reflections shared freely
- Some girls self-identified as introverts and preferred quieter spaces
- Clear emotional language used when describing safety or discomfort

Notable paraphrased views

- “I like places where you can escape the hustle and bustle”
- “Home is where I feel happiest”
- “Teenagers messing about makes it feel unsafe”
- “Loud music, graffiti, people hanging around — you don’t want to stay”

What people avoided

- Few mentions of formal youth services or organised provision
- Preference for natural, calm, or personally controlled spaces

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

From this interaction, what appears to matter most:

- Feeling safe
- Calm and quiet environments
- Spaces where they can relax or be themselves
- Avoiding antisocial behaviour or intimidation
- Having ownership or familiarity with space

For this group especially:

emotional safety = physical safety

They prioritise:

- nature
- home
- smaller, trusted environments

over busy, crowded town spaces.

4. Assets, Strengths, and Hidden Capacity Noticed (ABCD Lens)

Visible assets:

- Strong peer support network within Star Girls group
- Ability to articulate emotions and experiences
- Regular weekly attendance (routine and trust)
- Positive connections to specific local assets:
 - Headland seafront
 - swimming pool
 - parks
 - basketball courts
 - home/family spaces

What's already working:

- Natural and coastal spaces as wellbeing assets
- Small-group, facilitated environments
- Creative activities that unlock honest conversation

Opportunity:

- Use these girls as co-design voices for safer youth-friendly spaces
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5. Frictions, Barriers, and System Signals

Practical friction

- Loss of familiar venues (Pizza Hut closure symbolically referenced as loss of social space)
- Limited girl-friendly, informal hangout spaces

Emotional/cultural friction

- Feeling unsafe around older teenagers
- Antisocial behaviour (graffiti, loud music, intimidating groups)
- Lack of visible security/stewardship
- Busy town centre environments feel overwhelming

System signals

- Public spaces designed either for young children or adults
- Limited consideration of girls' emotional comfort and safety
- Girls self-selecting out of town centre spaces

This suggests:

avoidance rather than access

6. What Changed (or Might Change) Because of This Interaction?

- Girls reflected more deeply on how place affects mood
 - Increased trust and openness within the group
 - New insight gathered about girls' emotional mapping of Hartlepool
 - Identified specific "safe" and "unsafe" spaces to inform planning
 - Reinforced the value of creative methods to surface insight
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7. Implications for What We Do Next

Do more of

- Small-group, girls-only safe spaces
- Creative and reflective engagement methods
- Listening through emotion-based prompts

Test / explore

- Girl-friendly park or activity times
- Calm, supervised youth spaces
- Evening or after-school safe hangouts
- Visible stewardship in parks/town centre
- Co-design improvements with this group

Share with

- Place Expansion steering group
 - Pride in Place/parks teams
 - Community safety partners
 - Youth services
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8. Confidence Check & Insight Quality

- Low (early signal)
- Medium (repeated locally)
- High (seen across places)

What would strengthen or challenge this insight?

- Similar sessions with other girls groups
 - Compare with boys/mixed groups
 - Walk-along conversations in the named spaces
 - Seasonal/time-of-day observations
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9. Supporting Material

- Playlist/place worksheets
- Facilitator notes
- Session reflections

Confidence: 0.97

Key caveat: small cohort (6 participants), but depth of emotional insight is strong and consistent with wider Hartlepool safety/place themes.

PLACE EXPANSION – WEEKLY INSIGHT LOG

Week commencing: 26 January

Organisation: Hartlepool Sport

Role: CEO & COO

Date of Entry: 30/01/26

Week commencing: 26/01/26

1. Activity this week

- Attended a system meeting with Tees Valley Sport rep and Hartlepool Borough Council rep to discuss insight submissions and readiness for the February mid-point review.
 - Continued upload of raw insight, analysis, additional reports and retrospective weekly reflective logs to the shared platform.
 - Ongoing place-based insight activity and relationship-holding with communities, youth groups and delivery partners.
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2. Insight emerging

The meeting surfaced a significant **system-level learning issue** rather than a delivery gap.

Key insight:

- There is currently **no shared definition of what “good” insight looks like** across the programme (no agreed format, assessment criteria, or interpretation framework).
 - Insight discussions defaulted to **process compliance** rather than learning, synthesis or impact.
 - Explanatory materials outlining our ABCD-informed, community-owned learning approach had not been read by all parties ahead of the discussion.
 - Insight is at risk of being treated primarily as a **data extraction and assurance exercise**, rather than as a tool for learning, decision-making and adaptation.
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3. Reflection

This highlighted tension between:

- a **compliance-first assurance model**, and
- a **learning-led, place-based approach** as set out in Place Expansion principles.

In a test-and-learn programme, the absence of:

- shared standards of quality,
- transparency in how insight is assessed, and

- agreed learning outcomes

creates a risk that learning is constrained rather than enabled.

A practical risk example discussed:

- When communities identify priorities (e.g. walking routes, lighting, play), but funding decisions and delivery visibility sit centrally, the **reputational and trust risk falls on local organisations** who gathered the insight — not on the wider system.
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4. Implications for communities and youth voice

There is a growing ethical and practical risk that:

- communities and young people experience insight as **extractive**,
- feedback loops are unclear or absent,
- public narratives of investment are not matched by visible change in place.

If trust is eroded in this way, future engagement — particularly with children and young people — becomes significantly harder and, in some cases, impossible to rebuild.

5. What this means for Place Expansion

For Place Expansion to function as intended:

- learning must be treated as a **primary outcome**, not a by-product;
- insight must be assessed against **agreed learning principles**, not solely compliance measures;
- visible feedback loops and organisational learning are essential to protect trust in place.

Without this, there is a risk of tokenism — where engagement activity increases but meaningful change does not.

6. Key learning question

How does the Place Expansion system ensure that insight gathered in place genuinely informs decisions, enables learning, and protects trust — rather than functioning primarily as a compliance mechanism?

7. Actions / next steps

- Continue to make raw insight, analysis and reflective learning visible on the shared platform.
- Seek greater clarity and shared agreement on what “good” insight looks like at system level.

- Advocate for learning-first discussion spaces alongside assurance processes ahead of the February mid-point review.

Hartlepool Sport

Weekly Insight Log

Locality / Thematic Focus: Town-wide (governance & delivery learning) + Burbank ward

Name of Person Completing: Carl

Date of Entry: 30/01/26

Week commencing: 26/01/26

1. Where Did This Insight Come From?

A combination of:

- Strategic and governance work (Labour Party motion development)
- Programme design work (Test & Learn proposal analysis)
- Knowledge translation and learning activity (accessible formats for Principles of Community Owned Learning)
- Place-based observation and walkabout in Burbank ward with Hartlepool Board members
- Conversations with Community Links (peer-to-peer rehabilitation support organisation)

Details

- **Dates/times:** Various across the week
- **Type of interaction:**
 - Policy drafting
 - Analytical review
 - Learning design
 - Walk-along/place observation
 - Informal partner conversations
- **Who was involved:**
 - Hartlepool Board members
 - Local councillors
 - Community Links staff/volunteers
 - Sport, dance and community providers
- **Setting/environment:**

- Meetings and desk-based analysis
- Streets, parks and community venues in Burbank ward
- Burbank Community Centre

Brief description of what happened (factual)

- Drafted and refined a Labour Party motion linking Pride in Place/Place Expansion insight to practical action around parks activation and revenue to animate spaces
 - Analysed all Test & Learn proposals against four lenses
 - Produced accessible versions of learning content (video/audio/infographic)
 - Conducted a ward walkabout mapping assets and environmental issues
 - Spoke with Community Links about their peer support work
 - Reported graffiti and used nappies to local councillor
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2. What Did People Say, Do, or Avoid?

Observations / signals

Governance & partners

- Partners respond better to clear, practical language than technical/place-based jargon
- Visual and short-form formats increase engagement with learning materials
- Lens-based analysis helped clarify strengths/gaps quickly

Burbank walkabout

- High density of local sport, dance and community assets operating quietly
- Community Links described strong peer relationships and trust-based support
- Environmental quality issues visible (graffiti, litter, used nappies)
- These issues noticed quickly by residents/partners and framed as affecting pride and safety

Behaviours

- Board members engaged actively when physically walking the area
 - More grounded discussion compared to meeting-room settings
 - Immediate reporting of environmental issues rather than deferring
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3. What Matters Most to People Here (Right Now)?

Across the week, recurring priorities:

- Visible improvement to neighbourhood environment

- Making plans feel practical and real (not abstract strategy)
- Making learning accessible and understandable
- Supporting organisations already doing good work
- Faster, tangible responses to small issues

What people are trying to achieve in their own terms:

- “Make the area look better”
- “Help people feel safe”
- “Explain things simply so people can use them”
- “Support what already exists, don’t duplicate”

4. Assets, Strengths, and Hidden Capacity Noticed (ABCD Lens)

Visible assets

- Existing clubs and community providers across Burbank
- Dance and sport businesses
- Burbank Community Centre
- Community Links peer-to-peer rehabilitation model
- Hartlepool Board relationships and willingness to collaborate
- Internal learning capability (ability to translate principles into accessible formats)

What’s already working

- Grassroots organisations trusted locally
- Walking the patch surfaces insight quickly
- Simplified tools (videos/infographics) widen participation
- Lens analysis provides shared language across partners

Opportunity

- Treat governance, learning and communication as infrastructure (not add-ons)
- Amplify and connect existing assets rather than commissioning new ones

5. Frictions, Barriers, and System Signals

Practical friction

- Learning materials often too dense or text-heavy
- Strategy language can exclude partners

- Environmental maintenance gaps reduce perceived safety

Emotional/cultural friction

- Abstract planning reduces engagement
- Small visible neglect (graffiti, waste) affects pride and belonging

System signals

- Good work happening but fragmented and not always visible
 - Insight doesn't automatically convert into action without translation
 - Small maintenance issues can undermine wider regeneration efforts
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6. What Changed (or Might Change) Because of This Interaction?

Immediate shifts

- Labour Party motion reframed insight into concrete action (revenue for park activation)
- Test & Learn proposals assessed consistently using 4 lenses
- Learning resources made more accessible (video/audio/infographic)
- Environmental issues reported promptly
- Stronger connection made with Community Links

Learning

- "Insight → action" requires translation, not just collection
 - Walking wards accelerates shared understanding
 - Accessibility increases adoption
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7. Implications for What We Do Next

Do more of

- Ward walkabouts with partners
- Lens-based assessment tools
- Accessible learning formats
- Supporting existing community anchors

Test / explore

- Regular "insight into action" cycles
- Short explainer videos for key frameworks
- Asset mapping by ward

- Quick-response reporting loops for environmental issues

Share with

- Hartlepool Board
 - Place Expansion steering group
 - Pride in Place partners
 - Ward councillors
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8. Confidence Check & Insight Quality

- Low (early signal)
- Medium
- High (repeated across governance and place work)

What would strengthen this insight?

- Repeat walkabouts in other wards
 - Track engagement with accessible learning tools
 - Monitor whether lens analysis improves funding/commissioning decisions
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9. Supporting Material

- Labour Party motion draft
 - T&L lens analysis tables
 - Video/audio/infographic resources
 - Walkabout notes
 - Community Links conversation notes
 - Issue reports to councillor
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Quick Lens Snapshot

Place Expansion: Translating insight into practical, place-based actions and supporting existing assets

Pride in Place: Environmental quality and visible care shape belonging

Cohesion: Walkabouts and shared language build cross-system trust

Poverty: Accessible learning and local provision reduce participation barriers

SeaChange: Stewardship and maintenance directly affect use of public space

Confidence: 0.98

Key caveat: mixture of strategic and observational insight rather than direct resident voice — should be paired with ongoing community feedback.

Hartlepool Sport

Locality / Thematic Focus: Eskdale (KS2 Parks Access), Wadokai (Youth & Families), SeaChange Learning

Name of Person Completing: Carl (with input from Lottie & Sarah)

Date of Entry: w/c 02/02/26

1. Where Did This Insight Come From?

Date(s) and time(s):

- 30.01.26 – Wadokai youth & family survey activity
- w/c 02.02.26 – Eskdale KS2 reach conversations and tallying
- Full day – Joseph Rowntree Foundation SeaChange workshop

Type of interaction:

- School-based conversation and simple tally exercise with KS2 pupils
- Youth club / martial arts session with co-designed survey
- Facilitated learning workshop with community researchers and partners

Who was involved:

- 73 KS2 pupils (Years 3–6)
- Wadokai young people and families
- Community Researchers (Lottie, Sarah)
- JRF SeaChange partners and place-based practitioners

Setting / environment:

- School setting (informal classroom / playground conversations)
- Trusted club environment (dojo)
- Workshop / peer learning space

Brief description of what actually happened:

- Children were asked which parks they currently visit and how they get there
- Young people at Wadokai completed and discussed questions they had co-designed themselves

- Sarah transcribed and grouped Wadokai responses to identify themes and sense-check meaning
 - Team attended SeaChange workshop exploring community research ethics, ABCD practice and learning approaches
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2. What Did People Say, Do, or Avoid?

Eskdale (parks reach):

- Most children named nearby parks first
- Very few referenced more distant sites
- Headland rarely mentioned despite being a large open space

Wadokai:

- Young people more talkative and reflective when answering their own questions
- Longer, story-based responses rather than one-word answers
- Parents describing the club as “somewhere safe” and “like family”
- High energy and confidence in sharing views

Notable quotes / paraphrased views:

- “We just go to the one near ours”
 - “It’s too far to go over there”
 - “This is somewhere we belong”
 - “It’s not just karate, it’s our people”
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3. What Matters Most to People Here (Right Now)?

Across settings, what surfaced most strongly:

- Convenience and proximity (“what’s near” matters more than “what’s best”)
- Feeling safe and welcomed
- Familiar places and trusted adults
- Belonging and routine
- Activities that fit everyday life without extra transport or cost

Young people framed participation less as “sport” and more as:

- somewhere to go
- something to do with friends
- somewhere they feel known

4. Assets, Strengths, and Hidden Capacity Noticed

- Trusted community settings (school, club/dojo) already acting as engagement hubs
- Youth leaders and informal peer connectors encouraging participation
- Existing habits of walking to nearby parks
- Strong social bonds within Wadokai families
- Community researchers embedded locally with trusted relationships

These assets suggest insight is strongest when gathered through **existing trusted spaces**, rather than standalone consultation.

5. Frictions, Barriers, and System Signals

Practical friction:

- Distance and travel time reduce park access significantly
- Reliance on adult transport limits reach

Emotional/cultural friction:

- Children stick to familiar spaces
- New places feel “not for us” or “too far”

System signals:

- Provision may exist on paper but be functionally inaccessible
- Standard survey tools produce shallower responses compared to co-designed questions

Overall signal:

Access and trust matter more than volume of provision or formal consultation.

6. What Changed (or Might Change) Because of This Interaction?

- Clearer understanding that proximity strongly shapes children’s behaviour
 - Deeper, more nuanced youth voice captured through co-designed questions
 - Team assumptions challenged about “headline parks” equalling reach
 - Reinforced value of relational, embedded insight over extractive methods
 - Increased confidence among young people that their perspectives shape questions, not just answers
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7. Implications for What We Do Next

Do more of:

- Insight through trusted spaces (schools, clubs, peer groups)
- Co-designing questions with young people
- Walk-alongs / place-based observation

Do less of:

- Over-reliance on standardised or top-down survey formats

Test / explore:

- Mapping everyday “walkable reach” for parks and play
- Feeding youth voice directly into park and waterfront planning conversations
- Continued integration of SeaChange learning into Walking Quests and pop-ups

Who needs to hear this:

- Place Expansion partners
 - Parks / public realm planners
 - Youth voice / participation groups
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8. Confidence Check & Insight Quality

- Low
- Medium
- High

Seen consistently across:

- Multiple settings (school + club)
- Different age groups
- Observation + conversation + survey

Would strengthen further with:

- Additional schools
 - Parent perspectives
 - Repeated observation over time
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9. Supporting Material (If Applicable)

- Eskdale parks reach tallies
- Wadokai survey responses and thematic notes

- SeaChange workshop learning notes
 - Related insight logs
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Hartlepool Sport

Locality / Thematic Focus: Eskdale (KS2 Parks Reach), Wadokai (Youth & Families), Walking Quest (Town Centre Access)

Name of Person Completing: Carl (with Sarah & team input)

Date of Entry: w/c 09/02/26

1. Where Did This Insight Come From?

Date(s) and time(s):

- 05.02.26 – Eskdale KS2 parks reach snapshot
- w/c 09.02.26 – Wadokai sessions and conversations
- w/c 09.02.26 – Walking Quest delivery and observation

Type of interaction:

- School-based pupil survey and discussion
- Informal relational conversations in trusted youth setting
- Observational place-based engagement

Who was involved:

- 73 Eskdale KS2 pupils
- Wadokai young people and parents
- Walking Quest participants
- Coaches, volunteers and Hartlepool Sport staff

Setting / environment:

- Eskdale Primary School
- Wadokai dojo
- Marina / town centre walking routes

Brief description of what actually happened:

- KS2 pupils identified which local parks they had visited
- Wadokai families reflected on participation and belonging
- Children navigated town centre spaces during Walking Quest
- Staff observed spatial behaviour and confidence

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

Eskdale (parks reach):

- Only ~50% had visited nearest park (<1 mile)
- Fewer than 30% had visited several larger parks
- Distance alone did not explain reach

Wadokai:

- Young people emphasised belonging and friendships
- Parents highlighted routine, safety and familiarity

Walking Quest:

- Hesitation in unfamiliar town centre areas
- Confidence increased with group support
- Preference for known routes and landmarks

Notable paraphrased views:

- “We just go to the one near us.”
- “They know everyone here.”
- “I don’t usually come this way.”
- “It’s easier together.”

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

Across school, club and place activity:

- Familiarity and routine
- Social safety and belonging
- Trusted adults and peers
- Confidence navigating environments
- Perceived invitation to use spaces

Young people’s access to places is shaped more by **confidence and habit** than provision.

4. Assets, Strengths, and Hidden Capacity Noticed

- Trusted relational hubs (school, club)
- Peer-supported exploration

- Walking Quest as scaffold into wider place
- Existing volunteer / coaching networks
- Children's willingness when supported

These assets indicate that **relational bridges expand spatial reach.**

5. Frictions, Barriers, and System Signals

Eskdale spatial access signal:

- Half of children have never visited nearest park
- Larger parks visited despite greater distance

This suggests:

- familiarity, reputation and family habit outweigh proximity
- some parks are functionally out of reach

Behavioural friction:

- Hesitation in unfamiliar spaces
- Narrow habitual movement patterns

System signal:

- Provision ≠ use
- Capital investment alone insufficient
- Confidence and animation required

Overall signal:

Access to place is psychological and relational, not purely geographic.

6. What Changed (or Might Change) Because of This Interaction?

- Clearer evidence that proximity does not equal access
- Reinforced importance of trusted gateways (school/club)
- Increased confidence during Walking Quest exposure
- Stronger case for animation and stewardship alongside infrastructure

Participants showed:

- greater willingness to explore with support
 - deeper discussion of place experience
-

7. Implications for What We Do Next

Do more of:

- Relational gateways into wider place
- School/club-linked park exposure
- Group exploration formats

Do less of:

- Assuming proximity equals access

Test / explore:

- Repeat exposure to parks and town spaces
- Animation and trusted adult presence in parks
- Confidence mapping alongside reach

Who needs to hear this:

- Parks / public realm partners
- Place Expansion network
- Waterfront & ward planning

8. Confidence Check & Insight Quality

- Low
- Medium
- High

Seen across:

- School data
- Club insight
- Observational activity

Would strengthen with:

- Additional schools
- Repeat cohorts
- Parent travel patterns

9. Supporting Material (If Applicable)

- Eskdale KS2 Parks Reach Snapshot (05.02.26)
- Walking Quest observation notes
- Wadokai reflections

Hartlepool Sport

Locality / Thematic Focus: Youth Social Action; Community Priorities & Trust; System Insight & Learning; Place Confidence & Access

Name of Person Completing: Carl (with team input)

Date of Entry: w/c 16/02/26

1. Where Did This Insight Come From?

Date(s):

- 16.02.26 – Team Up for Change youth social action session
- 16.02.26 – Meet the MP community engagement event
- 16.02.26 – Place Expansion insight meeting
- 16.02.26 – Place Expansion Theory of Change workshop
- w/c 16.02.26 – Walking Quest observation
- w/c 16.02.26 – Wadokai sessions and relational conversations

Type of interaction:

- Youth workshop and facilitated discussion
- Community engagement event
- Multi-agency system meetings and ToC workshop
- Observational place-based activity
- Informal relational conversations

Who was involved:

- Young people from multiple community organisations
- Residents and community representatives
- MP and local partners
- Place Expansion partners (TVS, LA, others)
- Coaches, volunteers and Hartlepool Sport staff

Setting / environment:

- Youth session venue
- Community engagement setting
- Workshop / meeting spaces
- Town centre / Marina routes

- Wadokai dojo

Brief description:

- Young people explored barriers to staying active and potential community improvements
 - Residents discussed local priorities and expectations with MP
 - Partners reviewed insight processes and shared Theory of Change framing
 - Walking Quest and Wadokai engagement continued, observing place confidence and belonging
-

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

Youth session:

- Activity strongly linked to safety, facilities and environment
- Ideas became more practical when resource constraints considered
- Collaborative problem-solving evident

Community (Meet the MP):

- Emphasis on tangible local issues (transport, access, facilities)
- Expectation that engagement should lead to visible change
- Frustration where change not experienced

System meetings / ToC:

- Continued emphasis on raw data and reporting cadence
- Recognition of differing organisational maturity
- Need for shared understanding of insight purpose and learning

Walking Quest:

- Increasing spatial confidence across sessions
- Continued reliance on group presence

Wadokai:

- Consistent emphasis on belonging, routine and trusted environment

Indicative views:

- “We’d use it if it felt safer or better.”
- “Things get talked about but don’t change.”
- “It’s easier together.”
- “This is somewhere we belong.”

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

Across youth, community and participation settings:

- Safety and condition of places
- Visible local improvement
- Belonging and trusted environments
- Practical access to facilities
- Confidence to navigate spaces

Participation is framed as dependent on **place conditions and trust**, rather than motivation alone.

4. Assets, Strengths, and Hidden Capacity Noticed

- Youth capacity to analyse community barriers realistically
- Strong relational hubs (clubs, youth groups) supporting engagement
- Community willingness to engage with civic dialogue
- Emerging shared ToC language among partners
- Growing place familiarity through repeated exposure

These indicate readiness for:

- youth-led insight and social action
 - collaborative place stewardship
 - learning-led system development
-

5. Frictions, Barriers, and System Signals

Community signals:

- Engagement fatigue where change is not visible
- Expectation–delivery gap affecting trust

Youth barriers:

- Safety perceptions and limited welcoming spaces

System signals:

- Tension between compliance/assurance and place-based learning
- Raw data preference vs local interpretation

- Need for shared insight standards and learning clarity

Overall signal:

Place Expansion currently balancing **assurance requirements and learning intent**, with risk to trust if insight does not translate into visible change.

6. What Changed (or Might Change) Because of This Interaction?

- Youth demonstrated clearer links between environment and activity
- Residents' expectations of engagement outcomes clarified
- Partners progressed shared ToC understanding
- System learning tensions surfaced constructively
- Continued growth in place confidence through exposure

Participants showed increased agency in discussing barriers and change.

7. Implications for What We Do Next

Do more of:

- Youth social action and participation dialogue
- Visible local feedback loops
- Relational gateways into place
- Shared ToC and learning alignment across partners

Do less of:

- Engagement without feedback or visible outcomes
- Treating insight as extraction rather than learning

Test / explore:

- Youth-led place improvement pathways
- Linking insight directly to local action
- Continued exposure-based place confidence

Who needs to hear this:

- Place Expansion partners
 - Local authority / MP interface
 - Public realm planners
 - Youth participation network
-

8. Confidence Check & Insight Quality

- Low
- Medium
- High

Consistent across:

- Youth workshop
- Community engagement
- System meetings
- Observational activity
- Relational settings

Would strengthen with:

- Repeat cohorts
 - Longitudinal tracking
 - Evidence of action following insight
-

9. Supporting Material

- Team Up for Change outputs
 - Meet the MP notes
 - Place Expansion meeting notes
 - ToC workshop outputs
 - Walking Quest observations
 - Wadokai reflections
-

Hartlepool Sport

Locality / Thematic Focus: Ward Jackson Park Activation; Youth Provision & Community Spaces; Park Participation

Name of Person Completing: Carl (with team input – Sarah & Louz)

Date of Entry: w/c 23/02/26

1. Where Did This Insight Come From?

Date(s):

27.02.26 – Urban Sport & Urban Play activation event, Ward Jackson Park

w/c 23.02.26 – Delivery planning and youth participation strategy development discussions

Type of interaction

- Outdoor community sport, play and creative activity event
- Informal conversations with parents and families
- Observational insight during park activation
- Online feedback following the event

Who was involved

- Approximately **130 children, young people and parents** attending the park event
- **45 participants completing the park trail activity**
- Hartlepool Sport staff and volunteers
- Local families and park users
- Local partner organisations and park café staff

Setting / environment

Ward Jackson Park – outdoor informal sport, creative activities, trail challenge and community engagement within a public park environment.

Brief description

Urban Sport & Urban Play activities were delivered in Ward Jackson Park on 27 February, combining informal sport equipment, creative activity stations and a park trail challenge.

The event ran for approximately **three hours**, attracting around **130 attendees**, with **45 people completing the trail activity**.

The session enabled observation of participation patterns in a park setting and provided opportunities for informal conversations with parents about youth provision, park use and community spaces.

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

Youth provision insight

During the event, a parent shared concerns about the **closure of the Rift House Youth Project**, which had recently announced it would close after nearly **18 years of operation**.

The parent explained that:

- Four of her five children attended the club regularly
- The club ran **twice weekly sessions**
- It provided a safe space where young people felt accepted

She noted that her eldest child struggles in school but **thrived at the youth club**, where he felt safe and included.

The parent expressed concern about the **long-term impact of losing this space**, particularly for children who rely on youth clubs for belonging and routine.

Participation behaviour during the event

Participation often began informally.

Several families arrived simply visiting the park but stayed once they noticed activity taking place.

One parent commented:

“We only popped to the park but ended up staying over three hours.”

Children were particularly drawn to visible activity and equipment already in use.

Activity mix insight

Two parents commented that the **Urban Sport & Urban Play format works well for families with children who have different interests**, because it combines sport, play and creative activity.

One parent explained that:

- one child enjoys sport and physical activity
- another prefers craft-based activity

The mixed format allowed both children to participate.

Community feedback (online)

Post-event feedback included comments such as:

- “What a lovely time my children had here today.”
- “Lots of activities both crafty and active.”
- “It was really fun and welcoming.”

Local partners also expressed appreciation for the event and its positive impact on the park environment.

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

Across conversations and observations during the event, families emphasised:

- **safe places for young people to gather**
- opportunities for children to **make friends and socialise**
- accessible activities in local parks

- welcoming environments for families
- activities that **accommodate different interests**

Parents particularly valued opportunities where children could **participate freely without needing to commit to structured programmes.**

4. Assets, Strengths, and Hidden Capacity Noticed

- Ward Jackson Park attracts steady family footfall
- Children engage quickly when activity and equipment are visible
- Families comfortable remaining in the park for extended periods
- Mixed activity formats encourage wider participation
- Local businesses and partners supportive of community activity

These assets demonstrate strong potential for **regular park activation and community-led participation.**

5. Frictions, Barriers, and System Signals

Loss of youth provision

The closure of the Rift House Youth Project illustrates the fragility of long-standing community youth provision.

Despite operating successfully for nearly two decades, the project relied heavily on volunteers and became unsustainable.

This represents a **loss of relational infrastructure**, not just a service.

Participation barriers

Observation suggests that **parks become active social environments when animation is present**, but revert quickly to passive spaces when activity is absent.

Provision alone does not generate participation.

System signal

Youth services and informal participation spaces often rely on:

- volunteer capacity
- fragile funding structures

When these collapse, the impact is felt directly by families and young people who depend on those environments.

6. What Changed (or Might Change) Because of This Interaction?

The event reinforced several emerging insights:

- **animation and facilitation significantly increase park participation**
- mixed sport and creative environments attract a wider range of children
- trusted youth spaces provide important social and emotional support

The closure of the Rift House Youth Project highlights the importance of maintaining **relational community infrastructure** for young people.

7. Implications for What We Do Next

Do more of

- park activation and informal play environments
- mixed-activity models combining sport, play and creativity
- engaging parents during community events

Do less of

- assuming infrastructure alone drives participation

Test / explore

- regular micro-activations in parks
- partnerships addressing youth provision gaps
- youth voice in shaping park programming

Who needs to hear this

- Place Expansion partners
 - youth service providers
 - local authority and community organisations
 - Hartlepool Board youth participation discussions.
-

8. Confidence Check & Insight Quality

- Low
- Medium
- High

Based on:

- direct observation during park activation

- multiple conversations with parents
- participation data
- online feedback following the event

Would strengthen with:

- repeated park activations
 - further engagement with families affected by youth provision closures.
-

9. Supporting Material

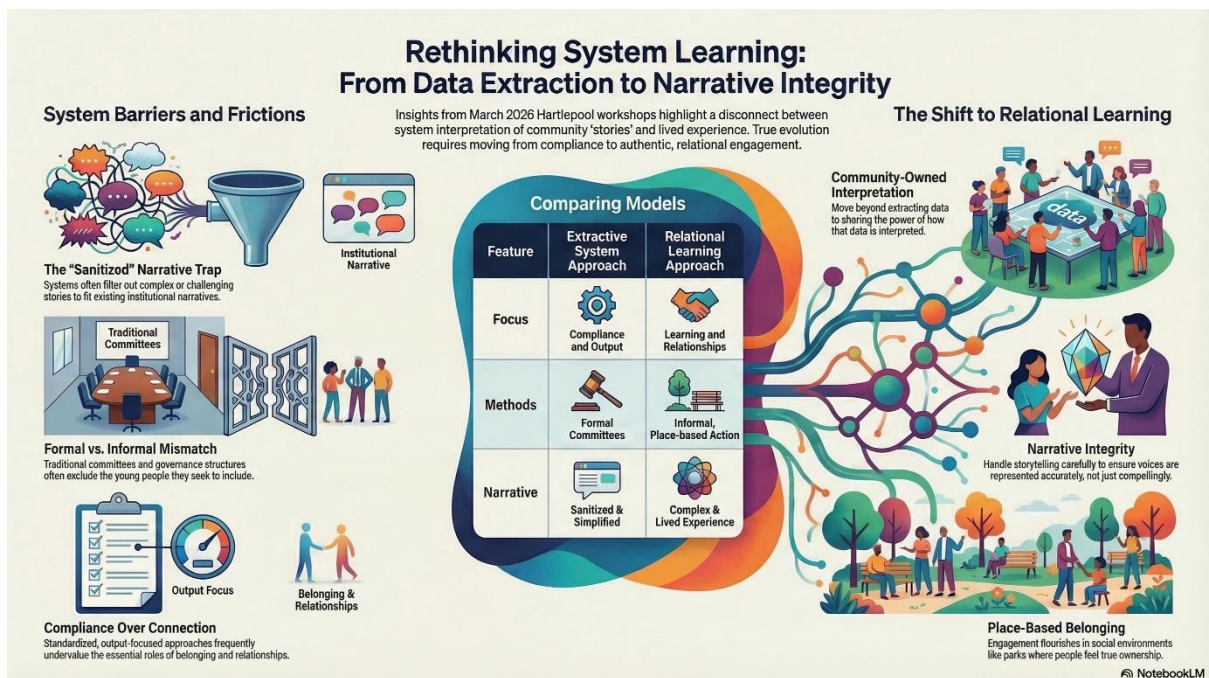
- Ward Jackson Park Urban Sport & Urban Play event observations (27.02.26)
 - Participation data (130 attendees; 45 trail completions)
 - Parent feedback from conversations
 - Online feedback from event participants
-

Hartlepool Sport

Locality / Thematic Focus: System Learning; Narrative & Representation; Education & Inclusion; Community-Owned Learning

Name of Person Completing: Carl (with team input)

Date of Entry: w/c 02/03/26



1. Where Did This Insight Come From?

Date(s):

05.03.26 – Joseph Rowntree Foundation SeaChange full day workshop

06.03.26 – Hartlepool Education & Inclusion Summit (multi-agency)

09.03.26 – Small group conversation with Darren McGarvey

10.03.26 – Full day workshop: *Telling Stories Safely* (facilitated by Darren McGarvey)

Type of interaction

- Full-day facilitated workshops
- System-wide summit (education, inclusion, local services)
- Small group reflective discussion
- Lived experience-informed narrative exploration

Who was involved

- VCSE organisations
- Local authority representatives
- Education professionals
- Community practitioners

- Researchers and facilitators
- Individuals with lived experience

Setting / environment

Formal and semi-formal learning environments, including:

- Facilitated workshops
- Conference-style summit
- Smaller reflective discussion spaces

Brief description

This week focused less on direct community delivery and more on **deep system learning**, particularly around:

- how insight is generated, interpreted and used
- how stories are told, framed and legitimised
- how systems engage with lived experience

Across the SeaChange workshop, Education Summit, and Darren McGarvey sessions, a consistent theme emerged:

👉 **The tension between lived experience, narrative framing, and system interpretation**

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

Narrative and lived experience (McGarvey sessions)

Key insight:

Lived experience is powerful, but **not inherently representative**.

Participants reflected that:

- stories are often elevated because they are compelling
- systems may over-rely on individual narratives
- certain voices are platformed, while others are absent

A key framing explored:

- **Representation – whose voices are visible**
- **Omission – whose voices are missing**
- **Framing – how stories are shaped and interpreted**

There was recognition that:

👉 Stories can unintentionally **reinforce system narratives**, rather than challenge them.

System discomfort and challenge

It was noted that:

- systems are more comfortable with **sanitised or emotionally safe narratives**
- more challenging or complex stories are often **filtered out or deprioritised**

There was also a reflection that:

- articulate working-class voices can create discomfort in professional spaces
- this can influence how insight is received and acted upon

Participation and engagement formats

Across discussions:

- many young people do not engage with formal structures (e.g. committees, governance processes)
- traditional engagement methods may exclude the very voices systems seek to include

This reinforces the need for:

👉 **informal, relational, place-based engagement approaches**

SeaChange workshop (05.03.26)

The workshop reinforced that:

- parks and green spaces are not just physical assets, but **social and emotional environments**
- feelings of **safety, belonging and ownership** strongly influence participation

Participants highlighted:

- reasons for using or avoiding parks
- perceptions of safety and territorial behaviour
- importance of community-led activation

A key learning:

👉 People are more likely to use spaces where they feel **a sense of ownership and recognition**.

Education & Inclusion Summit (06.03.26)

The summit highlighted:

- ongoing challenges around inclusion within education systems
- gaps between policy intent and lived experience
- increasing complexity of need among children and young people

There was recognition that:

- systems are often structured around **compliance and delivery**, rather than relationships
- young people experiencing the greatest challenges are often the least engaged

A recurring theme:

👉 **Belonging and relationships are central to engagement**, but are often undervalued in system design.

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

Across all interactions this week, consistent priorities emerged:

- being **seen, heard and represented accurately**
- having access to **safe, welcoming environments**
- opportunities to **belong and connect with others**
- engagement approaches that feel **authentic and accessible**

There is a strong emphasis on:

👉 **trust, relationships and authenticity over process and structure**

4. Assets, Strengths, and Hidden Capacity Noticed

- strong reflective capacity within VCSE and community practitioners
- willingness to engage in challenging conversations
- existing community knowledge and lived experience insight
- informal engagement approaches already working effectively in place

There is significant **untapped value in community-led insight and interpretation**, when given space and legitimacy.

5. Frictions, Barriers, and System Signals

Narrative control and framing

Systems often:

- determine which stories are amplified

- shape how insight is interpreted
- prioritise consistency over complexity

This creates risk that:

👉 insight is shaped to fit existing narratives, rather than informing change.

Engagement mismatch

Formal engagement structures:

- do not reflect how many people (particularly young people) engage
 - can unintentionally exclude key voices
-

Learning vs compliance

Across multiple settings, there is a tension between:

- **learning-oriented approaches** (iterative, reflective, relational)
- **compliance-driven approaches** (structured, output-focused, standardised)

This can limit the ability of systems to:

- adapt
 - respond to lived experience
 - incorporate challenge
-

6. What Changed (or Might Change) Because of This Interaction?

This week strengthened the understanding that:

- insight is not neutral – it is shaped by **who collects it, how it is framed, and how it is interpreted**
- community-owned learning requires **shared interpretation, not just data collection**
- storytelling must be handled carefully to avoid **misrepresentation or simplification**

It also reinforced the importance of:

- informal engagement approaches
 - relational practice
 - critical reflection within systems
-

7. Implications for What We Do Next

Do more of

- community-owned learning approaches
- reflective practice alongside data collection
- informal, place-based engagement

Do less of

- extractive data collection without shared interpretation
- over-reliance on individual narratives without context

Test / explore

- new approaches to youth engagement outside formal structures
- methods for sharing insight that include community interpretation
- ways to balance narrative and evidence within system reporting

Who needs to hear this

- Place Expansion partners
 - system leaders and commissioners
 - education and inclusion stakeholders
 - Hartlepool Board and associated networks
-

8. Confidence Check & Insight Quality

- Low
- Medium
- High

Based on:

- multiple full-day workshops
- cross-sector participation
- consistent themes across different settings

Would strengthen with:

- further triangulation with local delivery insight
 - continued reflection and application in place-based work
-

9. Supporting Material

- SeaChange workshop notes (05.03.26)
- Education & Inclusion Summit reflections (06.03.26)

- Darren McGarvey workshop and discussion notes (09–10.03.26)
-

Meta-Reflection (Strategic)

This week represents a shift from “**what is happening in place**” to:

👉 “**how systems understand, interpret and act on what is happening in place.**”

The central risk identified:

- insight becoming **performative or extractive**
- narratives being shaped to fit system needs
- community voice being **filtered rather than empowered**

The central opportunity:

👉 aligning **community-owned learning, narrative integrity and system decision-making.**

Hartlepool Sport

Locality / Thematic Focus: Parks & Open Spaces; System Learning; Narrative & Insight Practice; SeaChange Strategy

Name of Person Completing: Carl (with team input)

Date of Entry: w/c 09/03/26

1. Where Did This Insight Come From?

Date(s):

09.03.26 – Pride in Place Innovation Day (Regeneration, High Streets, Heritage)

11.03.26 – Pride in Place Innovation Day (Health & Wellbeing)

12.03.26 – Place Partnership Network Event (morning)

12.03.26 – SeaChange Strategy Development Meeting

w/c 09.03.26 – Internal development of “Beyond Narrative Extraction” resource

w/c 09.03.26 – Reflection on SeaChange workshop notes (05.03.26)

Type of interaction

- Multi-agency innovation workshops
- Strategic planning session
- Network event (cross-partner)
- Internal reflection and resource development
- Informal partner conversations and feedback

Who was involved

- Local authority representatives

- VCSE organisations
- Health partners
- Place Expansion partners
- SeaChange partners
- Hartlepool Sport team

Setting / environment

- Facilitated innovation workshops
- Strategy meeting environment
- Network event (primarily presentation + networking)
- Internal team reflection and development space

Brief description

This week focused on **system-level engagement and influence**, particularly:

- contributing insight into Pride in Place innovation discussions
- shaping the emerging SeaChange strategy
- translating previous weeks' learning into practical tools (“Beyond Narrative Extraction”)
- testing and sharing the **Hartlepool In Motion delivery framework** with partners

A key feature of the week was the **translation of lived experience and place-based insight into system-facing conversations**.

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

A. Parks and open spaces as underutilised assets

Across Pride in Place sessions, provocations were introduced around:

- using parks and open spaces differently
- treating parks as **active community infrastructure**, not passive assets

This built on prior SeaChange insight that:

- the issue is not lack of space, but **how spaces are activated and managed**
- participation is driven by **people, relationships and activity**, not infrastructure alone

There was positive engagement in the room when these ideas were introduced, indicating:

👉 appetite for **practical, visible activation models**

B. System appetite for tangible delivery models

The **Hartlepool In Motion framework** (including mobile/rotating equipment such as shipping containers of play and activity resources) was shared with partners.

Feedback was strongly positive, particularly:

- the simplicity of the model
- the visibility of delivery
- the ability to activate multiple spaces quickly

This suggests:

👉 systems respond well to **clear, tangible, implementable ideas**, especially when grounded in place-based delivery.

C. Narrative vs learning (internal + partner reflection)

Development of the “**Beyond Narrative Extraction**” resource was informed by previous weeks’ insight and actively shaped this week’s conversations.

Key reflections:

- systems often seek **stories as outputs**, rather than learning as process
- there is a risk of **extracting narratives without changing practice**
- insight is frequently separated from those who generated it

This framing resonated in discussions, particularly in relation to:

- how insight is gathered across Place Expansion
 - how it is interpreted and used
-

D. SeaChange strategy – ownership and power

The SeaChange strategy session (12.03.26) reinforced several themes from the 05.03.26 workshop:

- people do not feel they **own their communities or spaces**
- there is a sense of **powerlessness and disconnection from decision-making**
- systems are perceived as something that acts *on* communities, rather than *with* them

Participants highlighted:

- confusion around accountability (“who is responsible for what?”)
 - barriers created by permission structures and “red tape”
 - lack of visible pathways to influence change
-

E. Engagement quality vs networking spaces

The Place Partnership Network Event (12.03.26) was experienced primarily as:

- a networking opportunity
- a space for information sharing

However, it was not perceived as:

- a space for deep learning
- a space where insight meaningfully influenced discussion

This highlights a gap between:

👉 **networking environments vs learning environments**

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

Across interactions this week:

- practical, visible ways to improve local spaces
- clarity on how change actually happens
- ownership and influence over local environments
- approaches that move beyond discussion into delivery

There is a clear desire for:

👉 **actionable ideas grounded in real places**, rather than abstract strategy.

4. Assets, Strengths, and Hidden Capacity Noticed

- strong appetite for practical delivery models (e.g. Hartlepool In Motion)
- openness from partners to new ways of using parks and spaces
- existing physical assets (parks, open spaces) with high potential
- internal capacity to translate insight into frameworks and tools

There is also growing strength in:

👉 **bridging insight → strategy → delivery**

5. Frictions, Barriers, and System Signals

A. Ownership and power

Repeated signal:

- people feel disconnected from decision-making

- unclear accountability across systems

This limits:

- community action
 - confidence to engage
-

B. Insight vs action gap

While insight is being generated:

- there is not always a clear pathway to action
 - systems can default to discussion rather than delivery
-

C. Narrative extraction risk

Systems continue to show tendencies toward:

- collecting stories
- packaging insight

Without necessarily:

- changing behaviour
 - shifting decision-making
-

D. Engagement environment mismatch

Network-style events:

- support relationship building
 - but do not always support **deep learning or challenge**
-

6. What Changed (or Might Change) Because of This Interaction?

- Increased visibility and traction of **Hartlepool In Motion** as a delivery model
 - Stronger positioning of **parks and open spaces as core community infrastructure**
 - Introduction of “**Beyond Narrative Extraction**” framing into partner conversations
 - Further shaping of SeaChange strategy around **ownership, power and activation**
-

7. Implications for What We Do Next

Do more of

- presenting tangible, place-based delivery models
- using parks and open spaces as activation hubs
- translating insight into practical frameworks

Do less of

- relying on narrative without action
- engaging in spaces that do not enable learning or influence

Test / explore

- mobile/rotational activation models (e.g. containers)
- community stewardship approaches for parks
- new ways to connect insight directly to decision-making

Who needs to hear this

- Place Expansion partners
- Pride in Place programme leads
- SeaChange partners
- local authority and system leaders

8. Confidence Check & Insight Quality

- Low
- Medium
- High

Based on:

- multiple system-facing engagements
- direct partner feedback
- alignment with prior SeaChange insight
- real-time testing of ideas in workshops

Would strengthen with:

- continued application of delivery models in place
- further feedback from community-level activity

9. Supporting Material

- SeaChange workshop notes and reflections (05.03.26)
- Pride in Place Innovation Day discussions (09.03.26, 11.03.26)

- SeaChange strategy session notes (12.03.26)
 - Internal resource: “Beyond Narrative Extraction”
-

Meta Insight (Week Summary)

👉 “This week shows that systems are most responsive when insight is translated into clear, tangible delivery models — but there remains a persistent gap between insight, narrative, and action.”

Hartlepool Sport

Locality / Thematic Focus: Power, Participation & Influence; System Collaboration; Movement & Play Strategy; Poverty & Community Voice

Name of Person Completing: Carl (with team input)

Date of Entry: w/c 16/03/26

1. Where Did This Insight Come From?

Date(s):

17.03.26 – Hartlepool Sport & Hartlepool Borough Council meeting: *Hartlepool In Motion* Strategy for Play & Movement

18.03.26 – Hartlepool Sport Club Network meeting

19.03.26 – Place Expansion Theory of Change Workshop #4

20.03.26 – Pride in Place Innovation Day

20.03.26 – Poverty Truth Commission Final Event

Type of interaction

- Strategic planning meeting
- Club and partner network discussion
- Multi-agency Theory of Change workshop
- Innovation day and facilitated discussion
- Lived experience and poverty-informed event

Who was involved

- Hartlepool Borough Council officers
- Local sports clubs and community organisations
- Place Expansion partners
- Pride in Place partners
- People with lived experience of poverty
- Young people and community representatives

- Hartlepool Sport staff and volunteers

Setting / environment

- Strategic workshop and meeting environments
- Club network setting
- Community and lived experience event space

Brief description

This week focused heavily on:

- power, influence and participation
- practical delivery models for movement and play
- collaboration between organisations and systems
- the relationship between lived experience and decision-making

The week also reinforced the growing alignment between:

- movement and play
- parks and open spaces
- youth voice
- poverty and access
- community power and stewardship.

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

A. Hartlepool In Motion – appetite for practical delivery

The meeting with Hartlepool Borough Council regarding the emerging **Hartlepool In Motion Strategy for Play & Movement** generated strong discussion around:

- using parks and open spaces differently
- low-barrier movement opportunities
- activation rather than solely infrastructure investment

The “shipping containers full of toys and play equipment” concept continued to resonate strongly because it felt:

- practical
- visible
- adaptable
- easy to understand

This reinforced previous insight that systems and communities respond positively to:

👉 **tangible, visible delivery ideas grounded in place.**

B. Club Network – alignment around direction of travel

At the Hartlepool Sport Club Network meeting, clubs responded positively to:

- increased partnership working
- strategic positioning around place and movement
- opportunities to connect into wider system work

There was appetite for:

- better collaboration between organisations
- shared opportunities rather than siloed delivery
- stronger communication around funding and strategic developments

The discussion suggested growing recognition that:

👉 sport clubs are part of wider civic and community infrastructure, not just activity providers.

C. Place Expansion ToC Workshop – power and influence

Recurring themes during ToC Workshop #4 included:

- who holds influence
- how decisions are made
- who has the ability to “get stuff done”
- barriers to effective collaboration

There was recognition that:

- organisations often work in parallel rather than together
- relationships and trust remain critical to collaboration
- systems can unintentionally slow delivery through complexity and process

A key emerging tension:

👉 systems often talk about collaboration more than they structurally enable it.

D. Pride in Place Innovation Day – deliberate fires

A major point raised during the Innovation Day was that:

👉 Cleveland Fire Brigade are reportedly spending approximately **£2m per year responding to deliberate fires.**

This was framed not only as:

- a fire and rescue issue
but also:
- a community safety issue
- an environmental issue
- a youth engagement issue
- a place stewardship issue

This reinforced wider insight themes around:

- belonging
- ownership of place
- lack of positive opportunities and engagement.

E. Poverty Truth Commission Final Event – power & proximity

The Poverty Truth Commission Final Event strongly reinforced themes around:

👉 power, proximity to power, and meaningful influence.

Recurring themes included:

- access to services
- community spaces
- parks and open spaces
- safety
- bullying culture
- litter and environmental pride
- barriers created by caring responsibilities

A particularly important insight:

A participant described how caring responsibilities had stopped her engaging with the community, but involvement in the Poverty Truth Commission helped bring her “back out of her shell.”

Young people highlighted that:

“Teachers should listen to our ideas, adults should listen to kids because it’s our planet too.”

Additional concerns raised by young people included:

- transport
- access to jobs and opportunities
- food

- sport and physical activity
- mental health
- access to the online world

A recurring signal across the event:

👉 young people are not short of ideas, but often lack influence.

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

Across all interactions this week, consistent priorities emerged:

- visible and practical local action
- influence over decisions
- trusted relationships and collaboration
- access to welcoming community spaces
- opportunities for young people
- cleaner, safer environments

There is a growing emphasis on:

👉 **agency and stewardship rather than passive consultation.**

4. Assets, Strengths, and Hidden Capacity Noticed

- strong appetite for collaborative working across clubs and partners
- existing parks and open spaces with activation potential
- young people willing to contribute ideas and solutions
- lived experience groups wanting to work alongside decision-makers
- growing alignment between movement, play, wellbeing and civic participation

There is increasing evidence that:

👉 Hartlepool already contains many of the ingredients for change, but they remain fragmented.

5. Frictions, Barriers, and System Signals

A. Power and proximity to power

Across both the ToC workshop and Poverty Truth Commission:

- influence remains unevenly distributed

- communities often feel distant from decision-making

This creates:

- disengagement
 - consultation fatigue
 - reduced trust.
-

B. Collaboration barriers

Organisations continue to report:

- duplication
- siloed working
- slow decision-making processes

Systems still struggle to:

- 👉 operationalise collaboration consistently.
-

C. Place stewardship gap

Issues such as:

- deliberate fires
- litter
- environmental neglect

suggest ongoing disconnection between:

- people and place
 - systems and communities.
-

D. Participation inequality

Young people and those experiencing poverty consistently identified:

- transport
- affordability
- caring responsibilities
- access barriers

as limiting participation and opportunity.

6. What Changed (or Might Change) Because of This Interaction?

- Increased strategic traction around *Hartlepool In Motion*
 - Greater alignment between movement, parks and community infrastructure
 - Reinforced understanding that youth voice must connect to actual influence
 - Stronger recognition that collaboration requires structural support, not just goodwill
 - Further validation of parks and open spaces as community infrastructure rather than passive assets
-

7. Implications for What We Do Next

Do more of

- practical visible activation of spaces
- collaborative partnership working
- youth voice linked to decision-making
- community stewardship approaches

Do less of

- siloed delivery
- consultation without influence
- strategy disconnected from delivery

Test / explore

- neighbourhood stewardship models
- movement/play activation infrastructure
- stronger links between youth voice and Hartlepool Board structures

Who needs to hear this

- Place Expansion partners
 - Pride in Place governance groups
 - Hartlepool Board
 - youth participation and community safety partners
 - local authority leadership.
-

8. Confidence Check & Insight Quality

- Low
- Medium
- High

Based on:

- multiple strategic and lived experience settings
- cross-sector consistency of themes
- direct participant feedback
- repeated patterns across previous weeks

Would strengthen with:

- additional neighbourhood-level engagement
- continued testing of delivery approaches in place.

9. Supporting Material

- Poverty Truth Commission Final Event notes (20.03.26)
- Hartlepool In Motion discussion materials
- Club Network feedback and reflections
- Place Expansion ToC Workshop #4 notes
- Pride in Place Innovation Day discussions

Meta Insight (Week Summary)

👉 *“This week reinforced that people do not simply want to be consulted — they want visible influence, practical change, and meaningful ownership over the places and systems that shape their lives.”*

Hartlepool Sport

Locality / Thematic Focus: Youth Participation & Opportunity; Funding & Movement Infrastructure; Collaboration & Engagement Pathways

Name of Person Completing: Carl (with team input)

Date of Entry: w/c 23/03/26

1. Where Did This Insight Come From?

Date(s):

24.03.26 – Funders Fair (EYFS funding discussions)

26.03.26 – EYFS Funding Panel Meeting

26.03.26 – Sports Council Meeting

27.03.26 – Raising Aspirations Meeting (HOP & Hartlepool Borough Council)

w/c 23.03.26 – Team Up for Change Young Network meeting and Youth Partnership Theory of Change consultation

Type of interaction

- Youth network planning session
- Funding and grant discussions
- Multi-agency partnership meeting
- Sports development and athlete support meeting
- Theory of Change consultation discussions

Who was involved

- Young people involved in Team Up for Change
- VCSE partners
- Hartlepool Borough Council representatives
- Hartlepool Opportunities Partnership representatives
- Sports clubs and athletes
- EYFS funding applicants and delivery organisations
- Hartlepool Sport staff and volunteers

Setting / environment

- Partnership meetings
- Youth planning sessions
- Funding and grant panel environments
- Strategic discussion spaces

Brief description

This week focused heavily on:

- youth engagement and participation pathways
- practical movement and activity opportunities
- funding distribution and access
- supporting young people furthest from opportunity
- strengthening collaboration between community organisations and systems

A recurring theme across the week was:

👉 the importance of practical, welcoming and relationship-led opportunities as gateways into wider participation and engagement.

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

A. Team Up for Change – youth planning and participation

The Team Up for Change Young Network meeting focused on:

- event planning
- youth participation
- consultation linked to the emerging Youth Partnership Theory of Change

Young people engaged positively when discussions were:

- practical
- action-focused
- connected to real opportunities and events

The session reinforced that:

👉 young people are more likely to engage through doing, planning and creating, rather than through formal consultation structures alone.

B. Funders Fair – appetite for early years movement activity

At the Funders Fair (24.03.26), there was significant interest in:

- EYFS funding opportunities
- movement and physical activity provision
- community-based approaches for younger children and families

Discussions suggested increasing recognition that:

- movement and play are foundational, not optional
 - early years activity supports wider developmental outcomes
 - local groups often need support navigating funding systems.
-

C. EYFS Funding Panel – movement-led applications

At the EYFS Funding Panel Meeting (26.03.26), approximately **£40,000** was awarded.

A notable pattern:

👉 all successful applications were centred around physical activity, movement or active play approaches.

This included projects focused on:

- movement-based learning

- active play
- family participation
- community activity opportunities

This reinforces the growing local understanding that:

👉 movement and play are critical tools for engagement, wellbeing and development in early years settings.

D. Sports Council Meeting – athlete support and local pathways

At the Sports Council meeting (26.03.26), approximately **£3,000** in athlete grants were awarded.

Discussion included:

- supporting local athletes
- maintaining participation pathways
- ensuring opportunities remain accessible

There was recognition that relatively small financial contributions can have a meaningful impact on:

- travel
 - equipment
 - participation continuity.
-

E. Raising Aspirations Meeting – practical engagement pathways

During the Raising Aspirations meeting between HOP and Hartlepool Borough Council (27.03.26), discussions focused on:

- supporting NEET young people
- practical engagement routes
- reducing barriers to participation

The **Urban Sport & Urban Play** concept was discussed as a potential engagement model because it offers:

- low-pressure participation
- informal relationship building
- practical and visible activity opportunities

The discussion reinforced that:

👉 many young people engage more effectively through informal activity environments than through formal programme structures.

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

Across meetings and discussions this week, several consistent priorities emerged:

- practical opportunities rather than abstract programmes
- welcoming environments for young people
- accessible movement and activity opportunities
- support navigating systems and funding
- pathways into confidence, participation and belonging

There was also strong emphasis on:

👉 creating environments where engagement feels achievable and relational, rather than institutional.

4. Assets, Strengths, and Hidden Capacity Noticed

- strong appetite for movement and play-based approaches
- active local organisations willing to deliver opportunities
- young people contributing positively when given practical roles
- growing partnership alignment around physical activity and engagement
- small grant funding creating meaningful local impact

This week reinforced that:

👉 practical activity and movement continue to operate as effective gateways into wider engagement and participation.

5. Frictions, Barriers, and System Signals

A. Engagement barriers for young people

Young people furthest from opportunity often experience barriers linked to:

- confidence
- formal environments
- transport
- previous negative experiences with systems

This reinforces the importance of:

👉 informal, relationship-led engagement approaches.

B. Funding system complexity

Smaller organisations continue to require support to:

- access funding opportunities
- navigate application processes
- connect their delivery to strategic priorities

C. Participation sustainability

Discussions around athlete grants and early years funding reinforced that:

- relatively small investments can sustain participation
- gaps in support can quickly become barriers to continuation.

D. System alignment improving

Unlike earlier weeks where discussions focused heavily on process and structure, this week showed:

- increasing alignment around practical delivery
- stronger recognition of movement and play as strategic tools
- greater openness to collaborative approaches.

6. What Changed (or Might Change) Because of This Interaction?

- Further integration of movement and play into strategic discussions
- Increased visibility of Urban Sport & Urban Play as an engagement model
- Reinforced support for early years movement-based approaches
- Stronger youth participation through practical event planning and consultation
- Continued strengthening of collaborative relationships between VCSE and system partners

7. Implications for What We Do Next

Do more of

- practical and informal engagement opportunities
- movement and play-led participation pathways
- youth-led planning and activity

- supporting smaller organisations into funding systems

Do less of

- over-formalised engagement structures
- disconnected strategic conversations without delivery routes

Test / explore

- Urban Sport & Urban Play approaches with NEET cohorts
- stronger alignment between youth participation and movement activity
- micro-grants and practical support pathways

Who needs to hear this

- Youth Partnership partners
- HOP and Hartlepool Board
- Place Expansion partners
- early years and education stakeholders
- community organisations and clubs.

8. Confidence Check & Insight Quality

- Low
- Medium
- High

Based on:

- multiple strategic and operational discussions
- funding panel outcomes
- direct youth participation activity
- repeated themes across sectors

Would strengthen with:

- further follow-up with funded projects
- ongoing youth engagement and reflection.

9. Supporting Material

- Team Up for Change planning and consultation notes
- EYFS Funding Panel outcomes
- Sports Council grant notes

- Raising Aspirations meeting discussions
 - Funders Fair conversations and reflections
-

Meta Insight (Week Summary)

👉 *“This week reinforced that movement, play and practical activity are increasingly being recognised not simply as recreation, but as core engagement infrastructure — particularly for young people, families and those furthest from opportunity.”*

Hartlepool Sport

Locality / Thematic Focus:

Place Expansion / Pride in Place / ASB, Community Safety, Public Space, Insight Infrastructure

Name of Person Completing:

Carl Jorgeson

Date of Entry:

w/c 30.03.26

1. Where Did This Insight Come From?

(Grounds the insight in real activity, relationships, and context — not just “engagement”)

A. Discussion with Ian Hepplewhite (StreetGames)

- **Date:** 30.03.26
- **Type of interaction:** Strategic discussion / reflective conversation
- **Who was involved:** Ian Hepplewhite (StreetGames), Carl Jorgeson
- **Setting / environment:** Informal professional discussion
- **Brief description of what actually happened:**
Discussion focused on anti-social behaviour (ASB), children and young people entering criminal justice pathways, and the role sport and trusted relationships can play in prevention and early intervention.

Conversation explored how young people often become known to systems through enforcement before support relationships are built, and reflected on the importance of belonging, trusted adults, repeat engagement, and informal participation environments.

B. Teams Meeting with Lisa Aaron (TVS)

- **Date:** 01.04.26

- **Type of interaction:** Partnership discussion / reflective operational discussion
 - **Who was involved:** Lisa Aaron (TVS), Carl Jorgeson
 - **Setting / environment:** Microsoft Teams
 - **Brief description of what actually happened:**
Discussion focused on Place Expansion Test & Learn processes, concerns and frustrations around contract requirements involving Teesside University, implications for insight organisations, permission culture, decision-making risk aversion, and tensions between compliance structures and adaptive community-led learning approaches.
-

C. Hartlepool Board Meeting

- **Date:** 02.04.26
- **Type of interaction:** Strategic governance meeting
- **Who was involved:** Hartlepool Board members and partners
- **Setting / environment:** Formal board meeting
- **Brief description of what actually happened:**
The Hartlepool Board approved the 4-year investment plan. Presentations and discussion included:
 - Tree Equity Project
 - Physical activity and wellbeing “by stealth”
 - Public interest in outdoor gym equipment
 - Upcoming installation of Tec tables

Discussion also connected environmental quality, outdoor infrastructure and informal physical activity opportunities with wellbeing and community use of space.

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

(Focus on lived experience, not assumptions)

Repeated Themes and Signals

- Sport and informal activities were repeatedly discussed as relational spaces rather than simply delivery mechanisms.
- Concerns raised about young people entering criminal justice pathways without earlier positive intervention or trusted support relationships.
- Frustration expressed regarding overly rigid governance and compliance approaches within Test & Learn structures.
- Conversations repeatedly referenced:

- risk aversion,
- permission culture,
- and barriers created by institutional processes.

Observable Patterns

- Strong interest in low-friction, visible, outdoor and informal physical activity opportunities.
- Outdoor gyms and Tec tables were discussed positively because they are:
 - free,
 - visible,
 - flexible,
 - and require little formal engagement.

Notable Phrases / Paraphrased Views

- Concern that systems can become more focused on compliance than learning.
- Reflection that innovation becomes difficult when permission structures dominate decision-making.
- Discussion around “wellbeing by stealth” — people engaging in healthier behaviours indirectly through attractive or social environments rather than intentional “exercise”.

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

(Surfacing values, motivations, and priorities — not needs lists)

From these interactions, people appeared to prioritise:

- Safe and socially positive environments for young people.
- Trusted relationships and informal support structures.
- Visible improvements people can physically experience in everyday life.
- Flexible and accessible participation opportunities.
- Simpler systems with less friction and bureaucracy.
- Spaces that feel welcoming, usable and socially meaningful.
- Opportunities that feel embedded in normal life rather than formal “interventions”.

There was also a strong underlying theme around:

- agency,
- trust,
- and local ownership.

4. Assets, Strengths, and Hidden Capacity Noticed

(ABCD lens — what's already working or could be built on)

Assets and Strengths Identified

- Existing trusted relationships through sport and community activity.
- Strong partnership networks capable of connecting strategic and grassroots conversations.
- Existing public appetite for informal physical activity infrastructure.
- Community familiarity with outdoor and low-pressure activity formats.
- Growing recognition across partners that environmental quality influences wellbeing and participation.

Hidden Capacity

- Informal sport and movement environments continue to act as social anchors beyond their intended purpose.
- Strategic partners increasingly appear open to broader definitions of wellbeing and prevention.
- There is existing energy around designing environments that encourage movement, interaction and community presence.

5. Frictions, Barriers, and System Signals

(Look beyond “barriers” to how the system behaves)

Practical and Structural Frictions

- Concerns regarding contractual requirements and administrative burden linked to Test & Learn processes.
- Risk that smaller or adaptive organisations become disadvantaged within heavily procedural systems.

System Signals

- Strong signals of institutional risk aversion.
- Permission culture continues to emerge as a recurring theme.
- Tension between:
 - adaptive place-based learning,
 - and systems seeking certainty, control and measurable compliance.

Cultural and Emotional Frictions

- Concern that innovation can become constrained when systems prioritise process protection over experimentation.
 - Risk that communities and delivery organisations become positioned as recipients of permission rather than co-creators of learning and change.
-

6. What Changed (or Might Change) Because of This Interaction?

(Learning over outputs)

- Reinforced the importance of viewing sport and movement as social infrastructure rather than simply activity provision.
- Strengthened recognition that prevention work is heavily relational and environmental.
- Confirmed ongoing tensions around governance, compliance and adaptive learning within Place Expansion structures.
- Reinforced growing strategic alignment between:
 - public realm design,
 - physical activity,
 - wellbeing,
 - cohesion,
 - and ASB prevention.

The Hartlepool Board approval of the 4-year investment plan also represents movement from strategy toward implementation and delivery.

7. Implications for What We Do Next

(Turning insight into adaptive action)

What We Should Do More Of

- Continue embedding informal and low-friction participation opportunities.
- Continue connecting movement, wellbeing, public space and cohesion conversations together rather than treating them separately.
- Create more visible examples of “wellbeing by stealth”.
- Continue strengthening insight-sharing and reflective learning processes.

What We Should Explore or Test

- Greater use of outdoor and informal infrastructure as prevention and cohesion tools.
- Approaches that increase community ownership and stewardship of public spaces.
- More flexible Test & Learn approaches that allow adaptive community-led learning.

Who Else Needs to Hold This Insight

- Hartlepool Board
 - Place Expansion partners
 - TVS
 - Community safety partners
 - Public health and regeneration stakeholders
-

8. Confidence Check & Insight Quality

(Maintains integrity without over-claiming)

How confident are we that this insight reflects a wider pattern?

- Low
- Medium (repeated locally)
- High (seen across places)

What would help strengthen or challenge this insight?

- Further observation over time.
 - Additional conversations with residents and young people.
 - Testing whether low-friction and informal infrastructure leads to sustained engagement.
 - Continued comparison across neighbourhoods and programmes.
-

9. Supporting Material (If Applicable)

Supporting material includes:

- Workshop visual captures and post-it themes relating to:
 - ASB,
 - cohesion,
 - design-out-crime,
 - youth-led provision,
 - communication,
 - opportunities,
 - challenges,
 - and public space interventions.
- Notes from strategic discussions and board conversations.

- Related Place Expansion and Pride in Place insight themes.
-

Hartlepool Sport

Locality / Thematic Focus:

Urban Sport & Urban Play / Parks Access / Informal Participation / Public Space Infrastructure

Name of Person Completing:

Carl Jorgeson

Date of Entry:

w/c 13.04.26

1. Where Did This Insight Come From?

(Grounds the insight in real activity, relationships, and context — not just “engagement”)

Urban Sport & Urban Play Events

- **Dates:** 14.04.26, 15.04.26, 17.04.26
- **Type of interaction:** Urban Sport & Urban Play delivery / informal conversations with families and young people
- **Who was involved:** Parents, children, teenagers and families attending Urban Sport & Urban Play activity sessions
- **Setting / environment:** Outdoor park and public space environments
- **Brief description of what actually happened:**
Urban Sport & Urban Play sessions took place across the week, creating opportunities for informal conversations with families and young people about park use, practical barriers to participation, safety, youth provision and experiences of public spaces.

At Summerhill on 14.04.26, conversations took place with both families and teenagers about the removal of park equipment, lack of provision for teens, and the wider role of accessible local activity.

One parent explained that their family used to visit Summerhill regularly but had largely stopped attending after playground equipment was removed, despite living locally in Rift House. The parent believed the equipment had been removed following fire damage caused by teenagers.

Conversations with teenagers highlighted frustration around a perceived lack of spaces, activities and youth provision in Hartlepool. When asked what an ideal teenage space would look like, many young people initially struggled to articulate answers directly, often preferring verbal group discussion over written feedback methods.

A separate conversation with a parent reflected positively on Urban Sport & Urban Play events as affordable opportunities during school holidays, particularly for families with limited

disposable income. The parent also reflected on increased confidence and independence in their child through repeated attendance at events.

A child also experienced riding a bike for the first time during activity provision.

During the Rossmere Park event on 15.04.26, a meaningful conversation took place with a mother discussing the importance of accessible toilet provision in parks and how this directly shapes decisions around family visits and length of stay.

Another parent joined the conversation and compared toilet access at Headland Town Moor negatively due to the distance between facilities and the playground.

Practical challenges were also experienced during engagement activity itself, with strong wind conditions repeatedly disrupting use of large paper feedback sheets.

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

(Focus on lived experience, not assumptions)

Repeated Themes and Signals

- Parents discussed toilets as a major deciding factor when choosing whether to visit parks.
- Lack of accessible facilities shortened visits and reduced confidence in returning.
- Families appeared willing to stay longer in public spaces when practical needs could be met.
- Conversations focused less on formal activities themselves and more on whether spaces functioned well for everyday family use.
- Teenagers repeatedly referenced a lack of spaces specifically designed for them.
- Young people associated boredom and hanging around parks with a lack of structured or welcoming alternatives.
- Families valued free and low-cost activities during school holidays.
- Safety and trust in the environment influenced how much independence parents allowed children.

Observable Patterns

- Small infrastructure gaps had disproportionate impacts on participation.
- Families made real-time decisions about leaving spaces based on environmental practicality rather than lack of interest.
- Parents compared parks directly against one another based on ease of use and accessibility.
- Removal of equipment appeared to reduce repeat visitation even where parks remained geographically accessible.

- Teenagers often communicated more effectively through group conversation than formal written consultation.
- Positive, low-pressure public activity environments appeared to increase both child independence and parental confidence over time.

Notable Quotes / Paraphrased Views

- A mother explained that after discovering the café toilets were unavailable, her daughter wet herself in nearby bushes, causing them to leave early.
- Parent reflection: toilets are a priority when planning trips out and influence whether parks are used at all.
- Another parent described the public toilets near Headland Town Moor as difficult to access quickly from the playground area.
- A parent explained that their family rarely attends Summerhill now that the playground equipment has been removed.
- Teenagers described Hartlepool as having 'nothing for us to do' and spoke about wanting clubs, centres and dedicated spaces.
- A parent reflected that Urban Sport & Urban Play events provide opportunities for families who 'don't have much' during school holidays.

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

(Surfacing values, motivations, and priorities — not needs lists)

From these interactions, families appeared to prioritise:

- Safe and usable public spaces.
- Practical infrastructure that supports longer family visits.
- Convenience and ease of access.
- Spaces that feel designed around real family behaviour.
- Environments where children can play without parents needing to constantly manage avoidable logistical problems.
- Dedicated spaces and provision for teenagers.
- Low-cost and accessible holiday activity.
- Opportunities for social connection and independence-building.

The conversations reinforced that participation is often shaped by seemingly small environmental details rather than programme quality alone.

4. Assets, Strengths, and Hidden Capacity Noticed

(ABCD lens — what's already working or could be built on)

Assets and Strengths Identified

- Families were actively using parks and attending Urban Sport & Urban Play activity.
- Parents were willing to openly share practical experiences and comparative insight about local spaces.
- Parks continue to act as important informal gathering and activity environments.
- Urban Sport & Urban Play sessions continue creating low-pressure opportunities for relationship-building and place-based learning.
- Young people engaged openly when approached informally and conversationally.
- Repeated attendance at events appeared to build familiarity, confidence and trust.
- New park decals informed through community insight had been installed through Pride in Place funding.

Hidden Capacity

- Informal conversations during activity sessions continue generating highly practical environmental insight.
 - Parents demonstrated strong awareness of how local spaces function differently and what improvements would make them more usable.
-

5. Frictions, Barriers, and System Signals

(Look beyond “barriers” to how the system behaves)

Practical Frictions

- Toilet access and availability.
- Distance between facilities and play spaces.
- Reliance on facilities attached to cafés or buildings that may not always be open.
- Loss of play equipment reducing ongoing use of spaces.
- Limited youth-specific provision.
- Traditional written engagement approaches appeared less effective with some teenagers.

System Signals

- Parks may be designed primarily around physical infrastructure while underestimating practical family-use considerations.
- Small operational decisions (such as opening hours) can significantly affect how inclusive and usable public spaces feel.

- Removing equipment without replacement can unintentionally reduce everyday community use.
- Young people may be asked for feedback regularly without always being given formats that suit how they naturally communicate.

Environmental Frictions

- Weather conditions disrupted some engagement methods during sessions.
 - Large paper consultation materials proved difficult to manage outdoors during windy conditions.
-

6. What Changed (or Might Change) Because of This Interaction?

(Learning over outputs)

- Reinforced the importance of viewing parks through the lens of everyday family experience rather than activity provision alone.
 - Confirmed that small environmental and operational details directly influence participation, duration of stay and repeat use.
 - Highlighted the importance of accessible supporting infrastructure alongside activation activity.
 - Challenged assumptions that improving participation is only about adding activities rather than improving usability of space itself.
 - Reinforced that youth provision conversations should include both formal and informal space considerations.
 - Suggested that confidence, independence and social mixing are meaningful outcomes emerging from repeated open-access provision.
-

7. Implications for What We Do Next

(Turning insight into adaptive action)

What We Should Do More Of

- Continue using Urban Sport & Urban Play as a live insight and relationship-building environment.
- Continue capturing practical family experience of parks and public spaces.
- Continue exploring how activation and infrastructure interact.

What We Should Explore or Test

- Better alignment between park activation and supporting infrastructure.
- Practical audits of family usability within parks.

- Alternative outdoor engagement methods less vulnerable to weather disruption.
- More conversational and peer-led engagement approaches with teenagers.
- Approaches that combine informal public space activation with more dedicated youth provision.

Who Else Needs to Hold This Insight

- Hartlepool Borough Council
 - Parks and public realm teams
 - Pride in Place partners
 - Community safety and wellbeing stakeholders
-

8. Confidence Check & Insight Quality

(Maintains integrity without over-claiming)

How confident are we that this insight reflects a wider pattern?

- Low
- Medium (repeated locally)
- High (seen across places)

What would help strengthen or challenge this insight?

- Additional conversations with families across different parks.
 - Observation during different seasons and weather conditions.
 - Comparative feedback between parks with differing infrastructure quality.
-

9. Supporting Material (If Applicable)

- Urban Sport & Urban Play Summerhill notes and reflections, 14.04.26.
 - Urban Sport & Urban Play Rossmere Park notes and reflections, 15.04.26.
 - Informal parent conversations during Urban Sport & Urban Play sessions.
 - Supporting documents
-

Hartlepool Sport Weekly Insight Log

Week Commencing: 20.04.26

Locality / Thematic Focus: Early Years / Education / Place-Based Partnership Development

Name of Person Completing: Carl Jorgeson

Date of Entry: May 2026

1. Where Did This Insight Come From?

EYFS Funded Organisation Site Visits

- During w/c 20.04.26, site visits took place with EYFS funded organisations connected to the emerging pilot work.
- These visits were undertaken to understand organisational settings, discuss delivery considerations, and explore implementation practicalities linked to the EYFS work.
- Interactions took place within live nursery / early years environments.
- Conversations involved practitioners and staff connected to EYFS provision.
- Discussions included implementation considerations, delivery environments, and practical realities within settings.

IntoUniversity Launch Event – 21.04.26

- Attended the IntoUniversity launch event on 21.04.26.
 - The event brought together partners and stakeholders connected to education, opportunity, aspiration, and support pathways for children and young people.
 - The event created opportunities for networking, discussion, and reflection around educational inequality, progression routes, and long-term support infrastructure.
-

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

EYFS Site Visits

- Practitioners discussed operational realities within early years settings.
- Conversations reflected the importance of practical delivery models that can realistically fit within existing pressures and routines.
- Staff engagement suggested interest in approaches that are easy to implement and adaptable to different environments.

IntoUniversity Launch Event

- The event highlighted strong interest in collaborative approaches to improving outcomes and opportunities for children and young people.
 - Stakeholders discussed the importance of aspiration, support networks, and sustained engagement.
 - Networking activity suggested appetite for cross-sector partnership working.
-

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

EYFS Settings

- Delivery approaches that are practical, manageable, and realistic within day-to-day operational pressures.
- Supporting children in ways that fit naturally into existing routines rather than creating additional burdens.
- Access to approaches that feel achievable and sustainable for staff.

IntoUniversity Launch Event

- Long-term opportunities and support pathways for children and young people.
 - Partnership working across sectors.
 - Creating systems that improve aspiration, confidence, and progression.
-

4. Assets, Strengths, and Hidden Capacity Noticed

EYFS Settings

- Existing practitioner knowledge and relationships with children and families.
- Trusted environments already embedded within communities.
- Existing routines and structures that could support implementation of movement-based or wellbeing activity.

IntoUniversity Launch Event

- Strong partnership infrastructure and convening power.
 - Cross-sector interest in supporting children and young people.
 - Existing networks that could strengthen collaboration between education, community, and wider place-based work.
-

5. Frictions, Barriers, and System Signals

EYFS Settings

- Capacity and operational pressures remain a consistent consideration within early years environments.
- Any additional programme or intervention must account for workforce pressures and practical implementation realities.
- There is a risk that overly complex delivery expectations reduce engagement or sustainability.

IntoUniversity Launch Event

- Long-term educational inequality and opportunity gaps remain underlying contextual challenges.

- Sustained collaboration requires alignment across organisations with different pressures, funding cycles, and priorities.
-

6. What Changed (or Might Change) Because of This Interaction?

EYFS Site Visits

- Site visits helped strengthen contextual understanding of delivery environments prior to implementation.
- Conversations provided practical grounding around how future delivery may need adapting between settings.

IntoUniversity Launch Event

- The launch event strengthened awareness of wider educational partnership activity within Hartlepool.
 - Potential opportunities for future collaboration and alignment were identified.
-

7. Implications for What We Do Next

EYFS Work

- Continue grounding delivery design in the operational realities of settings.
- Keep approaches simple, adaptable, and easy to embed.
- Continue relationship-building directly with settings prior to rollout.

Wider Partnership Working

- Continue building relationships with education and aspiration-focused partners.
 - Explore where place-based movement, wellbeing, and youth work approaches align with broader educational support ecosystems.
-

8. Confidence Check & Insight Quality

Confidence Level: Medium

- Signals are grounded in direct observation and discussion during the week.
- Further engagement across additional settings and partners would help test how widespread these themes are.

What Would Strengthen or Challenge This Insight?

- Additional visits across a wider range of EYFS settings.
- Longer-term observation once delivery activity begins.
- Follow-up conversations with education and community partners.

9. Supporting Material (If Applicable)

- EYFS funded organisation site visits (w/c 20.04.26)
 - IntoUniversity launch event (21.04.26)
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Hartlepool Sport Weekly Insight Log

Week Commencing: 27.04.26

Locality / Thematic Focus: Place Expansion / Culture & Creativity / Governance / Community Infrastructure / Early Years / Partnership Development

Name of Person Completing: Carl Jorgeson

Date of Entry: May 2026

1. Where Did This Insight Come From?

Culture & Creative Partnership Strategy Working Group – 27.04.26

- Attended the Culture & Creative Partnership (C&CP) Strategy Working Group.
- Discussions focused on governance, representation, strategy development, membership structure, communications, funding, decision-making, and long-term sustainability.
- Conversations explored gaps in representation, relationships between existing partnerships, and how cultural strategy should be framed within wider place-based systems.
- Discussion included use of padlets / online notepads as collaborative engagement tools.
- Reference points included previous strategies, local government toolkits, and examples from Sheffield.

Join the Movement (JTM) Network – 28.04.26

- Attended Join the Movement network activity on 28.04.26.
- Discussions connected to wider partnership working, collaboration, and ongoing place-based development.

Workers Memorial Day Ceremony – 28.04.26

- Attended Workers Memorial Day ceremony on 28.04.26.
- Theme discussed: “Remember the dead, fight for the living.”
- Conversations focused on the importance of safe working environments and protecting worker wellbeing.

Food Partnership Stakeholder Meeting – 29.04.26

- Attended Food Partnership stakeholder meeting.
- Discussions focused on food systems, partnership working, and stakeholder collaboration.

Place Expansion Weekly Meeting

- Weekly Place Expansion discussions focused on the ongoing project, possibilities for phase 2, future team events, communications approaches, and wider programme development.
- Concerns were discussed around key people potentially moving on or into different roles.
- Discussions highlighted tensions around resident involvement, insight gathering, and decision-making.
- Concerns raised that residents are frequently engaged for insight collection while remaining detached from formal decision-making structures.
- Discussion also highlighted that similar resident groups continue to be approached repeatedly for insight while wider gaps in engagement remain unclear due to lag in analysis and synthesis.

Hartlepool Board Meeting – 01.05.26

- Attended Hartlepool Board meeting.
- Updated Terms of Reference were approved.
- Crime and safety funding was discussed.
- Important discussion raised around whether multiple system meetings and structures are sufficiently connected to each other.

Neighbourhood Forums Pride in Place Planning Meeting – 01.05.26

- Planning discussions focused on mapping out the year's events and activity connected to neighbourhood forums and Pride in Place.

EYFS Videos Created from Funded Organisations

- EYFS video content was created from funded organisations during this period.
- Published examples included:
 - <https://youtu.be/GF5H45xTj2w>
 - <https://youtu.be/JjvC7aDcww0>
- Videos captured activity and visibility connected to the funded EYFS work.

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

Culture & Creative Partnership Strategy Working Group

- Strong emphasis was placed on ensuring the partnership is not dominated by any single funding stream or project.
- Discussions highlighted concerns around reactive, last-minute approaches driven externally rather than through locally owned strategy.
- Participants stressed the importance of stakeholder-led rather than politically dominated approaches.
- Repeated questions emerged around representation:
 - Who is around the table?
 - Who are they representing?
 - Which voices or sectors are missing?
- Discussion explored whether culture is understood differently by institutions, creatives, and residents.
- Conversations framed culture as civic infrastructure rather than an optional “bolt on.”

Place Expansion Weekly Meeting

- Concerns emerged around sustainability and continuity if key individuals move into different roles or leave systems.
- Frustration was visible around repeated engagement of the same residents without clear pathways into influence or decision-making.
- There was recognition that insight collection is currently moving faster than analysis capacity.

Hartlepool Board Meeting

- Questions were raised around fragmentation across meetings, partnerships, and governance structures.
- Discussion suggested concern that systems may be operating in parallel rather than in alignment.

Workers Memorial Day

- Discussions reinforced the continuing importance of workplace safety and worker wellbeing.
- The framing “remember the dead, fight for the living” grounded conversations in both historical reflection and current conditions.

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

Across Multiple Meetings and Partnerships

- Long-term sustainability rather than short-term reactive projects.
- Representation and legitimacy within partnerships and governance.

- Better alignment between engagement, insight gathering, and actual influence.
- Maintaining momentum across programmes and partnerships.
- Avoiding fragmentation between systems, meetings, and funding streams.
- Protecting local ownership and stakeholder leadership.

Culture & Creativity Discussions

- A broader understanding of culture beyond arts programming alone.
- Recognition that culture shapes belonging, safety, identity, ownership, and whether regeneration efforts feel authentic.

Place Expansion Discussions

- Concern that residents may become over-consulted but underpowered.
- The need for systems that move beyond extraction of insight into genuine participation and influence.

4. Assets, Strengths, and Hidden Capacity Noticed

Culture & Creative Partnership Strategy Work

- Strong willingness from stakeholders to think strategically and systemically.
- Existing partnership momentum from RockPools CPP.
- Appetite for collaborative approaches and shared ownership.
- Existing examples and toolkits available to learn from externally.

Place Expansion

- Continued willingness from partners to engage despite frustrations and uncertainty.
- Existing partnership infrastructure and communication routes.
- Growing awareness of governance and participation challenges.

EYFS Work

- Video content creates visibility and storytelling opportunities for funded organisations.
- Existing delivery settings continue to provide trusted community infrastructure.

Neighbourhood Forums

- Ongoing planning activity demonstrates intent to build longer-term resident-facing structures.

5. Frictions, Barriers, and System Signals

Governance and Representation

- Persistent questions around who is represented within strategic spaces and whether representation structures are legitimate and connected back into communities.
- Risk of partnerships becoming detached from residents while still drawing on resident insight.

Insight and Engagement

- Repeated engagement of the same people risks fatigue and narrowing perspective.
- Insight analysis lag creates blind spots around who is not currently being reached.
- Collection systems currently appear faster than synthesis and learning systems.

Partnership Systems

- Multiple meetings and partnerships may not always be sufficiently aligned or communicating effectively.
- Concerns around continuity if key individuals leave or change roles highlight fragility within relationship-based systems.

Culture & Creativity

- Risk that funding streams shape priorities rather than strategy shaping funding.
- Concern that CPP funding could become expected to solve wider systemic gaps beyond its remit.

6. What Changed (or Might Change) Because of This Interaction?

Culture & Creative Partnership Strategy

- Discussions helped clarify that the emerging strategy should position culture as part of civic infrastructure and wider system conditions.
- Increased emphasis on representation, stakeholder legitimacy, and long-term strategic purpose.

Place Expansion

- Ongoing conversations strengthened awareness of tensions between insight gathering and resident power.
- Recognition growing that engagement structures and governance structures need stronger alignment.

Hartlepool Board

- Approval of updated Terms of Reference formalised governance changes.
- Questions around system alignment may influence future coordination discussions.

EYFS Work

- Video creation increased visibility of funded organisations and programme activity.

7. Implications for What We Do Next

Governance and Participation

- Continue exploring how resident participation can move closer to decision-making influence.
- Strengthen links between governance structures, engagement processes, and neighbourhood-level activity.

Insight Practice

- Improve synthesis and analysis capacity to better identify engagement gaps.
- Diversify who is being engaged to avoid repeatedly relying on the same resident groups.

Culture & Creative Strategy

- Build strategy around long-term purpose and local ownership rather than funding-led activity.
- Continue exploring culture as civic infrastructure connected to belonging, identity, safety, and regeneration.

Partnership Infrastructure

- Strengthen communication and alignment between overlapping partnerships and meetings.
- Continue succession and resilience thinking around key roles and relationships.

8. Confidence Check & Insight Quality

Confidence Level: High

- Themes were repeated across multiple meetings, partnerships, and discussions throughout the week.
- Strong overlap emerged around governance, representation, participation, sustainability, and system alignment.

What Would Strengthen or Challenge This Insight?

- Further resident-facing conversations around governance and influence.
- Mapping participation patterns to identify who is and is not currently being engaged.
- Longer-term observation of how governance changes affect participation and coordination.

9. Supporting Material (If Applicable)

- Join the Movement (JTM) Network – 28.04.26

- Workers Memorial Day Ceremony – 28.04.26
 - Food Partnership Stakeholder Meeting – 29.04.26
 - Place Expansion Weekly Meeting
 - Hartlepool Board Meeting – 01.05.26
 - Neighbourhood Forums Pride in Place Planning Meeting – 01.05.26
 - Culture & Creative Partnership Strategy Working Group – 27.04.26
 - EYFS videos:
 - <https://youtu.be/GF5H45xTj2w>
 - <https://youtu.be/JjvC7aDcww0>
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