

## KNOW YOUR PATCH

Understanding and knowing your patch; how to undertake a social audit of your locality.

**Catriona Robertson Partnership**  
local research / religious & community groups / public policy / social audits / community engagement & empowerment

**Southwark Cathedral – parish & social mission**  
March 2, 2013 at 1:36 pm - Filed under: community research and tagged: Bankside, Borough, SE1, Southwark Cathedral  
Southwark Cathedral stands in an ancient part of London. Its parish lies in the centre of a globalised city which is experiencing unprecedented change: high-end regeneration along the riverside (including the Shard),

**Catriona Robertson** »  
We have over 15 years' experience of working

**Current activities** »  
**WDCEN**  
Wandsworth Multi-Faith Network includes over 200 religious groups in Wandsworth, South London, and is a major player within the Wandsworth Community Empowerment Network (WCEN).  
Through WCEN, local communities

**Southwark Cathedral** »  
Southwark Cathedral  
parish and social mission

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### QUICK LINKS

#### Neighbourhood Statistics including Census 2011

<http://www.neighbourhood.statistics.gov.uk>

#### Joint Strategic Needs Assessment – from your local NHS, for example

<http://www.jsna.info>

#### Health Profiles by local authority area

[http://www.apho.org.uk/default.aspx?QN=HP\\_FINDSEARCH2012](http://www.apho.org.uk/default.aspx?QN=HP_FINDSEARCH2012)

#### Indices of Multiple Deprivation 2010

Overall deprivation, but also separate domains: income; employment; health deprivation and disability; education, skills & training; barriers to housing and services; crime; living environment; children and older people.

<https://www.gov.uk/government/publications/english-indices-of-deprivation-2010>

#### Nomis (labour market / unemployment figures)

<http://www.nomisweb.co.uk>

#### Department for Education (school performance tables)

<http://www.education.gov.uk/schools/performance/>

## Ofsted Inspection Reports (schools)

<http://www.ofsted.gov.uk>

## House Prices

Zoopla - <http://www.zoopla.co.uk>

## Poverty in England – key local statistics via Church Urban Fund

<http://www.cuf.org.uk/povertyinengland>

WHAT?	HOW?
<ol style="list-style-type: none"><li>1. <b>Define your patch</b> – maps (use MS Paint to draw boundaries onto a scanned map), wards, output areas, parish, significant boundaries - &amp; place it in context</li><li>2. <b>History</b> of your neighbourhood – how does this play out today?</li><li>3. <b>People</b> – age, ethnicity, religion, population density &amp; turnover, country of origin, languages</li><li>4. <b>Housing</b> &amp; homelessness – private rented, owner-occupiers/open market, ‘affordable’, social, RSLs, mixed – the type of housing often determines who lives on your patch</li><li>5. <b>Indices of Deprivation</b>, socio-economic status, poverty, free school meals eligibility, CUF summaries</li><li>6. <b>Health</b> &amp; mental health – NHS (new CCGs) &amp; local authority (now responsible for public health &amp; wellbeing), hospitals, health targets (eg child obesity, heart disease), carers, disability, JSNA data</li><li>7. <b>Education</b> &amp; skills - which schools are children doing well in, which not? Degrees? Literacy rates? Languages other than English?</li><li>8. <b>Crime</b> – crime statistics, concerns of local people/police, police targets, Safer Neighbourhood Teams, Community Safety Teams, Crime &amp; Disorder Partnerships</li><li>9. <b>Transport</b> – public transport, roads/parking, cycling, pedestrians - well served or not?</li><li>10. <b>Green space</b> – any? Used/abused by whom? Safe?</li><li>11. <b>Youth</b> activities, sport and leisure, entertainment – nearest cinema, swimming pool</li><li>12. <b>Big hitters</b> – who calls the shots in your neighbourhood? Local politicians? Commercial interests? Regeneration scheme? Landlords? Large employer? Local church, mosque, religious community? Arts establishment?</li><li>13. <b>Strengths</b> and expertise in the community – appreciative enquiry, building on strengths, acknowledging community expertise and experience – where is the energy? What’s stopping it being used?</li><li>14. <b>Who’s winning, who’s losing</b> – how are things impacting on the marginalised?</li></ol>	<ol style="list-style-type: none"><li>a. <b>Desk</b> research – online – maps, history, statistics, spreadsheets, graphs, local contacts, Google, local blogs, message boards</li><li>b. <b>Create charts and graphs</b> from the data or copy from sources in the public domain (&amp; credit source)</li><li>c. <b>Neighbourhood walk</b>, alone or with others – look out for signs of hope and signs of neglect: flowery window boxes, graffiti, informal curtains, bars up on doors/windows, buzzy areas where people appear to feel safe and content – stop and talk</li><li>d. <b>Talk to a wide range of local workers</b> – JobCentre Plus officer, GP manager, estate agent, religious leaders/pastoral workers, youth worker, social worker, undertaker, police officer/PCSO, local shopkeeper, headteacher, charity workers, TRA contacts. Beware questionnaire fatigue – learn to write fast instead</li><li>e. <b>Vox pops</b> (see overleaf), quick anonymous questions: door to door, school gate, Post Office queue on pension day, on the street at night, commuters coming off the train, shoppers, young people, those affected by crime, the disaffected</li><li>f. <b>Events</b>: invite older people to a Memory Lane tea, listen to their stories of the old days, or invite children (with their parents/guardians) to a party (wish balloons), ask about aspirations, how things have changed, what’s important to them</li><li>g. <b>Who’s doing what?</b> Other religious groups, community organisations, public sector – check with your local CVS, local authority, word of mouth</li><li>h. <b>Quotations</b> – useful for drawing attention to a particular concern or describing the area</li><li>i. <b>Local press</b>, local library, Citizen’s Advice Bureau/Law Centre, local handouts &amp; advertisements – all good sources</li><li>j. <b>Take photos</b> to illustrate your themes, to humanise the statistics, to draw attention to important concerns</li></ol>

**Continue** until you find a pattern, until the same names, stories and concerns keep reappearing.

### Bringing it all together

1. **Conclusions** – take a step back, having looked at the facts, listened to the people, what do you think?
2. **Recommendations** – what would work, given the context? What are the strengths of your neighbourhood, its people and organisations? What is best left to others, or lobbied for? What might your own organisation's role be? Look at strengths of your organisation/community, where is the energy? Opportunities for partnership working with others?
3. **Presentation** – pdf report (with links), website/ebook, video, live presentation to the community? Attractive, must-see/must-have item.

### Vox Pops questions

Tell me three things which are good about living/working/studying around here?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

And three things which could be better?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Anything else you'd like to add? \_\_\_\_\_

Thank you for attending this skills session at FbRN.

Have a look at the audits for Southwark Cathedral, London, and the Parish of Witney, Oxfordshire. Feel free to get in touch for further information or check the website for more examples and links.

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