

Zone West Listening Questionnaire

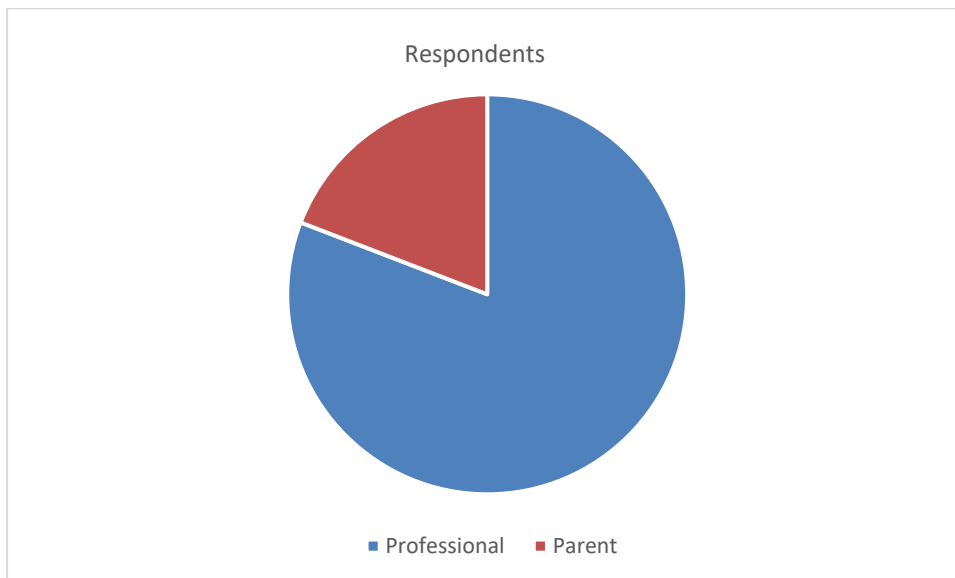
Summary of findings

The Zone West listening questionnaire set out to understand the strengths and needs of the West end of Newcastle so to allow a bottom-up approach to the project; embedding the Zone West concept in the community and actively listening to the key concerns and priorities for the children, families and professionals of the West community.

We collected questionnaire data from 47 adults and 60 children. The responses below relate to the responses to the adult questionnaire.

Who are our respondents? 38 were professionals working within the West end community, including Family Support workers, School Teachers, Counsellors, Health Visitors, Community workers, Nurses and Chief Executives/Organisation Leads. 9 were parents.

Figure 1. Proportion of adult respondents.



Q1. What are the Strengths in the West community?

Figure 2. Number of respondents reporting various strengths in the community.

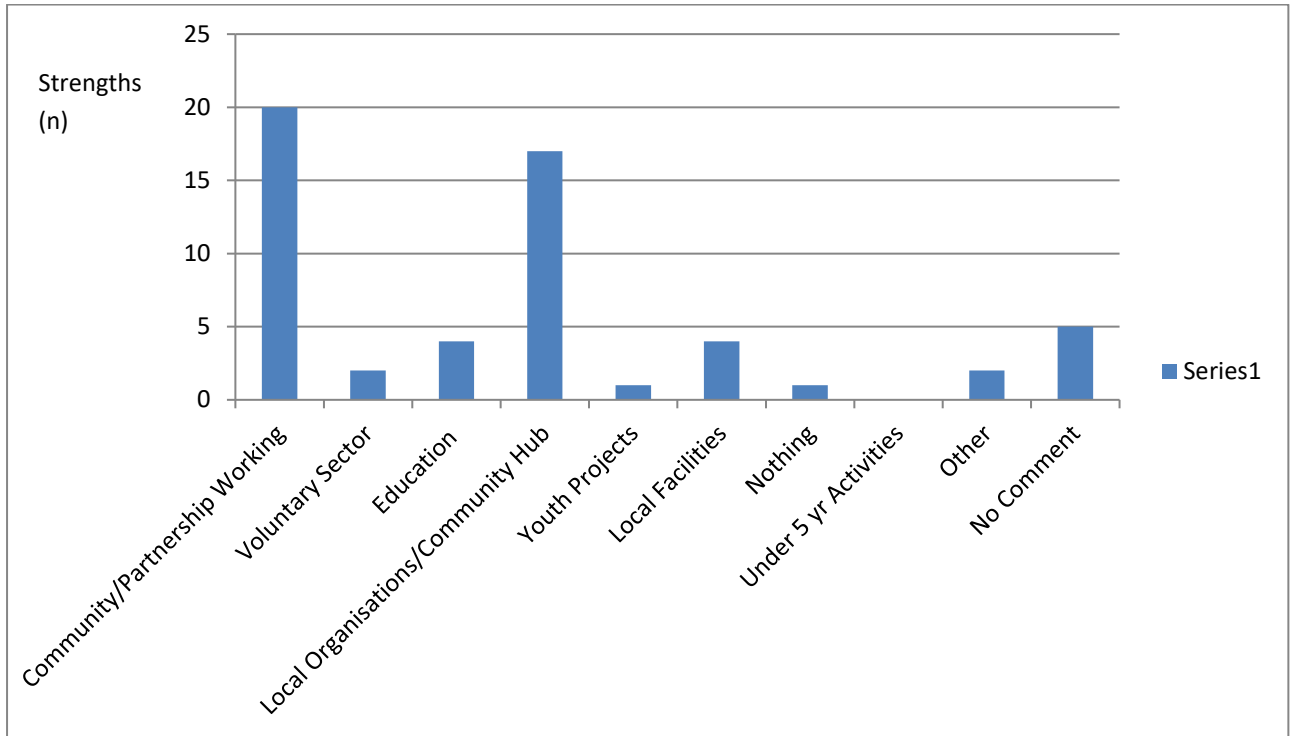
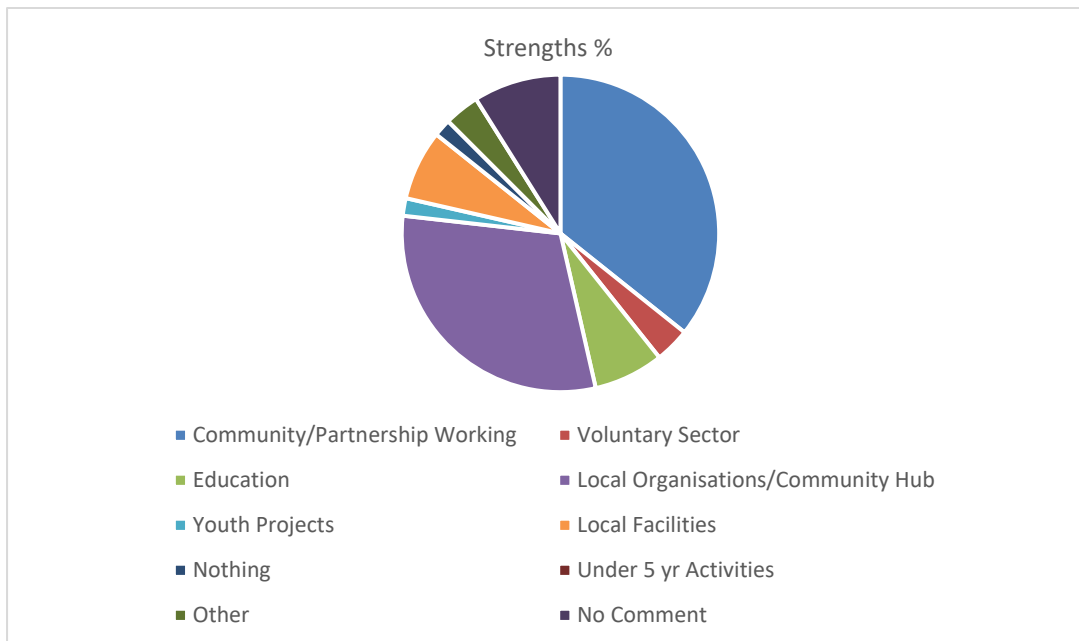


Figure 3. Proportion (%) of respondents reporting each strength category



- Project links all the key strengths to work together

Q2. What are your key concerns for the West community?

Figure 4. key concerns (n) in the West

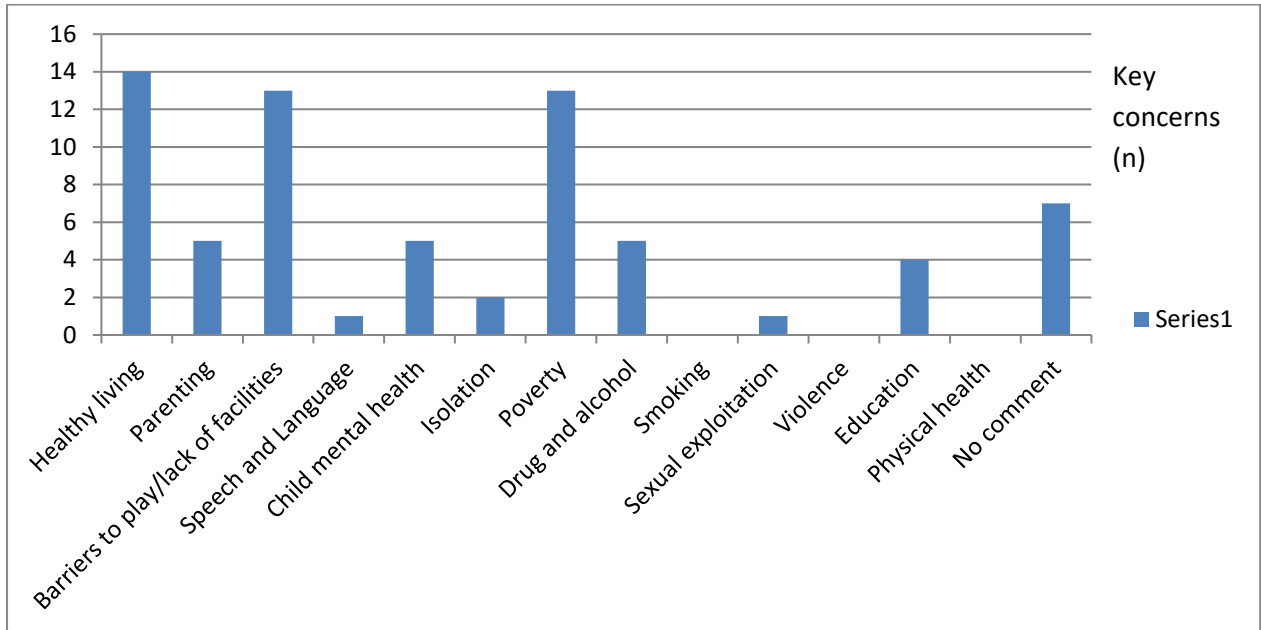
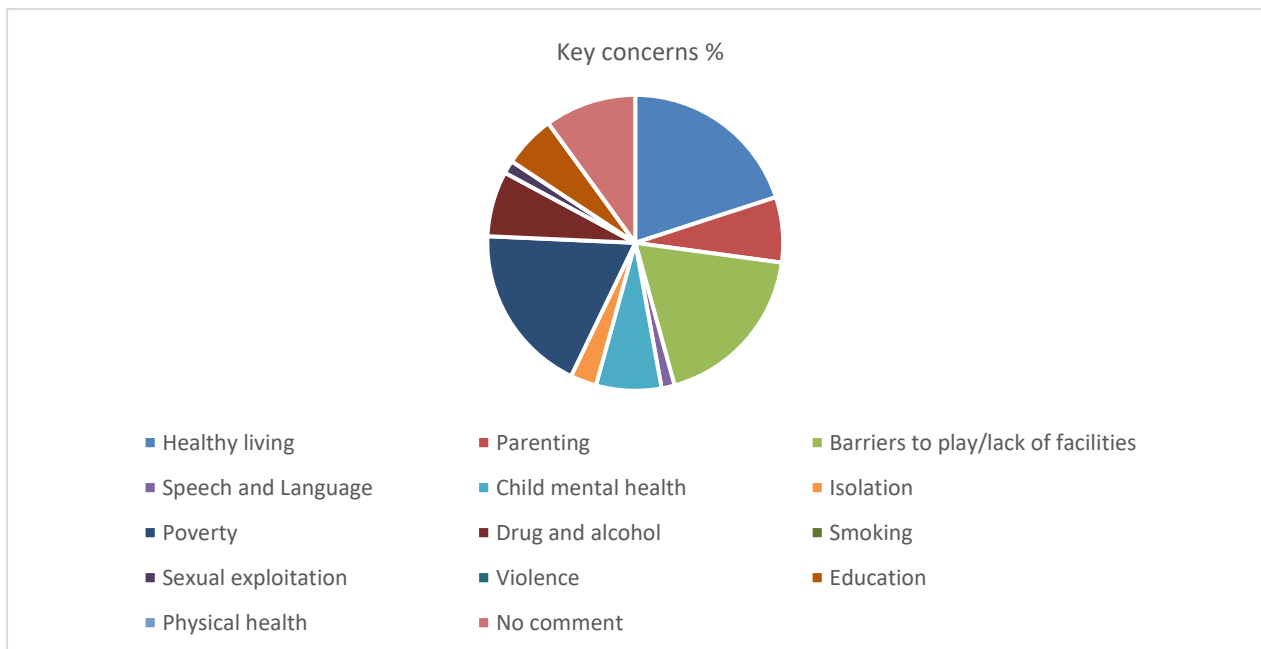


Figure 5: Proportion (%) of key concerns



- Concerns identified match what we think the Link Worker will need to target and those that we had anticipated as main difficulties; as a result, we believe we have the appropriate assets and agencies on board

Q3. Which age group should we work with?

Figure 5. Respondents (n) suggestions for age groups to work with

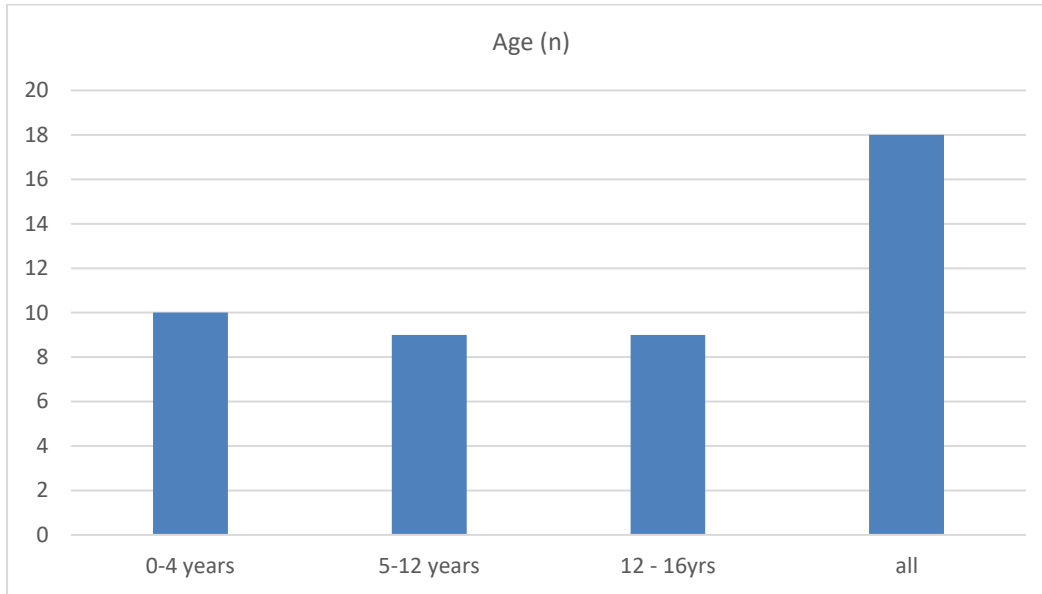
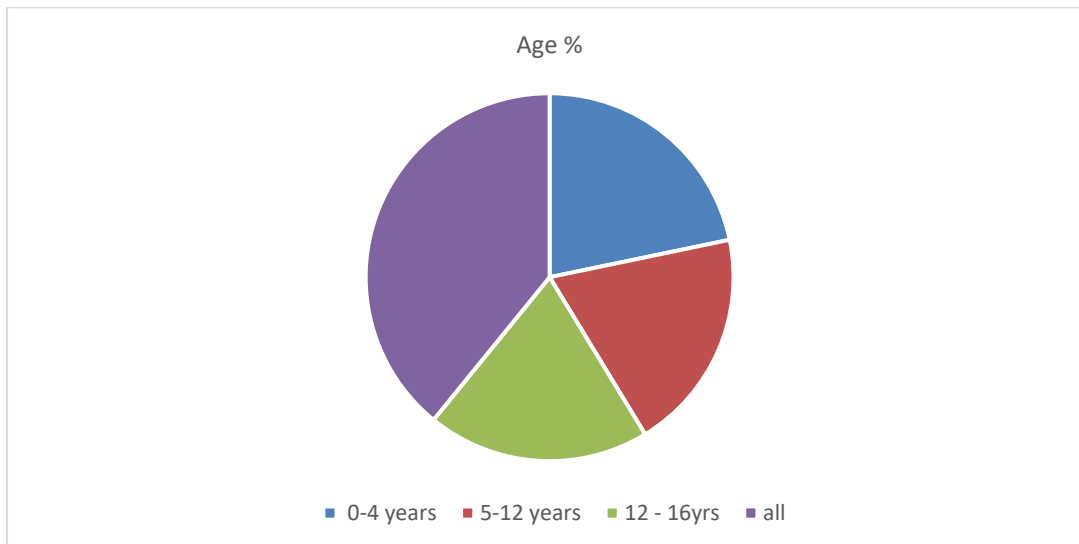


Figure 7. Proportion (%) of respondents suggesting each age group



- Fits with who we have targeted (primary years/early intervention)
- Acknowledge that need to work as early as possible and this was reflected with a high recommendation to work with pre-school

Q4. If you could change the lives of 50 children in the West community what would you start with?
(free text)

The themes in the free text were very similar to those already identified in our questions (poverty/health/education/environment), but there was a feeling that post code restriction to services was not helpful. Some additional quotes are below:

After school holiday clubs and activities. There are not enough opportunities that are accessible for all families

Parent education

Community based services/drop ins/youth groups. Support with education and transition into education

Better health education

Ensure the children are provided with nutritionally balanced meals. Ensure children spend quality time with their parent/care/playing/reading/talking

Breakfast and after school clubs, parenting skills classes

More youth workers and clubs that children can attend

Childrens responses

Two classes of children from Wingrove and Bridgewater primary school took part in a workshop about their community. The key themes from their responses are summarised below:

Q1. What are the best things about the community you live in?

Children felt their neighbours were friendly, helpful and kind and looked out for each other. They also talked about how there were play areas that felt safe, including parks, gardens and the street and how they very much enjoyed playing outside. It was also noted that they had good transport systems and could easily travel into the city centre by bus; they were aware of how much this cost and that they could get a POP card for travel. They mentioned the 'Far Club' which ran activities and provided food (another club called The Pinky had closed and children missed this).

Q2. What are the things you don't like in the community?

The main theme that came out of this discussion was rubbish on the streets, in gardens and in the parks, including empty alcohol bottles. Similarly, they noted that there were often drunk and noisy people on the streets and some anti-social behaviours including spitting, shouting and vandalism.

Q4. What would you change to make things better?

All children talked about doing a community litter pick and clean up. Some children wanted more play areas including parks and a pool. In addition, they mentioned putting an end to anti-social behaviour, using cameras for security.

Q5. Can children change things about where they live?

Generally, the children all felt they could make a difference and were motivated to help each other. They mentioned planting to get more plants and trees in the area, and forming litter picking groups. One group talked about telling their parents and asking the council to help.

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