

# STOTFOLD TOWN COUNCIL

Greenacre Centre, Valerian Way, Stotfold, SG5 4HG  
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14 November 2024

## Members of Stotfold Community Engagement Committee:

Cllr J Headington (Chairperson), Cllr J Smith (Vice-Chairperson), Cllr J Bendell, Cllr S Buck, Cllr S Dhaliwal, Cllr L Miller, Cllr B Saunders, Cllr B Woods

**You are hereby summoned** to attend the **Community Engagement Committee Meeting** to be held in the **Stotfold Council Chamber, Greenacre Centre, Valerian Way, Stotfold, SG5 4HG** on **20 November 2024 at 7.00pm** for the purpose of transacting business detailed in the agenda.

**E Payne**  
**Town Clerk**

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## Members of the public:

In addition to attendance in person, you are now able to observe our meetings by joining via MS Teams. Join on your computer or mobile app [Click here to join the meeting](#) Please note, our meetings are recorded for minute taking purposes, and will be deleted after Minutes are approved.

Members of the public are invited to observe the meeting and may speak in the 'public section' agenda item. As per Standing Orders, if you wish to speak, you must notify the Town Clerk of your intention prior to the start of the meeting (contact in advance [enquiries@stotfoldtowncouncil.gov.uk](mailto:enquiries@stotfoldtowncouncil.gov.uk) or 01462 730064 or you will be asked at the appropriate point in the agenda if unable to give prior indication).

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IN COLLABORATION WITH SLCC, NALC, OVWI, COUNTY ASSOCIATIONS

The seven principles of public life

Selflessness | Integrity | Objectivity | Accountability | Openness | Honesty | Leadership

## **AGENDA**

### **1. APOLOGIES FOR ABSENCE**

### **2. DISCLOSURES OF MEMBERS' INTERESTS AND DISPENSATIONS**

1. Members to declare interests in respect of any item on the Agenda.
2. Proper Officer to consider written requests from Members for dispensations.

Members are reminded that if at any time during the meeting they feel they have an interest in an item being discussed, they should declare it at that point.

### **3. PUBLIC SECTION (MAX. 15 MINUTES)**

Members of the public may speak on matters of concern, ask questions or make statements (maximum of 3 minutes per speaker), after giving notice of their wish to do so to the Town Clerk prior to the meeting. Order of speakers will be in order of notification. [Public Participation Policy](#) applies.

### **4. MINUTES OF THE PREVIOUS MEETING**

Members are asked to resolve that the Minutes of the Community Engagement Committee meeting held on 18th September 2024 are a correct record.

### **5. CLERK'S REPORT, CORRESPONDENCE RECEIVED AND MATTERS ARISING FROM THE PREVIOUS MINUTES, FOR INFORMATION**

### **6. REPORTS TO COMMITTEE**

#### **6.1. The Mill Engagement**

For Members to discuss the Mill Engagement event.

#### **6.2. Councillors' Surgeries**

To consider a report on Councillors' surgeries.

#### **6.3. Comparison of Events Budgets**

To receive a report with a comparison against other parish and town councils' events budgets.

#### **6.4. Lego League**

To receive a report outlining potential Town Council support of schools to enter the Lego League.

#### **6.5. Residents' Survey**

To agree the specification for the 2025 Residents' Survey and to receive quotations for outsourcing the survey.

#### **6.6. Q2 Income and Expenditure Report**

To receive this Committee's income and expenditure report along with any notes on variances.

#### **6.7. Citizens Awards**

To consider a report regarding Citizens Awards for the 2024-2025 year.

#### **6.8. Stotfest 2025**

To consider a report regarding preliminary actions for Stotfest 2025.

**7. WORK PROGRAMME**

To receive this Committee's Work Programme.

**8. ITEMS FOR INFORMATION PURPOSES, RELEVANT TO THIS COMMITTEE ONLY**

**9. DATE OF NEXT MEETING**

Wednesday 15 January 2025



## MINUTES OF THE MEETING OF COMMUNITY ENGAGEMENT COMMITTEE HELD IN THE COUNCIL CHAMBER, GREENACRE CENTRE, STOTFOLD, SG5 4HG ON 18 SEPTEMBER 2024 AT 19:00

### **Present:**

Cllr J Headington (Chairperson, Cllr J Smith (Vice-Chairperson), Cllr S Buck, Cllr S Dhaliwal, Cllr B Saunders, Cllr B Woods, Cllr L Miller.

### **In attendance**

Cllr M Cooper - Non-Committee Member

### **Also Present:**

E Payne – Town Clerk (remote)

S van der Merwe – Democratic Services Manager

S Hossack – Community Engagement Officer

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### **1 APOLOGIES FOR ABSENCE**

Apologies received from Cllr J Bendell. It was **RESOLVED** to:

***Accept the apologies.***

### **2 DISCLOSURES OF MEMBERS' INTERESTS AND DISPENSATIONS**

There were no disclosures of interest on items on the agenda

### **3 PUBLIC SECTION (MAX. 15 MINUTES)**

There were no members of the public present.

### **4 MINUTES OF THE PREVIOUS MEETING**

The Minutes of the meeting held on 15<sup>th</sup> May 2024 were received.

It was **RESOLVED** that:

***The Minutes of the Community Engagement Committee are a correct record of the meeting.***

### **5 CLERK'S REPORT, CORRESPONDENCE RECEIVED AND MATTERS ARISING FROM THE PREVIOUS MINUTES, FOR INFORMATION**

#### **5.1 PCSO Drop-In Clinic in Stotfold**

Members were advised the next PCSO Clinic will be held at the Co-Operative on 21<sup>st</sup> September 2024 between 10:00 – 11:00.

#### **5.2 Engagement with Older Residents**

The Town Council is investigating opportunities to provide engagement sessions with older residents.





### 5.3 Resident's Survey

This will be brought to the next Community Engagement Committee meeting for consideration.

## 6 REPORTS TO COMMITTEE

### 6.1 Fees & Charges Review 2025 - 2026

Members reviewed fees and charges for recent events and discussed terms related to potential cancellations due to weather conditions.

It was **RESOLVED** to:

***recommend to Governance and Resources the following fees and charges for 2025 - 2026:***

#### **MARKET STALLS**

***Rent of single pitch 10' x 10' - £18***

***Rent of double pitch 10' x 20' - £30***

***Rent of pitch larger than a double - £35***

#### **CHARITY STALLS**

***Charitable/voluntary organisations that directly support Stotfold - £18***

***National charitable / voluntary organisations – payable on or before trade day – non-refundable.***

#### **FOOD VENDORS**

***£50 per day at events***

### 6.2 Budget 2025 - 2026

Members reviewed this committee's proposed budget for 2025 – 2026.

Members noted that Stotfest will be a one-day event in 2025 as approved at the previous Community Engagement Committee meeting and the resident's survey is included in the Community Engagement budget spend. The Chairman noted that the events list in Item 6.3 is generated from resident feedback via social media. The Town Clerk advised Members this is a first draft of the budget and Governance & Resources has final approval on all budgets.

It was **RESOLVED** to:

- a) Recommend this Committee's budget for 2025-26 to Governance and Resources Committee;***
- b) Investigate other parish and town council event budgets.***

### 6.3 Events Planning

Members reviewed the feedback from social media on engagement ideas that residents had voted for or suggested.

It was **RESOLVED** to:



- a) *Conduct additional community engagement to get more ideas for community events and to capture a wider demographic;*
- b) *Source costings for the outdoor cinema;*
- c) *Plan to have some events running concurrently, for example cider festival at w.*

#### **6.4 Christmas Lights Switch-On Event**

Members were updated on plans for the Christmas Lights Switch-On Event.

It was **RESOLVED** to:

***Approve the plans for the Christmas Light Switch On event.***

#### **6.5 VE/VJ Day**

Members were provided with a list of potential events to include in the VE Day arrangements.

It was **RESOLVED** to:

- a) ***Host a Fish and Chip Supper on Thursday 8<sup>th</sup> May 2025 to be funded by Community Engagement Budget.***
- b) ***Purchase one "Lamp Light of Peace" lantern as advertised on the brochure and for this to be donated to St. Mary's Church for annual re-lighting on Remembrance Day going forward.***
- c) ***Purchase one celebration beacon as set out in the VE Day brochure for £549 plus VAT, and for this to be lit on the play area behind Greenacre Centre.***

#### **6.6 Mill Engagement**

Members discussed arrangements for the Town Council's stand at the Working Steam Weekend 2024.

Various Councillors volunteered to man the Town Council's stand over the weekend.

#### **6.7 Remembrance Sunday**

Members discussed the donation for Remembrance Sunday and the plans for the parade. Cllr Hayes recommended checking the trees where the parade ends to ensure safety of those standing below.

It was **RESOLVED** to:

- a) ***Approve the existing plans for Remembrance Sunday.***
- b) ***Approve a standardised donation of £250 for the Remembrance Sunday wreath now and in the future.***

#### **6.8 Citizen's Advice Outreach Clinic**

Members considered the use of the Council Chamber by the Citizens Advice Bureau.

It was **RESOLVED** to:

- a) ***Approve the use of the Council Chamber by Citizens Advice Bureau for an outreach clinic at the Greenacre Centre.***



- b) Recommend to the Building Management Committee the free use of a room at the Greenacre Centre to Citizen's Advice to facilitate outreach services.***

## **6.9 Use of the Council Chamber**

Members considered the use of the Council Chamber at Greenacre Centre for regular community events. Members were advised that the Stotfold Children's Centre is now run by the NHS for postnatal welfare checks. The closest children's events are held in Arlesey.

Cllr Hayes requested that the temperature of the pipes in the Council Chamber should be inspected, and coverage provided for those pipes.

Cllr Wightwick's request for space for a coffee morning should be directed to other local spaces or incorporated into the local Churches' pre-existing community coffee events.

It was **RESOLVED** that:

***The Committee agree to offer use of the Town Council Chamber space to the Stotfold Children's Centre for health and welfare sessions or for community groups for older residents.***

## **7 WORK PROGRAMME**

The work programme was received, and it was **RESOLVED** to:

**Note the report.**

## **8 ITEMS FOR INFORMATION PURPOSES, RELEVANT TO THIS COMMITTEE ONLY**

- 8.1 Cllr Mary Cooper noted that the Festival for Older People was hosted by Flitwick Town Council again. Members requested this be raised with Cllr Helen Wightwick to ask if this could be hosted in Stotfold.
- 8.2 Cllr Miller suggested engagement with the Beavers and Scouts to carry out a "Ready-Steady-Cook" at the Haven.
- 8.3 The Community Engagement Officer will put in place a bi-weekly update on Christmas Event Planning via a lunchtime Teams Meeting.

## **9 DATE OF NEXT MEETING**

Wednesday 20th November 2024.

**SIGNED BY CHAIRMAN:** .....

**MINUTES APPROVED (date):** .....

**STOTFOLD TOWN COUNCIL**

**COMMITTEE:** COMMUNITY ENGAGEMENT  
**DATE:** 20 NOVEMBER 2024  
**OFFICER RESPONSIBLE:** SARAH HOSSACK  
COMMUNITY ENGAGEMENT OFFICER  
**SUBJECT:** CLERK'S REPORT

**1. Christmas Lights Update**

Arrangements for the Christmas Lights Switch on are at the final stages. The stage arrangements are in place, electricity supply will be discussed between Officers and a contractor next week. Sarah and Cllr Venneear will be hand delivering final letters to houses and local businesses reminding them of the event and confirming the arrangements and road closure details. Sarah is currently collecting all the risk assessments and public liability certificates. A draft programme is in the works and once the final details related to the entertainment are made, this will be sent to the Stotfold News Magazine for publication in advance of the event.

**2. Youth Engagement**

Grand Union ran a Youth Activity programme throughout the summer holidays. They engaged with more the 600 children aged 8-17 over the six weeks covering various locations. A significant proportion of their time was spent in Stotfold due to the facilities available in our open spaces. Their full report is attached.

**3. Citizens Advice**

We held the first Citizens Advice drop-in clinic on 7<sup>th</sup> November 2024 and the second will be scheduled for 21<sup>st</sup> November 2024.

Deputy Chief Executive Officer of Citizens Advice Bedford, Simon Kelly, said:

*Just wanted to say thank you to you and everyone at the Greenacre Centre yesterday for welcoming us. I'm sure that the drop-in session will get busier going forward, but yesterday was really useful and the clients we did see will have been benefited by the advice that they received.*

**4. Older Resident's Engagement**

Sarah met with the Stotfold Good Neighbour Committee to discuss a programme of events that older residents would be interested in. The Committee members suggested polling their members themselves and will let Officers have their suggestions.

**5. New Website**

A specification has been sent to four separate web design specialist companies for quotes and Officers are awaiting the quotes.

## Quest 2024

Quest 2024 summer Youth Activity Programme started on 22<sup>nd</sup> July and finished on 1<sup>st</sup> Sept. It successfully engaged over 600 children and young people aged 8 to 17 years, providing diverse activities aimed at promoting creativity, physical fitness, and social skills.

The programme ran for six weeks covering locations: Stotfold, Marston, Cranfield, Shefford, Arlesey, Clifton, Fairfield, Biggleswade, Sandy, Broughton MK and Brackley, Towcester.

Quest 2024 was inclusive to all participants and additionally included specific provisions for HAF (Holiday Activities and Food) children, who are in receipt of free school meals. They accessed the programme through a dedicated booking system.

The programme was delivered by the youth involvement team which incorporates different partners with a youth focus to host a varied range of activities and sports coaching.

Funding for this summer has been supported by local councils Fairfield, Arlesey, Stotfold, Central Bedfordshire Council HAF funding and Grand Union Housing, open to all children and young people.

*The holiday activities and food (HAF) provide fun, free activities for children and young people aged 5 and upwards school holidays. It is for children eligible for benefit related free school meals, which is a requirement from the Department for Education (DfE) which funds the programme.*

Over the **six** weeks there were **170** activity sessions resulting in **266** delivery hours from a range of activities including:

Pop up basketball, Bug houses, wind chimes, Pop up football, Boxing, Short Mat Bowling, Badminton, Table Tennis, DJ Workshop, Skate Jam, Jewellery making, Circuit training, Family Picnic, Bodyweight fitness, Wicksteed park, Go Karting, Allotment, Open Access, Arts & Crafts, Bowling, Cooking, Free Swimming, Creative Writing, Family Fun Day, Nature walks, Mindfulness.

Alongside the summer activities the youth involvement team visited local parks, town centres and 'hang out' places during the day or evenings engage with young people who would not normally access the programme. This was also in response to anti-social behaviour reports in some local areas, giving the youth team an opportunity to speak with young people about concerns and how to reduce incidents.

Total numbers of children and young people accessing the summer programme = **676**

Participants = **312**  
(Participated in a session or project longer than 15 mins)

HAF funded places = **178**

Contacts = **186**

*(Engagement for less than 15 mins via detached, street games or other)*

Promotion of the Quest 2024: School parent mail, word of mouth, social media, flyers, local noticeboards, town and parish councils, printed Grand Union booklets, Central Bedfordshire Council website, Children's Centre, Arlesey & Stotfold Newsletter, Community Hall social media, Parents, Grandparents.

Social media Engagement = **12.5k**

## **Key Outcomes** *(Based on Feedback / evaluations from each session)*

1. Skill Development: 85% of participants reported improved skills in chosen activities (e.g., cooking, art).
2. Diverse Activities: A variety of activities catering to different interests, such as sports, arts, DJ, Indoor Bowls, Cricket, Table Tennis.
3. Increased Participation: A higher number of participants compared to previous years.
4. Social Interaction: 90% of participants made new friends and improved social skills.
5. Children, Young people and families visiting Stotfold, Fairfield and Arlesey locations in rotation.
6. Physical Activity: 75% of participants felt they had increased their physical activity levels through multi-sports and fitness sessions.
7. Mentorship Opportunities: Pairing young participants with buddy's and youth support for guidance. This was useful for sign posting and supporting young people with CV and job searches.
8. Recognition Awards: Certificates / awards given to participants for achievements and participation 10 young people will receive an AQA award for their participation.
9. Creativity: Over 70% enhanced creativity through arts and crafts activities trying new crafts i.e. Hama beads.
10. Community Engagement: Collaboration with local businesses and organisations to support the programme with catering, give aways and promotion.
11. Volunteer Support: volunteers enhancing the experience for participants and showing what can be gained from volunteering.
12. Positive Feedback: 97% of feedback from participants was overwhelmingly positive. The remaining % was in the request for longer or more sessions.

13. **Healthy Eating Options Awareness:** Cooking sessions led to participants saying they had learnt new ideas and gained new knowledge. Providing nutritious meals and snacks, promoting healthy eating habits.
14. **Emotional Well-being:** 80% reported improved mood and emotional health after participating in activities; conducted at the end of each session.
15. **Community Engagement:** Increased awareness of community resources and support services i.e. library, leisure spaces and greenspaces.
16. **Over-subscribed Swimming:** The swimming sessions reached full capacity, indicating high demand and interest.
17. **Teamwork:** Multi-sports activities enhanced teamwork skills, with 88% reporting improved collaboration and parents reported that their child was working well with others.
18. **Confidence Building:** 70% of participants felt more confident in trying new activities.
19. **Career Exploration:** Informal discussions during sessions sparked interest in future careers related to arts, sports, and cooking.
20. **Resilience:** Building the ability to cope with setbacks and challenges, learning to self-regulate. The sports sessions had time out and rest breaks built in.
21. **Parental Engagement:** Positive feedback from parents who were expressing satisfaction with the programme, that the programme offered daily activities that their child/ren could chose from.
22. **Sustainability Awareness:** Bug house building raised awareness about local wildlife and environmental conservation.

## **Challenges and Adjustments**

There were a small number of sessions required rescheduling or changes due to unforeseen circumstances, however additional sessions were successfully added to accommodate increased demand.

Building work at one of the venues resulted in a health and safety concern and adjustments for the session was made.

## Summary

Quest 2024 Summer Youth Activity Programme not only met but exceeded expectations, providing valuable experiences for children and young people while promoting health, creativity, and social cohesion. The overwhelmingly positive feedback and high engagement levels suggest a strong foundation for future activities. We look forward to building on this success in upcoming programmes.

The summer flew by and many of the sessions were outdoors, so the good weather was welcomed. The need to keep everyone hydrated, especially during the sports sessions became a daily routine.

Parents and Grand Parents got involved by sharing media posts for Quest, handing out flyers, word of mouth and bringing along their children as well friends.

The programme was bigger and reached further afield this year; it was lovely to meet children, young people and families in Cranfield and Marston. There was a skipathon during one of sessions in Marston Park, the energy was superb, and participants were given skipping ropes for taking part.

Once again, the sport sessions were hugely successful using outdoor MUGAs and greenspaces in all locations. The Boxing in Fairfield Park proved very successful with more participants each session. It was fantastic having the Short Mat Bowls team offer their experience and learning again to children who participated; with one young person taking on extra bowls sessions.

There were additional activity opportunities in Fairfield Park this summer; in the community hall table tennis / Badminton. Outdoors the newly refurbished Tennis court proved highly anticipated and well attended.

The summer trips to Bowling, Wicksteed Park and Go Karting were exciting; an extra 3 Go Karting trips were added due to high demand.

This year the graffiti project in Stotfold took the team to Arlesey Road Car Park toilet block! The design was in keeping with the Football Club colours, along with the logo. 16 young people got involved with the artwork and once again received positive feedback via passersby.

Detached youth work (walking around parks and town centres) was still a vital element built into the summer. The youth team spent time walking round in the day and evenings. It gave the team an opportunity to speak with young people not accessing activities.

The Shefford Youth hub hosted arts / craft and a family funday event in partnership with Shefford Childrens Centre. In the hub location there is a cycle maintenance station; a cycle workshop was set up each week for 5 weeks and proved successful with 10 young people who brought their bike along and learnt how the cycle station worked.

Rollback World hosted a Skate Park Jam at Arlesey and Sandy Skatepark and it was a fantastic to see those attending demonstrating their skills on skateboards, scooters and bikes.

Overall, a fantastic summer!!!!



**A special thank you to all the individuals and organisations that helped make this summer successful.**

Arlesey Town Council, Stotfold Town Council, Fairfield Parrish Council, Sandy Town Council, Shefford Town Council, Central Beds Council, Shefford Children centre Dan Gaze Support Services, Lucretia, Kevin, Rob, Mayor Steve Buck, Sam, Francesca, Checker, Esme, Nash, Cllr Nick Andrews, Brad, Cllr Neil Stevenson, MBF, Harel, Megan, Phil, Aileen, Michelle - HAF co Ordinator, Ice-cream Man, Mayor Ken, Paul, Rosemary, Jess, Short Mat Bowls team, Grand Union Housing Group, Rollback world, Joanna, Lisa, Bee, Stotfold & Arlesey Newline, David C, Fairfield Community Hall, Marston Forest Centre, Ade, Mayor Joanna Hewitt, Community Safety Team CBC, ARKADE Graphics, Fairfield community Hall, Old red, Saxon Leisure, Sandy Leisure, Bedfordshire Police, all the community spaces hired, All the parents/ carers / grandparents who helped share the activities & or supported the sessions. *(and everyone else not listed you are all amazing!!)*

Nicola King – Youth Participation Coordinator / Grand Union Housing Group  
[Nicola.king@guhg.co.uk](mailto:Nicola.king@guhg.co.uk) 07717313868

## A few photos from the summer











**STOTFOLD TOWN COUNCIL**

**COMMITTEE:** COMMUNITY ENGAGEMENT COMMITTEE

**DATE:** 20 NOVEMBER 2024

**OFFICER RESPONSIBLE:** SIAN VAN DER MERWE  
DEMOCRATIC SERVICES MANAGER

**SUBJECT:** COUNCILLORS' SURGERIES

**1. SUMMARY**

- 1.1 The last Councillors' Surgery was held on 27<sup>th</sup> July 2024 at Ruth's Coffee Shop.

**2. RECOMMENDATION**

- 2.1 Members are asked to:
- a) Consider the frequency of Councillors' Surgeries starting January 2025;
  - b) Select a suitable venue that is fully accessible.

**3. BACKGROUND**

- 3.1 Councillor surgeries are an important part of connecting with the residents of Stotfold.
- 3.2 These sessions are typically informal, open meetings where resident can raise issues, seek support, and discuss matters affecting their local area. The main reasons Councillors may want to hold these surgeries include:
- **Accessibility and Accountability:** Surgeries allow Councillors to be accessible to residents, providing a direct channel for communication. This helps constituents feel heard and gives them the chance to hold Councillors accountable.
  - **Problem-Solving:** Surgeries allow residents to bring up personal or community concerns. Councillors can then follow up with Stotfold Town Council or Central Bedfordshire Council to address these concerns.
  - **Community Engagement:** Regular surgeries encourage Councillors to stay connected with the community, understand its needs, and stay informed on local issues. This engagement builds trust and strengthens the Councillor-constituent relationship.
  - **Feedback for Policy Making:** Hearing from residents about their concerns, hopes, and frustrations gives Councillors insights that inform their decision-making and voting. These conversations can shape local policies and priorities.
  - **Promoting Awareness of Council Services:** Surgeries also serve as an opportunity for Councillors to inform residents about the Town Council's services, changes, and developments that might impact them.
- 3.3 Overall, Councillor surgeries support a responsive, transparent, and community-centred approach to local governance.
- 3.4 The location for Councillor Surgeries should be accessible to all.

#### **4. FINANCIAL**

- 4.1 If the Councillors wish to distribute printed material with Town Council information and project updates these will be produced and costed in-house.

#### **5. IMPLICATIONS**

<b>Strategic Plan:</b>	Community Engagement, Public Sector Equality Duty
<b>Risk Management:</b>	Transparency, Reputation Management, Security of Councillors
<b>Legals:</b>	N/A
<b>Resources/Stakeholders:</b>	Councillors, Officers for preparation
<b>Contracts/Financials:</b>	N/A
<b>Crime &amp; Disorder:</b>	Low
<b>Equalities:</b>	Accessibility for all
<b>Biodiversity:</b>	N/A



**STOTFOLD TOWN COUNCIL**

**COMMITTEE:** **COMMUNITY ENGAGEMENT COMMITTEE**

**DATE:** **20 NOVEMBER 2024**

**OFFICER RESPONSIBLE:** **SIAN VAN DER MERWE  
DEMOCRATIC SERVICES MANAGER**

**SUBJECT:** **COMPARISON OF EVENTS BUDGETS**

**1. SUMMARY**

- 1.1 At the Community Engagement Meeting of 18<sup>th</sup> September Members requested information on Community engagement budgets from other local Town Councils.

**2. RECOMMENDATION**

- 2.1 Members are asked to note engagement budgets for Town Councils in Ampthill, Flitwick, Leighton Linlade and Sandy for the 2024 – 2025 financial year.

**3. BACKGROUND**

- 3.1 Benchmarking budgets against other local Councils is a useful tool to identify what other Town Councils of a similar size spend on their community engagement. It allows the Town Council to assess performance and efficiency, setting realistic and competitive budgets and supporting strategic decision-making.

**3.2 Ampthill Town Council** [Ampthill population - 8825](#)

- Publicity: Budgeted Expenditure: £10,400
- Markets: Budgeted Expenditure £1,150
- Grants & Donations: Budgeted Expenditure £10,000
- Youth Projects: Budgeted Expenditure £35,000
- Community Eng. Events: Budgeted expenditure £4,000
- Eco Projects £2,000

**3.3 Flitwick Town Council** [Flitwick population - 13,663](#)

- Youth Hub/Activities - £75,744
- Community Activities - £12,530
- Community Events - £54,155

**3.4 Leighton Linlade Town Council** [Leighton Linlade population - 43,203](#)

- About Town – £16,700
- Christmas Lights - £36,300
- Buzzard Trails - £4,300
- Town History - £2,000
- General Promotions - £2,500
- Movies for the More Mature - £4,838
- Older People Projects - £18,600
- Town Centre Asset Management - £4,700

[Stotfold population - 12,310](#)  
[Community engagement budget](#)  
[Switch on event - £15k](#)  
[Christmas Lights - £24k](#)  
[Stotfest - £25k](#)  
[General events - £10k](#)  
[Community engagement - £14k](#)  
[Youth engagement - £10k](#)  
[98k in total](#)

- Wi-fi & Data Line - £2,844
- Community Access Defibrillator - £1,075
- May Fayre Contribution - £7,000
- Business Campaigns - £4,085
- Visitor Economy Tourism - £5,000

### **3.5 Sandy Town Council**

- Grants/Donations paid - £3,000
- Community Events Support - £4,500

## **4. FINANCIAL**

- 4.1 The Town Council's budget is £92,000. This includes Christmas lights switch on, Christmas lights, Stotfest, general ad hoc events, community engagement and youth engagement.

## **5. IMPLICATIONS**

<b>Strategic Plan:</b>	N/A
<b>Risk Management:</b>	Adequate budget in situ.
<b>Legals:</b>	N/A
<b>Resources/Stakeholders:</b>	Residents, Members, Officers
<b>Contracts/Financials:</b>	N/A
<b>Crime &amp; Disorder:</b>	Low
<b>Equalities:</b>	Accessibility for all
<b>Biodiversity:</b>	N/A



**STOTFOLD TOWN COUNCIL**

**COMMITTEE:** **COMMUNITY ENGAGEMENT COMMITTEE**  
**DATE:** **20 NOVEMBER 2024**  
**OFFICER RESPONSIBLE:** **EMMA PAYNE, TOWN CLERK**  
**SUBJECT:** **LEGO LEAGUE**

**1. SUMMARY**

- 1.1 The Town Council has been approached by The Institution of Engineering and Technology to investigate promoting the Lego League in Stotfold schools.
- 1.2 The Institution's aim is to inspire, inform, and influence global engineering. This can start in early years education by using Lego based kits to encourage young children to participate in STEM activities (Science, Technology, Engineering and Mathematics).

**2. RECOMMENDATION**

- 2.1 Members are asked to consider funding this proposal and identify the funding stream.

**3. BACKGROUND**

- 3.1 STEM education in early years offers several benefits:
  - Critical Thinking: Hands-on exploration builds problem-solving skills by encouraging analysis and solution-seeking.
  - Curiosity and Creativity: STEM fosters curiosity and allows children to explore unique, creative solutions.
  - Confidence and Resilience: Overcoming challenges in STEM activities builds confidence and persistence.
  - Early Numeracy and Literacy: Basic math and language skills develop naturally through activities involving counting, patterns, and descriptions.
  - World Understanding: Children learn fundamental concepts, like cause and effect, which help them understand their surroundings.
  - Social Skills: Many activities promote teamwork, teaching kids communication and cooperation.
- 3.2 The scheme runs in three stages and uses either Duplo or Lego depending on the age range:  
  
Challenge – ages 9-16  
Explore – ages 6-9  
Discover – ages 4-6
- 3.3 The scheme can be included as part of the curriculum or can be run as an after-school activity depending on the school and their resources.

### 3.4 Funding Proposal

- 2 primary schools – Look to receive funding for one Discover Class Pack (Ages 4-6) and One Explore Class Pack (Ages 6-9) each. This would enable them to deliver the respective age groups with class sizes of 30.
- To deliver with the whole year group they could request funding for a Top-up which reuses the Lego sets but replaces the consumables reaching a further 30 students. Discover Top-up = £65+VAT, Explore Top-up = £36 + VAT

□

	Registration + Core kit (£) + VAT	Top-up (£) +VAT	Total per school (£) + VAT
<b>Discover</b>	£1,638.80	£65	£1,703.80
<b>Explore</b>	£1,465.90	£36	£1,501.90
<b>Challenge</b>	£ 539.30	-	£ 539.30

There's also a 15% addition to any order to cover administration and grant.

## 4. FINANCIAL

- 4.1 To provide 1 Discover and 1 x Explore pack for 2 lower schools - £6,411.40 excl. VAT plus 15% admin fee = **£7,373.11**
- 4.2 Either the Community Engagement Committee could use their budget to fund the scheme or could ask the Governance & Resources Committee to encourage schools to apply for grant funding to cover the entire cost, although the grant fund is limited to £1,500.

## 5. IMPLICATIONS

<b>Strategic Plan:</b>	N/A
<b>Risk Management:</b>	Diversion of funds from other activities
<b>Legals:</b>	General Power of Competence
<b>Resources/Stakeholders:</b>	Officers
<b>Contracts/Financials:</b>	Limit on Grant Funding
<b>Crime &amp; Disorder:</b>	N/A
<b>Equalities:</b>	Open to all
<b>Biodiversity:</b>	N/A

## FIRST<sup>®</sup> LEGO<sup>®</sup> League SUBMERGED<sup>™</sup> Registration Costs

Please note –

- a **15% administrative support fee** will be added to your order to cover funding administration, reporting, and general operating overheads of the programme.
- **VAT** will not be applied to donation agreements.

Division	No. students	Cost (Excl. VAT)
<b>Challenge (Ages 9-16) SINGLE TEAM</b> Extra-curricular delivery, regional tournament	10	<p><b>One off cost</b> (1<sup>st</sup> Year only) = £335.30 to cover:</p> <ul style="list-style-type: none"> <li>• 1 x SPIKE Prime base</li> </ul> <p><b>Annual registration</b> = £204 to cover:</p> <ul style="list-style-type: none"> <li>• 1 x SUBMERGED Challenge set (themed mat &amp; models)</li> <li>• 1 x Team Meeting Guide (for teacher/coach, containing twelve lesson plan style sessions)</li> <li>• 2 x Engineering Notebooks</li> <li>• 1 x Robot Game Rulebook</li> <li>• 1 x Regional Tournament Entry</li> </ul> <p><b>Total = £539.30 + VAT</b></p>
<b>Challenge (Ages 9-16) CLASS PACK</b> In-school delivery, in-school tournament	30	<p><b>One off cost</b> (1<sup>st</sup> Year only) = £1,005.90 to cover:</p> <ul style="list-style-type: none"> <li>• 3 x SPIKE Prime base</li> </ul> <p><b>Annual registration</b> = £360 to cover:</p> <ul style="list-style-type: none"> <li>• 2 x SUBMERGED Challenge sets (themed mat &amp; models)</li> <li>• 1 x Class Pack Guide (for teacher/coach)</li> <li>• 2 x Team Meeting Guides (for teacher/coach, containing twelve lesson plan style sessions)</li> <li>• 10 x Engineering Notebooks (allows for at least 2 per team)</li> <li>• 5 x Robot Game Rulebooks (allows for at least 1 per team)</li> <li>• 30 x LEGO medals (1 per participant)</li> <li>• 1 x Build your own Small LEGO Trophy</li> <li>• 1 x Regional Tournament Entry (allows for only 1 team entry. Charge of £45 per additional team)</li> </ul> <p><b>Total = £1,365.90 + VAT</b></p>
<b>Explore (Ages 6-9) SINGLE TEAM</b> Extra-curricular delivery, regional festival	6	<p><b>One off cost</b> (1<sup>st</sup> Year only) = £257.90 to cover:</p> <ul style="list-style-type: none"> <li>• 1 x SPIKE Essential kit</li> </ul> <p>Registration = £38.40</p> <ul style="list-style-type: none"> <li>• 1 x LEGO<sup>®</sup> Explore Set (themed models)</li> <li>• 6 x Engineering Notebooks (1 per participant)</li> <li>• 1 x Team Meeting Guides (for teacher/coach, containing twelve lesson plan style sessions)</li> <li>• Regional Festival Entry</li> </ul> <p><b>Total = £296.30 + VAT</b></p>

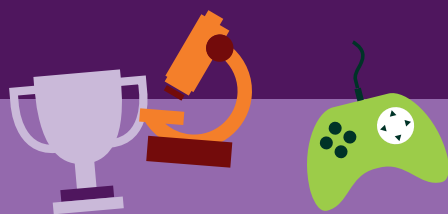
<b>Explore (Ages 6-9) CLASS PACK</b> In-school delivery, in- school festival	30	<p><b>One off cost</b> (1<sup>st</sup> Year only) = £1,289.50 to cover:</p> <ul style="list-style-type: none"> <li>• 5 x SPIKE Essential kit's</li> </ul> <p><b>Annual registration</b> = £176.40</p> <ul style="list-style-type: none"> <li>• 5 x LEGO® Explore Sets (themed models)</li> <li>• 2 x Team Meeting Guides (for teacher/coach, containing twelve lesson plan style sessions)</li> <li>• 1 x Class Pack guide (for teacher/coach)</li> <li>• 30 x Engineering notebooks (1 per participant)</li> <li>• 30 x LEGO Medals (1 per participant)</li> <li>• 30 x printable IET Certificates (1 per participant)</li> <li>• Regional Festival Entry (allows for only 1 team. Charge of £12 per additional team)</li> </ul> <p><b>Total = £1,465.90 + VAT</b></p>
<b>Discover (Ages 4-6) CLASS PACK</b> In-school delivery, in- school celebration event	32	<p><b>One off cost</b> (1<sup>st</sup> year only) = £1,414.40 to cover:</p> <ul style="list-style-type: none"> <li>• 8 x LEGO® DUPLO STEAM PARKS</li> </ul> <p><b>Annual registration</b> = £224.40 to cover:</p> <ul style="list-style-type: none"> <li>• 8 x LEGO® Discover models (themed models)</li> <li>• 32 x LEGO® Discover More sets (1 per participant)</li> <li>• 32 x Engineering Notebooks (1 per participant)</li> <li>• 32 x Printable IET Certificates (1 per participant)</li> <li>• 1 x Team Meeting Guide (for teacher/coach, containing twelve lesson plan style sessions)</li> </ul> <p><b>Total = £1,638.80 + VAT</b></p>

## Training Resources

Volunteer Role	Training Available	Cost
<b>Coach / Mentor (Challenge / Explore / Discover)</b>	Delivery Overview Tutorial videos: Mentoring (All ages), Length: 9:40 – <a href="#">Linked here</a> Challenge (Ages 9-16), Length: 6:25 – <a href="#">Linked here</a> Explore (Ages 6-9), Length: 6:10 – <a href="#">Linked here</a> Discover (Ages 4-6), Length: 5:20 – <a href="#">Linked here</a>	Free
	Online coding tutorials – Self led: <a href="#">Linked here</a>	Free
	Virtual - 1 x 60-90 Minute remote per Module chosen	£250+VAT per session
	On Site - 1 x Full Day regardless of modules chosen	£650+VAT per session
<b>Referee (Chal)</b>	Remote – Online video (23 mins) – <a href="#">Linked here</a>	Free
<b>Judge (Chal)</b>	Remote – Online video (25 mins) – <a href="#">Linked here</a>	Free
<b>Reviewer (Exp)</b>	Remote – Online video (9 mins): - <a href="#">Linked here</a>	Free
<b>Support (Chal / Exp)</b>	No Training required. On the day briefing with guided instructions throughout from the Delivery Partner.	N/A

# IET Education Impact Report 2022-2023

Key findings and case studies from  
our IET Faraday® Challenge Day and  
*FIRST®* LEGO® League programmes.



# Introduction

To help the Institution of Engineering and Technology (IET) demonstrate the impact our educational programmes are having on young people, schools, teachers and adults, we commissioned SHIFT insight to conduct a research project on our behalf. The findings have demonstrated that our IET Faraday® Challenge Day and *FIRST*® LEGO® League programmes have a number of key impact areas.



The research methodology was designed to capture the impact of each of our STEM programmes.

Online, in-depth interviews were conducted with 19 teachers to create the case studies throughout this report.

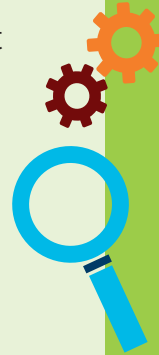


Interviews were carried out prior to schools participating in either the IET Faraday® Challenge Day or *FIRST*® LEGO® League. This was to set a baseline to follow-up with participants; and demonstrate the impact the programmes had on the schools and children following their participation in our educational programmes.

## Key areas of impact



This research found that teachers were incredibly passionate about their involvement in both IET Faraday® Challenge Days and *FIRST*® LEGO® League. Many also reported seeing an immediate increase in passion and excitement in STEM among students – as well as increased confidence in their abilities. We identified six key areas where IET activity was seen to have impact, evident across a range of school settings:



**Supporting disadvantaged children.**

**Increasing STEM engagement.**



**Broadened perspectives on STEM careers.**

**Helping students with special educational needs focus in school.**



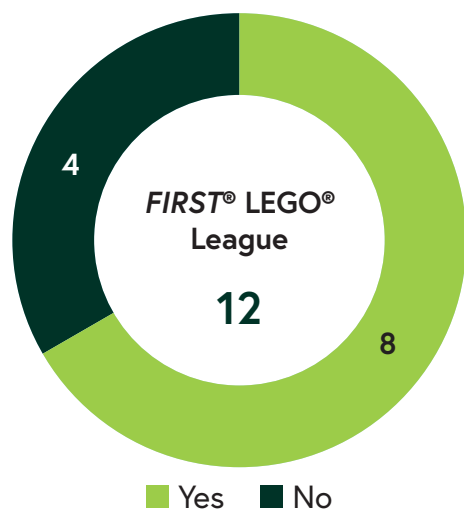
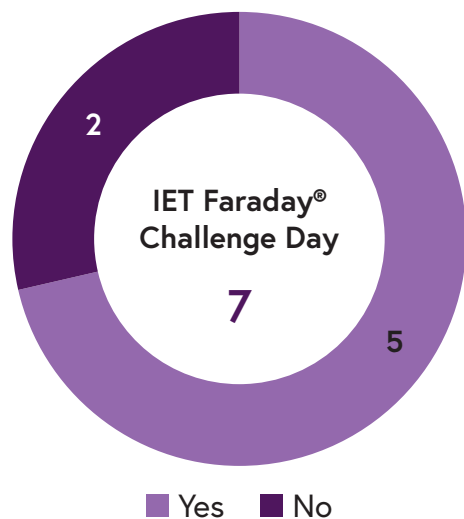
**Supporting development of more broadly transferable and interpersonal skills.**

**Generating excitement and engagement with STEM across the whole school, not just on those took part in activities.**

# Profile of respondents



## Previous involvement



## Key stage/Age group

- KS2 (7-11 years) – 3 respondents
- KS3 (11-14 years) – 12 respondents
- KS4 (14-16 years) – 4 respondents

Some schools had teams participating in more than one FIRST® LEGO® League division across different key stages/age groups.

## Job role

- 10 science teachers or technicians
- 5 ICT, computing or D&T teachers
- 2 teaching assistants
- 1 commercial manager
- 1 private coding club teacher

## Region



## Ofsted rating

- 5 Outstanding
- 8 Good
- 1 Requires improvement
- 5 Unsure\*

\*Unsure respondents were outside of England, independent schools or private clubs – not inspected by Ofsted



# Overview of case studies

As a result of this research and our findings, we've developed eight theme-based case studies, which outline the respondents experiences of taking part in *FIRST*® LEGO® League and IET Faraday® Challenge Days. These focus on the benefits of participation and the key impact areas.

## **IET Faraday® Challenge Days: Encouraging process-driven thinking**

Impulsive thinkers were taught the value of approaching challenges step by step.

(see pages 6-7)

## **IET Faraday® Challenge Days: Developing resilience and making mistakes**

Traditionally high attainers developed the resilience to continue trying to problem-solve in the face of challenges and failures.

(see pages 8-9)

## **IET Faraday® Challenge Days: An entry point to further STEM engagement**

The Challenge Day is an exciting entry point into accessing further STEM opportunities.

(see pages 10-11)

## ***FIRST*® LEGO® League: Demonstrating STEM career pathways for young girls**

Younger girls on the Explore team were shown a range of career pathways, linking *FIRST*® LEGO® League with their new career knowledge.

(see pages 13-15)

## ***FIRST*® LEGO® League: Addressing behavioural issues through STEM enthusiasm**

Students with behavioural issues were given an outlet through their commitment to, and passion for *FIRST*® LEGO® League.

(see pages 16-17)

## ***FIRST*® LEGO® League: Helping provide focus for students with special educational needs**

For some students with educational needs, *FIRST*® LEGO® League provides the focus they need to bring to school to concentrate more widely.

(see pages 18-19)

## ***FIRST*® LEGO® League: Inspiring students in areas of high deprivation**

IET funding allow students in higher deprivation areas to get access to exciting *FIRST*® LEGO® League opportunities, building a passion for STEM that otherwise may not be possible.

(see pages 20-22)

## ***FIRST*® LEGO® League: Building interpersonal and transferable skills**

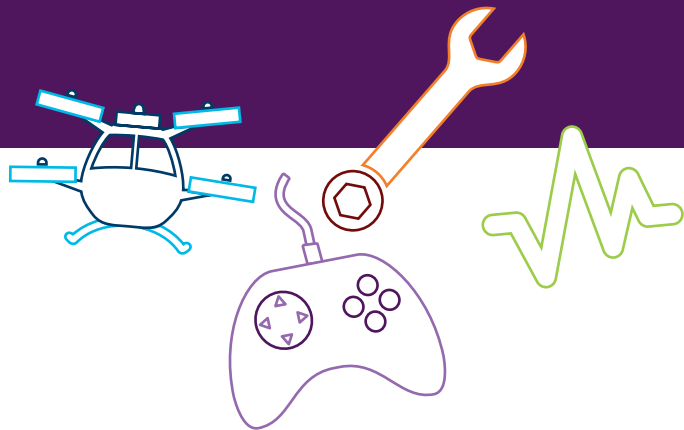
Students learned how to assign roles and scaffold responsibility to build a stronger team.

(see pages 23-24)



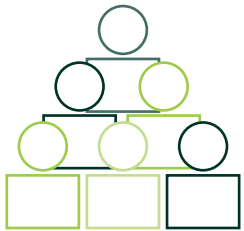
# IET Faraday<sup>®</sup> Challenge Days

## Impact case studies



# 1. IET Faraday® Challenge Days: Encouraging process-driven thinking

## The team



Andrew at Schools at Somerhill in the South East didn't want to include the typically high-attaining STEM students in the IET Faraday® Challenge Day this year – instead he included students with different skills, in the hopes they would work together better and develop different ways of thinking.

**"I didn't go for the classic, high-achieving student from engineering. I picked those I thought would work better as a team and who were a little bit more creative rather than just the high academics."**

**Andrew Leach**, Head of Engineering, Schools at Somerhill

## The challenge



While the students on the team had a range of skills, they were creative and worked well together. However, in engineering lessons they tended to make impulsive decisions without thinking through the design consequences or implications – they were then unprepared to deal with any issues that arose down the line.

**"The younger boys like to get stuck in quite quickly, they're quite impulsive and want to get things sorted quickly."**

## The impact



On both this year and the previous year's teams, Andrew noted how students were increasingly willing to spend time planning and designing – organising their thoughts and taking a more considered approach to engineering and problem-solving more generally.

**"I think slowly we're tackling the impulsivity. For the boys taking part in the IET Faraday® Challenge it has that impact, they see that the design phase has a value to it. They see where they're going, much further down the road, from earlier on."**

# 1. IET Faraday® Challenge Days: Encouraging process-driven thinking

Ideation

"We introduced a shop element to our STEM day designed challenge for the older ones, because we felt that it adds a realistic element to STEM challenges – the fact that it's not just about designing a solution, it's resource management as well."

Drawing and  
designing

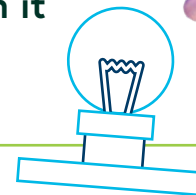
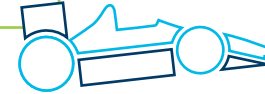
The team working on the IET Faraday® Challenge Day developed a more organised and practical approach to pre-empting potential problems, as well as a more considered approach to planning and thinking ahead.

Role and  
responsibility  
allocation

This process-driven thinking stayed with the student team even after the Challenge Day was over. Andrew recounted how this approach to thinking through problems beforehand has been applied by students in his engineering lessons:

Execution

"I've found that the focus seems to have come across into lessons a bit more. In fact, even the project we're working on now, one of the boys project is very ambitious but he's now giving up his break times to come and work on it because he wants to get it finished to a fairly high standard."



## 2. IET Faraday® Challenge Days: Developing resilience and making mistakes

Some IET Faraday® Challenge Day teams consisted of students who were typically more high achieving – but overall teams were designed to allow different strengths to shine through. Some students were more confident with practical or technical skills, while others were more confident with presentation and speaking elements. One key impact here was a significantly increased enthusiasm and confidence, which has led students, even the higher-attaining ones, to be more willing to make mistakes.

**"So there were certain aspects they were very good at, and then there were other areas where the more confident ones would push the rest of the team along in certain areas."**

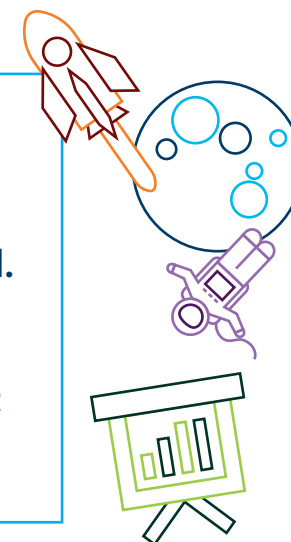
Adam Higgins,  
Science Teacher,  
The Royal Liberty  
School

**"Last week we had lots of primary schools visiting and there's one boy who took the lead on certain things, where in previous years he wouldn't have. He's developed more confidence in terms of public speaking and also in what he's doing – there's also more conviction in the way he's demonstrating things and helping others to achieve their tasks as well."**

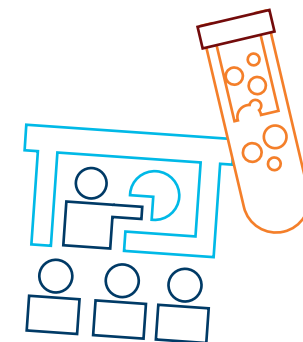
The student team at the Royal Liberty School was picked on a rewards-based system. Attending the IET Faraday® Challenge Day was seen as a reward for good behaviour at school – but didn't necessarily link to higher STEM attainment.

As a result of the IET Faraday® Challenge Days, Adam told us he had noticed his students are more willing to get stuck in to new challenges and have developed a confidence in approaching problems that wasn't present before.

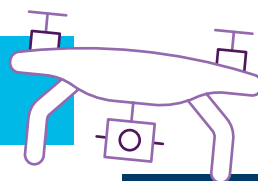
**"Definitely for the quieter ones, confidence has developed – they're more happy to speak out now, and they're more confident to make mistakes as well. In terms of doing practicals in school, they won't be too hesitant if they think they're going to get it wrong; they'll just go for it and problem-solve afterwards."**



## 2. IET Faraday® Challenge Days: Developing resilience and making mistakes



### Developing resilience in lessons



The impact in this case was twofold, but interconnected: students were happier trying out new ideas and were more willing to make suggestions, even if this led to failure. But following things going wrong, the students developed resilience engaging with these failures, becoming far more ready to address the issue and carry on.

### Longer-term impact

Adam felt that the resilience his students developed as a result of the IET Faraday® Challenge Day would go on to have a longer-term impact, in terms of their commitment to STEM careers.

"I don't know whether it's because there were just boys there, or whether there was any other reason, but they did work really well together. They relied on each other quite a bit, which helped them and improved their teamwork as well. Resilience is probably the main thing. With experiments and tasks, just realising that if something goes wrong it's not the end of the world, and they can still go forward with that as well."

"There's an impact on their aspirations ... opening up their eyes to what they can be. They're looking at other routes into what they can do when they're older, and they're having higher aspirations and wanting to go on to further education, wanting to look into say apprenticeship degrees as well."

"It's the continuation of that confidence and resilience that I think will feed through, not just in lesson times, but within different subjects through the wider curriculum, so there will be other opportunities they can take up in the future."





### 3. IET Faraday® Challenge Days: An entry point to further STEM engagement

**Teams were picked based on enthusiasm and commitment**

Some schools don't offer engineering as a subject (this was fairly typical for state schools in the sample), so students were picked for the team based on their general enthusiasm and commitment to learning across science. This commitment could be demonstrated in a number of different ways, but it was important for Pauline at Faringdon Community College that the teams represented students who were willing to engage.

**"We were simply going on the enthusiasm that they show in science lessons: are they engaged in science lessons, do they appear to have a wide knowledge of science out of what we teach them in lessons? Do they seem to be doing some independent work and it might even be things like watching programmes on TV."**

Pauline Forbes, Second in Science,  
Faringdon Community College

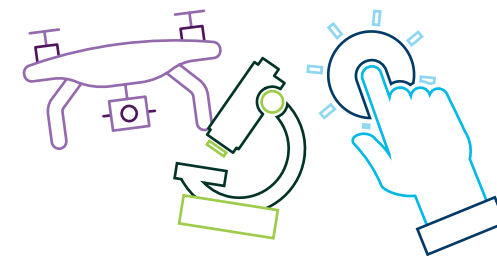
**Ensuring pupil premium students get access to opportunities**

At Faringdon Community College, the school is particularly focused on trying to address the imbalance in attainment between pupil premium students and others – so intentionally included a higher proportion of pupil premium students across the teams. The school hosted the event, and participated for the first time – and included the entirety of their pupil premium students in Year 8, filling the remaining slots with other students who were enthusiastic about science lessons.

**"At the moment our whole school drive is on pupil premium children and increasing the engagement of these children and trying to have their academic achievement more in line with non-pupil premium children."**



### 3. IET Faraday® Challenge Days: An entry point to further STEM engagement



IET Faraday®  
Challenge Day

Science club

Science lessons

Crest Award  
Scheme

STEM careers

The Crest Award Scheme was the specific example cited by Pauline as what the students in the science club will participate in after the IET Faraday® Challenge Day.

For many schools, the IET Faraday® Challenge Day's main impact was introducing many young students to a more engaging world of STEM. The Challenge Day was an exciting opportunity for young people to be involved especially pupil premium students who may typically be less likely to be selected for opportunities. At Pauline's school in the South West, the excitement of attending the Challenge Day had led to increased attendance of the regularly run science club, which in turn gives students access to the Crest Award Scheme. This has a wider impact on interest and engagement in school science lessons.

**The IET Faraday® Challenge Day is a crucial part of this engagement journey, and in increasing access to opportunities.**

This accumulative engagement with STEM (for many students starting with their involvement in the IET Faraday® Challenge Day), works to ultimately enable them to see STEM as a viable career pathway.

For most students, seeing a STEM career as a viable option comes when there are multiple opportunities for engagement over a year or their school career – capitalising on the excitement of the previous event or opportunity.

# FIRST<sup>®</sup> LEGO<sup>®</sup> League



## Impact case studies





# 1. *FIRST*® LEGO® League: Demonstrating STEM career pathways for young girls

Connecting with local businesses to ground the *FIRST*® LEGO® League experience in real world career pathways

At St Thomas' CE Primary School in the North West, the students on the *FIRST*® LEGO® League team were mostly girls. At this school, the staff focus on introducing the girls to a range of local engineering and industry organisations; they invite in local speakers and take trips to local businesses. They have done this historically with previous *FIRST*® LEGO® League Challenge teams – and feel this is a highly impactful part of introducing students to local businesses and industries.

At this school, they tie the activities undertaken as part of the *FIRST*® LEGO® League Club, with experiences at local business – trying to ensure that any skills developed during *FIRST*® LEGO® League are linked to their real-world applicability.

After taking a trip to a local business, the students on the *FIRST*® LEGO® League team gave a presentation on what they learned to the wider student body. This was important to David for a number of reasons: for one, it helps the student team work on their presentation skills (an important part of the *FIRST*® LEGO® League competition) – which is also a crucial skill for accessing opportunities further into their academic careers and beyond. The presentation was also important in giving other children access to the same opportunities: the school can't invite all students to participate in the *FIRST*® LEGO® League team, and this is a crucial way of sharing information and widening access.

"I said 'Look, we're doing this project, would you be happy to speak to us?' and I was just expecting a Zoom call and instead he invited us up to the wind-farm. We went up there, had a look at the turbines up close, had a proper field trip and they said it is the first time we have ever had school-children on one of our sites. The children had to go through a health and safety process, it was really nice for them to see what a professional world looks like."

David Davies, HLTA,  
St Thomas' CE Primary School



# 1. *FIRST*® LEGO® League: Demonstrating STEM career pathways for young girls

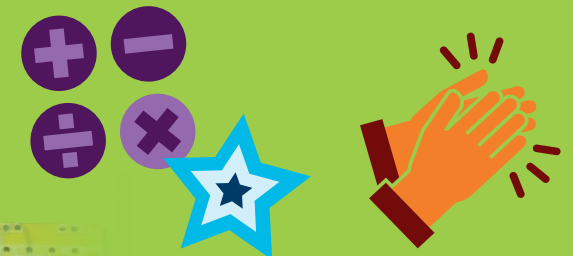


Access to STEM careers can be found locally

"You don't have to travel to a big city or to Manchester or to London to work. There's stuff going on right in your community. Just opening their eyes to those experiences."

Preconceptions around STEM careers as white or male were challenged through *FIRST*® LEGO® League

"It wasn't white British men, it was other people all over the world. So, their perception of STEM has definitely changed in that sense. At the start of each *FIRST*® LEGO® League season, I always ask "What type of things would you like to do in the future?" After taking part in the competitions and speaking with local experts, they say, 'I want to work on a wind turbine, I want to work at Euro Garages, I want to work for these big companies.' Especially this year as our topic was looking at energy and how we use it. They go and pester their parents, to become greener and buy an electric car. It has definitely inspired them to open their eyes a little bit and see what is out there for them."



# 1. *FIRST*® LEGO® League: Demonstrating STEM career pathways for young girls



The skills they learn during *FIRST*® LEGO® League support them later in their academic career

"I'm fortunate enough that we have children who have taken part in *FIRST*® LEGO® League in the past who have gone on to use their skills at high school, college, university and the wider world. It's great to hear about what they have been doing and how we helped set them up for their journey.

Some of our current children at school know them from previous *FIRST*® LEGO® League teams. They ask 'Do you remember this person who was on the team? They are now doing X, Y, Z at university, they are a doctor, they are doing this.' It's amazing that they have these role models who at one point were just like them. The children who take part in the *FIRST*® LEGO® League team do seem to excel in high school and go on to achieve. Not everyone, but we have had many who have gone on to have standout careers. Just through the way *FIRST*® LEGO® League works and what it pushes you to do and also, I feel, the way we run our team. I feel that what we do really sets them up for high school with the extra work they need to do to be successful. They have to become more independent."





## 2. *FIRST*® LEGO® League: Addressing behavioural issues through STEM enthusiasm



Students with behavioural issues were given an outlet through their commitment to, and passion for *FIRST*® LEGO® League

Craig Walton, Science Teacher and STEM Lead at Deepings School in the East of England, gave an in-depth account of how participation in *FIRST*® LEGO® League has engaged team members with STEM, increased their confidence and made them eager to learn more. Craig's all-girl KS3 team showed a real commitment to the competition element, and this had a knock-on effect to their wider school experience. This was the school's first time competing in *FIRST*® LEGO® League. This case study demonstrates the potential for positive impact on older girls.



Improvements in behaviour across all lessons

Craig noted how one girl with a history of behavioural issues, relating to her ADHD diagnosis, had been recommended to join the team. The student was enthusiastic about participating in *FIRST*® LEGO® League, and her behaviour across her time in school improved dramatically. Ongoing participation in the *FIRST*® LEGO® League team was used as a reward for good behaviour. Misbehaviour would mean that she would be unable to attend the team's meetings for a week. *FIRST*® LEGO® League gave her something positive to focus on.

**"One of the girls has ADHD and is quite a handful. But when we got her engaged we noticed the change in her behaviour, which also changed across the whole school. She was one of the people that did so much work behind the scenes, she did a lot of the presentation work. Even her parents have noticed a change in terms of her behaviour and her general activity level. She was so engaged it made her focus."**

**Craig Walton,**  
Science Teacher and STEM Lead, Deepings School

## 2. *FIRST*® LEGO® League: Addressing behavioural issues through STEM enthusiasm

### Inspiration and motivation

The Deepings School team was run by one of the school's sixth-formers, who was a long-time advocate of using LEGO® as part of their education. Other team members were high academic achievers. Two of these held career ambitions to work in robotics. The example set by these students during their time competing in *FIRST*® LEGO® League was inspirational to others in the school, leading to students regularly participating in extra-curricular STEM clubs and activities.

Interest was so high that the school ran an internal competition with six teams. Three of these had entered *FIRST*® LEGO® League, finishing in first, second and third place. This had in turn set an example and increased motivation to take part across the school.

"Tonight, there were 22 kids at the club, even though they are not working to anything or a competition, you can see the eagerness to learn... One girl tonight, oh my god, I've never seen anybody jump so high. She solved one of the missions and she nearly hit the ceiling, she was that pleased with her progress."

### Increased performance in science subjects

Craig noticed improvements in attainment from the three girls that took part in the UK final:

"I teach two of them, and you can see that their enthusiasm for science has improved. They're getting better assessment scores, they're actually making more progress now"

### Increased research and presentation skills

Other skills emerged from the process of taking part in the competition:

"They are a better bunch of kids when they work together, they've developed a more inquisitive nature for problem-solving. They have learnt how to research, to use the facilities that are out there to help them with their project, to help them with what they have got to do in the future."



### 3. *FIRST*® LEGO® League: Helping provide focus for students with special educational needs



Previous IET Education impact studies have highlighted how students with special education needs (SEN) have greatly benefited from participating in *FIRST*® LEGO® League. Luke Hall, Team Leader and Computing Teacher from King Edward VI School in the South East, described one such case, with a team featuring several autistic members.

#### Developing critical personal and soft skills in SEN students

The impact of participation from SEN students goes well beyond technical skills like programming. Team leaders mentioned these students developing various personal qualities, such as resilience and confidence, as well as transferable skills, such as communication, teamwork and problem-solving.

**"I would say that because *FIRST*® LEGO® League is team based, it encourages communication. It means that some of these kids that normally work well independently are being forced to work in groups and they've got on better... Most subjects don't encourage teamwork unless you're on a sports team."**

**"One of the best things about *FIRST*® LEGO® League is that it builds resilience. When they're trying to solve some of those missions, they keep trying until they get it right. When they do, they are elated."**

#### Developing critical personal and soft skills in SEN students

Luke stated how being a *FIRST*® LEGO® League team member had allowed young autistic people to feel at home in an environment where they could sometimes feel uncomfortable or out of place. The experience matched well with their particular needs, allowing them to feel part of a team of likeminded individuals, while also helping to develop skills.

**"If you like coding, if you like LEGO®, then you belong here, and this is for you. I don't think kids find that in all schools... They need the opportunity to be part of a team and take part in competitions as much as the kids who are good at sports."**

**Luke Hall**, Team Leader and Computing Teacher,  
King Edward VI School

### 3. *FIRST*® LEGO® League: Helping provide focus for students with special educational needs

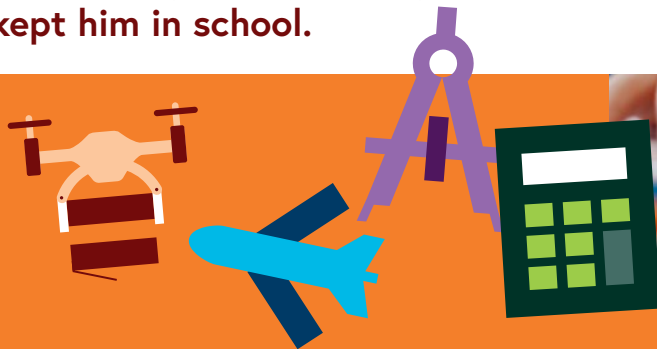


We heard one particularly impactful story:

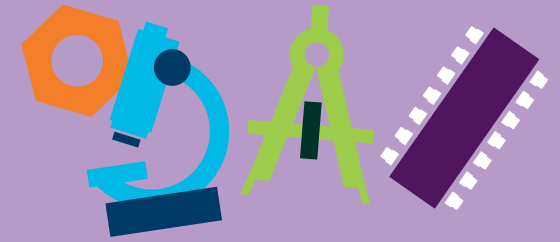
"There's one kid who had a very nervous first couple of months here at school, he was scared of the bell, he'd have headphones on, his mum nearly took him out of the school. She said to me 'the only reason he comes into school is for *FIRST*® LEGO® League; it's the only thing he looks forward to.'

"I get emotional talking about that. I said to her it'd be devastating for him to leave the school. She was so close to taking him out of the school. I just said this is the right school for him, we just need to give him a bit more time.

"Gradually things were getting better, and he's doing so well now, he's a great kid. That was a tough few months. Reflecting on his success through the year is great. It's things like this that have kept him in school.



## 4. *FIRST*® LEGO® League: Inspiring students in areas of high deprivation



This research highlighted the benefits of participation in *FIRST*® LEGO® League for students in areas of high deprivation – particularly at schools with a large number of lower-ability and SEN learners. One strong example of this was Malpas Court Primary in South Wales. Pupil premium students were in the majority, and very few learners tended to stay in education beyond secondary school. Terri Jones, TA and ICT lead led the team, explained its value.

**"Anything that we can do that inspires them to go a bit further, to leave our area is a benefit. A lot of them haven't been outside of Malpas, let alone outside of Newport."**

**Terri Jones**, TA/IT, Malpas Court Primary

**After the competition, the students noticeably improved in coding, and general enthusiasm for STEM increased – which otherwise was fairly limited at the school. Key areas of impact included:**

### **Access and equal opportunity**

The school had limited budget, and had never participated in anything like *FIRST*® LEGO® League before. Terri explained how funding and grants from the IET had allowed them to take part in the competition. Access would have been impossible otherwise.

**"We couldn't have done it without the funding and grants. It's something we'd have never been able to afford to do."**



The team was made up of Year 5 pupils, three of whom had additional needs and one looked-after child (i.e. within the care system). The students became invested in *FIRST*® LEGO® League – and an air of excitement built around the competition. They were shocked and proud to win the Rising Stars trophy.



## 4. *FIRST*® LEGO® League: Inspiring students in areas of high deprivation



### Increased engagement with STEM across the school

This entry point allowed students on the team already interested in STEM to step up their game and tackle content and tasks at a higher level than would otherwise have been possible. But impact wasn't just limited to the team – word quickly spread around and other pupils who previously had no interest or knowledge in STEM wanted to become more involved in available opportunities, including extra-curricular sessions. They also started a fundraising campaign to buy the equipment required to compete in 2023-2024.

"I run Code Club a couple of break times a week, and I'm getting a lot more interest now – they want to see what we're doing. It's not even just that they want to use the robot, they want to see what is available to them, they want to be more involved."

### Confidence

Confidence in themselves, and the school, was a key positive outcome for the team. Terri explained how the school didn't have a reputation for winning anything, and that some learners and their families had low expectations, or didn't value a school education. The award had had a profound effect on both the team and the student body more widely – showing how they could participate, succeed and feel proud.



"It was a really uplifting experience as a school to say we'd won something amazing. That definitely transferred. As a school we had a bit of worth and value, we weren't the poor school down the road... they've been able to come back and say maybe I can do that, I'd like to try this, how do I do it. We're steering them in the right direction."



## 4. *FIRST*® LEGO® League: Inspiring students in areas of high deprivation

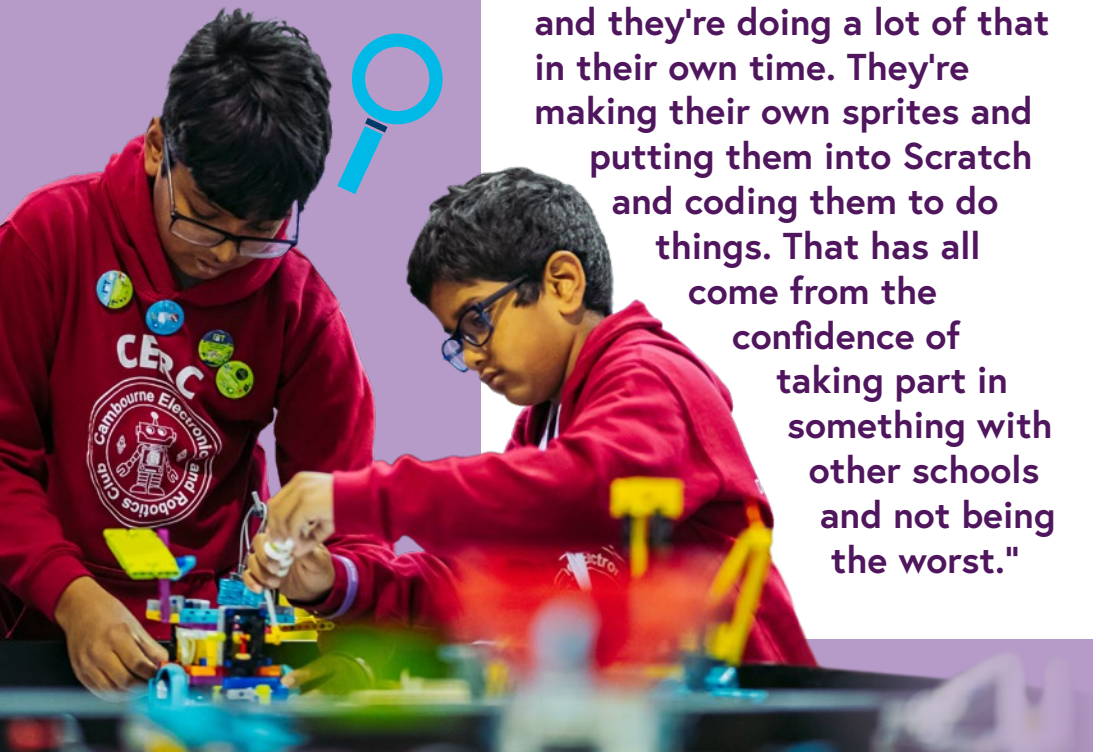


### Independence

This newly found confidence has led to some learners starting up independent projects.



"I've got a couple who have come from the *FIRST*® LEGO® League project who are quite interested in game and design and they're doing a lot of that in their own time. They're making their own sprites and putting them into Scratch and coding them to do things. That has all come from the confidence of taking part in something with other schools and not being the worst."



### Opportunity

Terri highlighted how participation has provided team members – including SEN pupils and those with poor literacy and numeracy skills – with a unique outlet for success, visible to all pupils. Students developed teamwork and problem-solving skills through the competition, which will help to support success in the long-term – allowing learners to flourish academically and socially.

"These additional needs children that are shoved to the side are now being asked by other kids to help them on computers with their projects because they can see they've not got no ability, they know some things that we don't. It's been nice to highlight that for them."



## 5. *FIRST*® LEGO® League: Building interpersonal and transferable skills



Aston University Engineering Academy in Birmingham is a University Technical College with a particular focus on STEM, and enrichment through its employer linked project curriculum. Led by Andrew Hewitt, Subject Lead of Design & Technology, six Year 10 students took part in the school's first entry into *FIRST*® LEGO® League, many of whom were already engaged with STEM, and familiar with the core skills required by the challenge. However, they were able to build on these – developing both technical and interpersonal skills. The structure of the programme helped them to develop these in a number of ways.

### Building skills through scaffolding responsibility and assigning job roles

Students who may have had some skills in building/constructing, or previously been higher achievers in STEM, were given the opportunity to practice and fine-tune their interpersonal skills.

Some students would take the lead on coding, some more practical engineering skills, others were project managers, and others worked on social media presence. Assigning job roles involved students identifying their own strengths and weaknesses, as well as those of others – and working together towards a common goal.

**"Pretty much each team member had a specific role. We'd have two students who would take the lead on the coding, two that would take the lead on the structural engineering side and manipulating the robot, one of them worked on the social media presence and one of them became the project manager. They naturally developed those roles and each one had a responsibility in the club."**

**Andrew Hewitt**, Subject Lead of Design & Technology,  
Aston University Engineering Academy



## 5. *FIRST*® LEGO® League: Building interpersonal and transferable skills



While some students had no issues making friends with people they'd never met before, they struggled with some aspects of the club, such as building kits together. On the other hand, others were highly skilled at construction and manipulation, but less adept socially. Collaboration, planning and thoughtful sharing of skills helped them to progress.

**"You saw over the few weeks that each student had their own hurdles that they needed to work on. They were collaborating and overcoming it along the way. There were a lot of challenges that they had to face but they did really well."**

### Working together to build new skills

Despite already being skilled in many areas, the team had less expertise in coding. Teamwork meant that they could progress quickly.

**"They had to be trained up on those skills, but they did really well, and they were at the point where they grew their confidence and they were doing some really complex things, they even got to a point where they uncovered the musical tone features, and they were completing challenges and doing their own little themes when they did each one. It was really good to see."**

### Providing real-world applications for academic, technical content

Participation allowed students to understand key concepts, and hone skills they would use in later school years.

**"*FIRST*® LEGO® League has given them a real-life application to the theory that they have learnt. It was a really engaging programme for them to showcase those skills. If they understood how to code something, the robot would do what they programmed it to do. If they didn't understand it, then the robot would not move or function. I'd say it allowed them to apply their theory in a practical outcome that was both fun and informative."**



# Quotes from teachers

On IET Faraday® Challenge Days developing independence:

"I think what it's doing at the moment is good, because it encourages everyone to take part, and they're sort of shoehorned into doing things without realising it. The structure of it is good because it's gradually ramping up that independence throughout the day as well. There's also that support too."

**Adam Higgins,**  
Science teacher,  
The Royal Liberty School

On mentoring opportunities for older students:

"We had three sixth-formers come and help us this year, so that's like an additional three students that are benefiting, not necessarily competing, but are getting something that they can use on their UCAS statement, or something to say that they've had an impact elsewhere. It's an experience to discuss, and having gone through the competition themselves and then gone into the position of mentorship."

**Amanda Jones,**  
Science teacher,  
Beaumont School

On IET Faraday® Challenge Days supporting with wider STEM engagement:

"We're trying to really push science and engineering at the moment and we have recently just gone to the Big Bang Fair, that is a science and engineering fair and a careers fair. In previous years we have had trouble filling the trip because the students don't want to go. This year we didn't, we had a massive uptake, we had a waiting list of students wanting to go. So, I think that the IET Faraday® Challenge has helped that because a lot of the students that did the IET Faraday® Challenge also put their name forward to go to the Big Bang Fair."

**Ruth Dinnis,**  
Science Teacher,  
Chosen Hill School

# Quotes from teachers

On *FIRST*® LEGO® League bringing young people together:

"I took a group of kids who weren't the brightest of the bright kids that you'd take to do this. We were the youngest team to compete in our regional one. Some of the kids there, mine were 9 and 10, and some were 12/13 years old, and we walked in, and they were in their smart high school uniforms. Everyone there was so lovely.

"We probably looked like frightened rabbits. Kids were coming over and talking to us, one of them was a private school and they said, "Come and see our robot, we'll show you how it works" and not even in a show off way, they understood that they were older and knew more, and they wanted to show the kids what they'd done.

"It was amazing, they were so friendly, and my team wanted to go and talk to people, and that is the whole purpose, to meet people. We'd gone out and done something cool, and they loved it, we were going into competitions, they were saying good luck and cheering each other on. It was lush."

**Terri Jones**, TA/IT,  
Malpas Court Primary



On *FIRST*® LEGO® League's lasting impact:

"The lasting impact is a number of things. I think they definitely feel like they can achieve more than they thought. I think they were super proud of what they did in the end, they surprised themselves. There was a definite lasting impact on their ability, and on their interest in STEM, especially from the engineering side which comes through more on the innovation challenge, whereas the robotics is the fun computer science side. I think it has opened their eyes to the possibilities of what they can do with engineering and apply that to real world situations.

**Luke Hall**, Computing teacher,  
King Edward VI School



# Quotes from teachers

On *FIRST*® LEGO® League's impact on confidence and supporting students to develop as people:

"One of the young ladies is very shy, and I mean shy. She would never, ever speak out in public, and we persuaded her, just very gently, to try and take part in the presentation at the first regional. You could tell that she was dreading it. She said her words and you could see the relief on her face, once she had done it.

"Then the judges started asking questions at the end, and my God, she went off on one, it was amazing. This young lady, she had never, ever ventured forward, she wouldn't even speak to me in the club, and she was very quiet, very shy. They asked a question and she started answering, and I wish I had videoed it because it was absolutely amazing, just the transformation of that day.

"She brought that back with her, she's now talking to us at the club, she's now interacting with us. She will come up and ask for help. That is probably the most major change I have seen. It was really, amazing to see. I couldn't believe what she did. When she started my face dropped, it was amazing, it was absolutely brilliant."

**Craig Walton**, Science Teacher and  
STEM Lead, Deepings School

On *FIRST*® LEGO® League giving disadvantaged children a platform to shine:

"The demographic for where we are in the UK is a very, very poor area. The children I work with, most of them, could be classified as being disadvantaged in some way. Again, the main impacts of them taking part in the *FIRST*® LEGO® League team is confidence. There are two current members of the team who are bright as buttons, yet everything is stacked against them. Being able to provide them with a platform to go and express themselves and achieve what I believe they can, is so rewarding. I tell them that yes, there are things in life that are hard and you may feel inferior. But you have been to the headquarters of a multi-billion-pound company to educate them about your project. You have been to a major car manufacturer to question them and tell them what you have learned. You have been to a wind farm and learned about the inner workings and complexity of them. You have spoken in front of hundreds of people...

"All of this through *FIRST*® LEGO® League and when they look back on what they have done, they are the ones who are privileged, they are the ones who have experienced things others never will. Giving those experiences and showing the children that they can do amazing things is what *FIRST*® LEGO® League is all about.

**David Davies**, HLTA,  
St Thomas' CE Primary School





The Institution of  
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E4B23001/Impact Report/September2023

## Education



**STOTFOLD TOWN COUNCIL**

**COMMITTEE:** COMMUNITY ENGAGEMENT  
**DATE:** 20 NOVEMBER 2024  
**OFFICER RESPONSIBLE:** SARAH HOSSACK  
COMMUNITY ENGAGEMENT OFFICER  
**SUBJECT:** RESIDENTS SURVEY

**1. SUMMARY**

- 1.1 A Resident's Survey is a straightforward way for the Town Council to ensure that:
- its decisions reflect the interests and needs of the people it serves,
  - It is better informed on resident's needs and priorities which will allow for informed decision making
  - it is able to better conduct long-term planning and allocation of resources;
  - the Town Council is engaging with residents in a way that fosters transparency and democracy.

**2. RECOMMENDATION**

- 2.1 Members are asked to:
- a) agree the release of the Residents Survey for 24/25;
  - b) add any additional questions;
  - c) consider the use of an external market research company for the collation of results;
  - d) approve expenditure related to printing, banners and distribution costs.

**3. BACKGROUND**

- 3.1 Stotfold Town Council has run this survey for the last two years with 164 responses in 2022/23 and 227 responses in 2023/24.
- 3.2 In order to achieve as many responses as possible we will be offering the survey online and a paper-based format.
- 3.3 Previous surveys have included some open-ended questions where residents can fill in their comments. While these offer a useful insight into public opinion, we are unable to quantify or benchmark the responses as they are. We are therefore unable to compare this against to previous years.

**4. OUTSOURCING TO MARKET RESEARCH COMPANY**

- 4.1 Using a market research agency can offer several key advantages including benefitting from their professional expertise, objectivity, access to specialised tools and time efficiency.

## 5. FINANCIAL

- 5.1 All quotes are from companies found via the Market Research Society therefore they must abide by their code of conduct. They also list local government as one of their areas of expertise. All quotes assume 500 responses and include a review of the questionnaire, online hosting, data entry and analysis.
- a) **Beehive - £5,400** – additional options £349 per open ended question coding.
  - b) **Public Perspectives – c.£5,000** – could offer targeted direct letters, knocking on doors to maximise responses would be c.£10,00-£15,000.
  - c) **QRS - £2,370** – any open-ended questions will cost an additional £100 + 35p per response (=£275 for 500). Additional options include £1,200 to provide a PowerPoint report of the results, £1,100 to provide 5 face-to-face interviewers to work in prominent locations around the town to get more responses.
- 5.2 In all cases we will need to print and distribute paper copies. Print approx. £200. Insert to Stotfold News £300.
- 5.3 Potentially printing of vinyl banners (as done with the Skate Park) – 3m x 1m with eyelets - £72 each, location/s to be determined if approved.

## 6. IMPLICATIONS

<b>Strategic Plan:</b>	Community Engagement, Town Strategy
<b>Risk Management:</b>	Reputation risk of putting out an inappropriate survey
<b>Legals:</b>	GDPR compliance
<b>Resources/Stakeholders:</b>	Third party suppliers
<b>Contracts/Financials:</b>	Third party suppliers
<b>Crime &amp; Disorder:</b>	Low
<b>Equalities:</b>	Public Sector Equality Duty, Accessible to all demographics
<b>Biodiversity:</b>	N/A

## **Stotfold Town Council Residents' Survey 2023/24**

Welcome to Stotfold Town Council's Residents' Satisfaction Survey. We want to hear your views on living in Stotfold; the work of the Town Council and your Councillor's, and the services and facilities it provides.

Survey feedback will be presented at the public Annual Town Meeting in March 2024, and available through our social media channels and website. Paper copies will also be available via the council office at Greenacres centre.

It should take approximately 5 minutes to complete. All responses are anonymous. The survey closes on Wednesday 31st January 2024.

Thank you for taking part.

### **Section 1**

1. When asked about Stotfold, what is the first thing you think of? Required to answer. Multi Line Text.

Change to Scale – 1 to 5

2. Overall, how satisfied or dissatisfied are you with Stotfold as a place to live?

Required to answer. Single choice. Change to Scale 1 – 5

Very satisfied

Fairly satisfied

Fairly dissatisfied

Very dissatisfied

3. To what extent do you think Stotfold Town Council acts on the concerns of residents? Required to answer. Single choice. Change to Scale – 1 to 5

A great deal

A fair amount

Not very much

Not at all

4. Overall, how well informed do you think Stotfold Town Council keeps residents about the services and benefits it provides? Required to answer. Single choice. Change to Scale – 1 to 5

Extremely well

Fairly well

Not well

5. On balance, which of the following is closest to how you feel about Stotfold Town Council. Required to answer. Single choice. Change to Scale – 1 to 5

Very Positive

Positive

Negative

Very negative

6. How safe or unsafe do you feel when outside in Stotfold after dark? Required to answer. Single choice. Change to Scale – 1 to 5

Very safe

Fairly safe

Fairly unsafe

Very unsafe

7.How safe or unsafe do you feel when outside in Stotfold during the day? Required to answer. Single choice. Change to Scale – 1 to 5

Very safe

Fairly safe

Fairly unsafe

Very unsafe

8.How easy is it for you to contact a Stotfold Town Councillor? Councillor details can be found on the Town Council Website. Required to answer. Single choice. Change to Scale – 1 to 5

Extremely easy

Fairly easy

Fairly difficult

Extremely difficult

9.Have you used any of the following, provided by Stotfold Town Council, in the last 12 months. Required to answer. Likert.

Play Parks – Yes, No or Don't Know

Services and support for children and young people – Yes, No or Don't Know

Services and support for older people – Yes, No or Don't Know

Council Community events – Yes, No or Don't Know

10.How satisfied or dissatisfied are you overall with Stotfold Town Council's:

Required to answer. Likert. Options for very satisfied, fairly satisfied, fairly dissatisfied, very dissatisfied, Don't know. Keep as Scale – 1 – 5

Play parks / Green areas

Services and support for young people

Council Community events2

Support for local organisations

Support for local businesses

11.Would you like more or less time spent on the following. Required to answer. Likert. Options for Much more, More, Less, Much Less – Change to 5 scale

Play parks / Green areas

Services and support for young people

Council Community events2

Support for local organisations

Support for local businesses

12.To what extent do you agree or disagree that Stotfold is a place where people from different ethnic backgrounds get on well together? Required to answer. Single choice. Change to 5 scale

Definitely agree

Tend to agree

Tend to disagree

Definitely disagree

13.To what extent would you agree or disagree that people in Stotfold pull together to improve the local area? Required to answer. Single choice. Change to 5 scale

Definitely agree

Tend to agree

Tend to disagree

Definitely disagree

14.Thinking about Stotfold, how much of a problem do you think each of the following are. Required to answer. Likert. Options – A very big problem, a fairly big problem, Not a big problem, no problem at all. Change to 5 scale

Noisy Neighbours or loud parties

Rubbish or Litter

Vandalism, graffiti and other deliberate damage to property or vehicles

People using or dealing drugs

People being drunk or rowdy in public places

Speeding traffic

Poor Parking

Dog Fouling

~~15.Please detail specific issues below with regards to any of the issues listed above.Required to answer. Multi Line Text.~~

~~Enter your answer~~

16.Are there any other comments/issues that you would like Stotfold Town Council to be aware of?

Required to answer. Multi Line Text.

17.What age group are you? Required to answer. Single choice.

Under 18

18-24

25-34

35-44

45-54

55-65

65 and above

18.How would you describe your gender? Required to answer. Single choice.

Man

Woman

Non-binary

Prefer not to say

Other

19. What is your ethnic background? Choose from one option that best describes your ethnic group or background.

Required to answer. Single choice.

White/Caucasian

Asian/Asian British

Black/African/Caribbean/Black British

Mixed/Multiple ethnic groups

Prefer not to say

Other

20. Please enter your Postcode in Stotfold. This will not be used to identify you but to help us find out which areas of the Town we need to focus on. Required to answer. Single line text.

## **Section 2:** Council updates

21. Would you like to sign up to receive updates from the Town Council?

Single choice. Select your answer

22. If 'Yes' please enter your email address below:

Email addresses provided will only be used for the purpose of providing information and updates from Stotfold Town Council and will not be provided to any third parties. You can request removal from the Council mailing list by contacting the office on 01462 730064 or [enquiries@stotfoldtowncouncil.gov.uk](mailto:enquiries@stotfoldtowncouncil.gov.uk)

Single line text. Enter your answer

Would you be happy to participate in a Focus Group?



## **STOTFOLD TOWN COUNCIL**

### **RESIDENTS SURVEY 2023**

Our 2<sup>nd</sup> Annual Resident's Survey highlights an improvement in the Stotfold Town Council's engagement with residents. The survey received 227 responses, up from 165 in 2022.

#### **Key Survey Findings**

##### **Improvement in Resident Awareness:**

- In 2023, 57% of residents felt the council kept them "Extremely Well" or "Fairly Well" informed, compared to only 30% in 2022.

##### **Change in Resident Sentiment:**

- Positive sentiment towards the council has increased. In 2023, 49% of residents felt "Very Positive" or "Positive" about the council, up from 19% in 2022.
- Negative sentiment has decreased significantly. In 2023, 49% of residents felt "Negative" or "Very Negative," compared to 79% in 2022, indicating an improvement in the council's reputation among residents.

#### **Initiatives and Actions**

##### **Speeding:**

- The introduction of Speed Indicator Devices (SIDs) in the town has significantly improved the council's ability to collect accurate traffic data. These have provided detailed insights into traffic patterns, such as maximum speeds, average speeds, and weekly traffic levels, data the Council will use to work with local authorities to manage traffic in the Town. As is shown whilst average speeds remain low, some recorded speeds are unacceptable.

##### **Addressing Anti-Social Behaviour:**

- The council is focusing on issues related to anti-social behaviour (ASB). We work closely with other local Councils and the Police to prioritise issue and there is a strong emphasis on the need for a police presence in our Town.

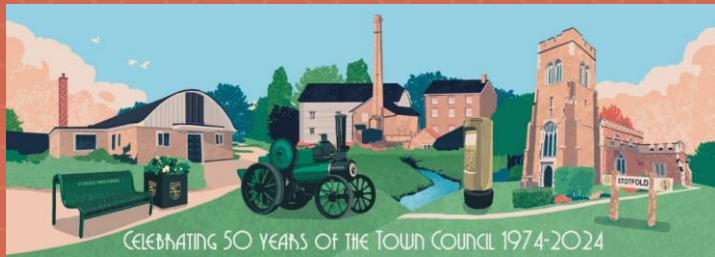
##### **Community Engagement:**

- The Council has increased efforts to engage more with the Town, especially with residents previously uninvolved with council activities. This includes the creation of a Community Engagement Committee which, amongst other responsibilities, is busy celebrating Stotfold turning 50 this year.

The survey results from 2023 reflect a positive shift in resident engagement and perception compared to 2022, showcasing the Council's successful efforts to connect more effectively with the community. We have gone through a lot of change as we adapt to the size of Town Stotfold now is and we will continue to work hard for all residents.

Cllr Jonathan Smith

# Stotfold Town Council Residents' Survey 2025



AIMS	To refine, set up and manage Stotfold Town Council's 2025 residents' survey data collection Target of as many as possible responses from c. 10,000 residents (we have assumed 500 for costing purposes)
OUTCOMES	Improved, actionable insight from a wider range of residents

	Detail
What Beehive would provide	<p>Design</p> <ul style="list-style-type: none"><li>• Review of existing questionnaire and recommendations; amendments requested by Stotfold Town Council</li></ul> <p>Online survey</p> <ul style="list-style-type: none"><li>• Set up and test online version of survey</li><li>• Create QR code to print on postal survey</li><li>• Open survey link to add to Stotfold Town Council's website/ digital communications (additional recommendation to maximise response)</li><li>• Online data collection via QR code</li></ul> <p>Postal survey</p> <ul style="list-style-type: none"><li>• Creation of postal version of survey for Stotfold Town Council to print and distribute</li><li>• Management of postal survey returns NB our fee <b>does not</b> include return postage</li><li>• Data entry and collation</li></ul> <p>Analysis and outputs</p> <ul style="list-style-type: none"><li>• Data file of residents' responses, online and postal combined</li><li>• Optional coding of verbatim responses to any open questions</li></ul>
How long it would take	We assume the residents' survey will be open for 4-6 weeks
Fees	<b>£5,400 + VAT</b>
Options	<b>£270 + VAT</b> Email survey links to any resident email addresses held (assumes appropriate permissions) <b>£349 + VAT</b> Open ended question code frame design and coding (per question, assumes 500 answers)

The background of the slide is a close-up photograph of a honeycomb. The hexagonal cells are filled with a golden-yellow substance, likely honey. Several bees are visible on the right side of the frame, their bodies and wings partially obscured by the honeycomb structure. The overall image has a warm, golden-brown color palette.

## Our Vision

“To deliver insight that informs decisions, to transform your business”

[www.beehiveresearch.co.uk](http://www.beehiveresearch.co.uk)  
[info@beehiveresearch.co.uk](mailto:info@beehiveresearch.co.uk)

Dear Sarah,

You may be aware that we have delivered research and consultation activity for Central Bedfordshire Council since 2012, including their biennial residents' survey.

Yes, this is certainly something we could help you with.

One approach is, as you mention, including a survey within the magazine with paper and online returns possible. We could help you develop the questionnaire, create and host the online version (we assume you would design and print the paper version as it is in your magazine), receive the postal returns and data input them, and then produce a report analysing and presenting the findings including by different demographics.

An approximate price based on up to 500 responses and a similarly sized questionnaire as that you shared would be in the region of c£5,000 + VAT.

Increasing response rate using the above method is challenging because it is dependent on people reading the magazine as well as deciding to respond. A well crated questionnaire, clear calls to action and good communication can all help, as well as both paper and online response options, but there is a limit to what we can do at our end to increase the response.

An alternative you may wish to consider is a targeted, representative survey. This could be postal (by sending a direct letter and questionnaire to a sample of addresses), on-street or a household door knocking exercise. A telephone survey is also a possibility (this is what we do for Central Bedfordshire Council), but the number of available contact details may be limited.

Such a targeted approach could guarantee a certain number of responses and also aim to be demographically representative.

The cost for such an approach, for say a minimum 500 responses, would be in the region of c£10,000 to £15,000 depending in part on the method.

I hope this is helpful and I'm happy to discuss it further,

**Director**  
**Public Perspectives Ltd**

[www.publicperspectives.co.uk](http://www.publicperspectives.co.uk)

Research . Evaluation . Consultation . Strategy Development for the public and charitable sectors



QRS Reference: 17002v1

TO: Sarah Hossack

COMPANY: Stotfold Town Council

FROM: REDACTED

SUBJECT: Data Processing of the Local Residents Survey

DATE: 12<sup>th</sup> November 2024



QRS Market Research Ltd.  
Ground Floor  
Unit C2, The Chase  
Foxholes Business Park  
John Tate Road  
Hertford  
SG13 7NN  
T: +44 1707 331 332  
E: [qrs@qrs-research.co.uk](mailto:qrs@qrs-research.co.uk)

### Requirements

- ✿ Stotfold Town Council will be responsible for design, printing and distribution of the annual local residents survey.
- ✿ QRS will be responsible for data entry of the paper returns and providing a QR code so that the survey can be accessed online.
- ✿ At this stage we assume that the paper questionnaires will be returned to the Council and subsequently provided to QRS in up to 3 batches during fieldwork (we will process as we go rather than waiting for the final end date. This will allow us to turn the results around quicker.
- ✿ QRS will provide consultation support for the questionnaire design. Please be aware that the survey will need to be compliant with the MRS Code of Conduct.

### Recommendations/Risks

- ✿ If Stotfold Town Council wish for paper surveys to be returned directly to QRS then this will incur additional costs associated with postage, opening returns and administration.
- ✿ Our online survey software will provide a better participant experience than MS Forms, which has been used by the Council in the past.
- ✿ We are providing costs for 5 face-to-face interviewer shifts. This is optional but would significantly boost the final base size (we estimate it will increase the base by c.100 on top of the usual paper and online returns).
- ✿ We are providing a separate cost for coding of open-ended questions. Any open responses will require coding into themes so they can be included in the analysis.
- ✿ We are providing a cost for a PPT report which will include charts and analysis. This is optional.

### Costs

Project Management	£300
Set up of data entry and scripting of online survey	£750
Data entry of each paper questionnaire	£2 per survey
Each online survey received	£1.30 per survey
Data file	£100
<b>TOTAL</b>	<b>£1,150 + completes</b>

5 f2f interviewer shifts (optional)	£1,100
Analysis Tables (optional)	£500
PPT Report of Results (optional)	£1,200



Coding of open ended responses

£100 per code frame + 35p a response

**Any variance to this Quotation may necessitate a re-cost, in particular:**

- ✿ Postage costs if paper returns are sent individually back to QRS.
- ✿ If type setting of the paper questionnaire and/or printing becomes a requirement.
- ✿ Any alterations to the specification provided.
- ✿ The full contract, as outlined above, is not awarded to QRS.

Service Levels

**The following quotation benefits from the QRS service**

- ✿ ISO accredited quality control.
- ✿ Pro-active project management and solution provision.
- ✿ Dedicated Project Manager and QRS Director.
- ✿ Piloting and timing all questionnaires internally.
- ✿ Link to CAWI survey for client sign off.
- ✿ Intensive multi-layered data checks.

Timings

- ✿ Timings are subject to availability at the point of Order acceptance.
- ✿ We estimate that the final data processing will take c.4 days to complete. If a PPT report is required please allow an additional 3 days.

Quality Control

QRS complies with all its requirements under UK Data Protection legislation. All work is conducted in compliance with the MRS Code of Conduct. QRS is certified to ISO 27001:2017 and ISO 20252:2019 and all work is undertaken in accordance with their quality control requirements.



Terms and Conditions

Prices quoted exclude VAT (20%) and unless otherwise stated the currency is (£) Sterling. Quotations are valid for 30 days from the date of submission, unless specified in writing by The Company otherwise. Provision of a Quotation is not legally binding and The Company cannot guarantee availability or capacity. All information that is required to accurately quote and successfully complete the project must be disclosed by The Client prior to order acceptance. Failure to disclose such information may void any previously supplied quotation or agreement subsequently entered into and costs incurred by The Company must be paid for by The Client. Provision of such information will be the responsibility of The Client.

No Contract shall come into existence until the Client issues an Order which is accepted and agreed by The Company. This quote is subject to QRS' standard Terms and Conditions which can be viewed [here](#) or made available on request. We like to stay in touch with our clients and prospective clients, but if you would prefer not to receive marketing communications from us please notify us at any time.



## Detailed Income &amp; Expenditure by Budget Heading 24/10/2024

Month No: 7

## Cost Centre Report

	Actual Last Year	Actual Year To Date	Current Annual Bud	Variance Annual Total	Committed Expenditure	Funds Available	% Spent	Transfer to/from EMR
<b>61 Governance &amp; Resources</b>								
6003 Income - Miscellaneous	41	388	50	(338)			775.8%	
6004 Income - Interest Received	53,283	35,511	25,000	(10,511)			142.0%	
6008 Income - Mayor Event	647	40	300	260			13.3%	
6009 Stotfest 50	0	6,093	0	(6,093)			0.0%	
<b>Governance &amp; Resources :- Income</b>	<b>53,971</b>	<b>42,033</b>	<b>25,350</b>	<b>(16,683)</b>			<b>165.8%</b>	<b>0</b>
601 Staff Salaries	246,857	163,911	344,691	180,780		180,780	47.6%	
602 Employers NI	19,482	13,929	24,428	10,499		10,499	57.0%	
603 Ers Pension Contrib	39,748	19,656	51,063	31,407		31,407	38.5%	
604 Staff Training	7,773	4,180	5,000	820		820	83.6%	
605 Clerk's Expenses	905	197	500	303		303	39.5%	
607 Photocopier Costs	654	1,794	750	(1,044)		(1,044)	239.2%	
608 Telephone/Fax/ISDN	4,560	2,582	4,000	1,418		1,418	64.5%	
609 Postage	478	267	600	333		333	44.5%	
610 Stationery	3,464	2,086	2,750	664		664	75.9%	
611 Insurances	8,773	10,732	12,000	1,268		1,268	89.4%	
612 Audit Fees	2,400	150	3,000	2,850		2,850	5.0%	
613 Legal Fees	18	58	5,000	4,942		4,942	1.2%	
614 Advertising	4,676	4,452	6,000	1,548		1,548	74.2%	
615 IT Services	15,697	19,107	15,000	(4,107)		(4,107)	127.4%	
616 Service Contracts	371	0	0	0		0	0.0%	
618 Subscription/Licence	13,789	13,931	10,000	(3,931)		(3,931)	139.3%	
619 PWLB Loan Repayments	16,731	8,366	20,000	11,634		11,634	41.8%	
620 Civic Allowance	1,629	398	1,500	1,102		1,102	26.6%	
621 Bank Charges	471	344	600	256		256	57.4%	
627 Travel Expenses	338	297	250	(47)		(47)	119.0%	
630 Grants	15,173	8,500	15,000	6,500		6,500	56.7%	
631 Councillor Training/Mileage	301	347	1,000	653		653	34.7%	
632 Professional Support	0	1,790	2,000	210		210	89.5%	
633 Vehicle Repayments (s106)	0	0	2,410	2,410		2,410	0.0%	
634 Vehicle Insurance	0	2,585	5,000	2,415		2,415	51.7%	
635 Vehicle Fuel	0	1,164	5,000	3,836		3,836	23.3%	
636 Vehicle Maintenance	0	1,717	5,000	3,283		3,283	34.3%	
637 Christmas Event	0	630	15,000	14,370		14,370	4.2%	
638 Stotfold 50	0	42,114	50,000	7,886		7,886	84.2%	
639 Com Engagment	0	6,708	15,000	8,292		8,292	44.7%	
641 Arlesey Rd Repayment (s106)	0	0	4,000	4,000		4,000	0.0%	
<b>Governance &amp; Resources :- Indirect Expenditure</b>	<b>404,290</b>	<b>331,991</b>	<b>626,542</b>	<b>294,551</b>	<b>0</b>	<b>294,551</b>	<b>53.0%</b>	<b>0</b>
<b>Net Income over Expenditure</b>	<b>(350,319)</b>	<b>(289,958)</b>	<b>(601,192)</b>	<b>(311,234)</b>				
9000 plus Transfer from EMR	7,775	0	0	0				
<b>Movement to/(from) Gen Reserve</b>	<b>(342,543)</b>	<b>(289,958)</b>	<b>(601,192)</b>	<b>(311,234)</b>				

Month No: 7 Cost Centre Report

	Actual Last Year	Actual Year To Date	Current Annual Bud	Variance Annual Total	Committed Expenditure	Funds Available	% Spent	Transfer to/from EMR
Grand Totals:- Income	53,971	42,033	25,350	(16,683)			165.8%	
Expenditure	404,290	331,991	626,542	294,551	0	294,551	53.0%	
Net Income over Expenditure	(350,319)	(289,958)	(601,192)	(311,234)				
plus Transfer from EMR	7,775	0	0	0				
Movement to/(from) Gen Reserve	(342,543)	(289,958)	(601,192)	(311,234)				

**COMMUNITY ENGAGEMENT COMMITTEE**  
**2024 - 2025**

<b>639</b>	<b>Com Engagment</b>	<b>Annual Budget</b>	<b>£15,000.00</b>
<b>61</b>	<b>Goverance &amp; Resources</b>	<b>Committed</b>	<b>£0.00</b>

Month	Date		Transaction Detail	Debit	Credit
3	04/05/2024	Purchase Ledger	Piper play for D-Day	£195.00	£0.00
3	07/06/2024	Cashbook	Cll L Anderson - Reimbursement	£40.50	£0.00
3	10/06/2024	Purchase Ledger	First Aid cover for D-Day	£120.00	£0.00
3	30/06/2024	Journal	Grand Union Housing May +June	£229.50	£0.00
4	02/05/2024	Purchase Ledger	REIMBURSEMENT - PLANTS FOR COMM	£25.52	£0.00
4	30/05/2024	Purchase Ledger	Youth Engagement - May 2024	£480.00	£0.00
4	05/06/2024	Purchase Ledger	68488/Online- QR-Generator for Stotfold News Article	£13.95	£0.00
4	20/06/2024	Purchase Ledger	Charity collection buckets	£34.75	£0.00
4	31/07/2024	Journal	Youth Engagement - April 2024	£240.00	£0.00
4	31/07/2024	Journal	Litter Angels vests	£60.00	£0.00
5	04/06/2024	Purchase Ledger	D-Day Costume Hire	£32.00	£0.00
5	30/06/2024	Purchase Ledger	Youth Engagement - June 2024	£480.00	£0.00
6	31/07/2024	Purchase Ledger	Youth Engagement - July 2024	£360.00	£0.00
6	20/09/2024	Cashbook	Bickerdikes - Flowers for High Street Planters	£100.00	£0.00
6	25/09/2024	Journal	Royal British Legion - Donation for Remembrance Day Wreath	£250.00	£0.00
				<b>£2,661.22</b>	<b>£0.00</b>

**STOTFOLD TOWN COUNCIL**

**COMMITTEE:** COMMUNITY ENGAGEMENT

**DATE:** 20 NOVEMBER 2024

**OFFICER RESPONSIBLE:** SARAH HOSSACK  
COMMUNITY ENGAGEMENT OFFICER

**SUBJECT:** CITIZENS AWARDS

**1. SUMMARY**

- 1.1 The Town Council has traditionally awarded Citizen's Awards from residents who have been nominated by their peers and have made the selection internally.
- 1.2 Members are asked to consider a refresh of this approach with a public vote to select those nominated.

**2. RECOMMENDATION**

- 2.1 Members are asked to:
- a) confirm the categories for the awards
  - b) confirm the eligibility criteria as set out below
  - c) confirm the presentation prize

**3. BACKGROUND**

- 3.1 Suggested categories are:
- a) volunteer of the year
  - b) community champion
  - c) youth achievement

3.2 Eligibility

- To ensure that we recognise a range of fantastic people who live or work in the town. Individuals from all walks of life and all sections of the community who have made a difference to Stotfold.
- Serving Councillors or former Councillors who have served within the last electoral term are not eligible to be nominated for their work as a Councillor or their work they provide in another capacity in the community.
- Stotfold Town Council staff are not eligible to be nominated for their work or their work they provide in another capacity in the community.
- Nominations cannot be made posthumously.
- Multiple nominations for different categories not accepted.
- The individual should have demonstrated a positive, lasting impact on the local community. This could be through volunteer work, social initiatives, environmental projects, or other civic contributions.

3.3 Nominations

- Nominations can be made by any resident of Stotfold.
- Nominations can be made via an online form or in writing delivered to Stotfold Town Council.

### 3.4 Prize

- Prize giving would be in during the annual town meeting.
- The prize could be in the form of voucher, a hamper or other small token.
- The prize could be sponsored by a local business.

### 3.5 Award Date

Annual Town Meeting – Wednesday 30 April 2025

## 4. **FINANCIAL**

- 4.1 Advertisement cost in Stotfold News - £182.95 per page advertised in January and February 2025.
- 4.2 Value of prizes to be determined by this committee to be met from the Community Engagement budget.

## 5. **IMPLICATIONS**

<b>Strategic Plan:</b>	Community Engagement, Community building
<b>Risk Management:</b>	Reputational management
<b>Legals:</b>	GDPR compliance
<b>Resources/Stakeholders:</b>	Town Council Officers and Councillors
<b>Contracts/Financials:</b>	Third party suppliers for prizes
<b>Crime &amp; Disorder:</b>	Low
<b>Equalities:</b>	Diversity and inclusion, accessibility for all
<b>Biodiversity:</b>	N/A



**STOTFOLD TOWN COUNCIL**

**COMMITTEE:** **COMMUNITY ENGAGEMENT**

**DATE:** **20 NOVEMBER 2024**

**OFFICER RESPONSIBLE:** **SARAH HOSSACK**  
**COMMUNITY ENGAGEMENT OFFICER**

**SUBJECT:** **STOTFEST 2025**

**1. SUMMARY**

- 1.1 To confirm Date and timings so that Community Engagement Officer can collect quotes for essential elements.

**2. RECOMMENDATION**

- 2.1 Members are asked to approve:
- a) location - the same as last year
  - b) slightly longer hours of event, suggest 11:00 – 21:00

**3. BACKGROUND**

- 3.1 This Committee resolved to make Stotfest an annual event over one day at the Community Engagement Committee meeting of 10<sup>th</sup> July 2024.
- 3.2 The report submitted to the Safety Advisory Group at CBC for the event was approved with minor restrictions and limitations. Comprehensive reports were submitted for traffic management, health and safety and risk assessments.
- 3.3 Feedback suggested starting earlier with children's events on stage would draw residents in for a longer period.
- 3.4 By having a one-day event, costs will be lowered.

**4. FINANCIAL**

- 4.1 The total event cost for Stotfest 2024 was £27,229.30, after applying the income received.
- 4.2 The proposed budget for the 2025 event is £25,000 and will be ratified at Full Council in December 2024.
- 4.3 Officers will investigate sponsorship opportunities and other ways to recoup some of the costs.
- 4.4 The costs will be lower than 2024 as the duration of the event is shorter.

**5. IMPLICATIONS**

<b>Strategic Plan:</b>	Community Engagement, Town Strategy
<b>Risk Management:</b>	Risk Assessments, Health and Safety Policies
<b>Legals:</b>	N/A
<b>Resources/Stakeholders:</b>	Third party suppliers, Councillors and Staff
<b>Contracts/Financials:</b>	Third party suppliers
<b>Crime &amp; Disorder:</b>	Low
<b>Equalities:</b>	N/A
<b>Biodiversity:</b>	N/A

**COMMUNITY ENAGEMENT COMMITTEE - WORK PROGRAMME 2024-25**

Meeting Date	Agenda Item	Description	Responsible Officer
20/11/2024	Christmas Lights Switch On	To receive an update on Christmas Lights Switch On preparations.	Community Engagement Officer
	The Mill Engagement	For Members to discuss the Mill Engagement event.	Democratic Services Manager
	Stotfest 2025	To consider peliminary actions for Stotfest 2025	Community Engagement Officer
	Older Resident Engagement	Investigate further enagement with older residents. - Clerk's Report	Community Engagement Officer
	Youth Engagement	Quest Summer Youth Programme 2024 - Clerk's Report	Community Engagement Officer
	Councillor's Surgeries	To discuss a schedule of Councillors' surgeries for 2024/2025.	Democratic Services Manager
	Comparison of Events Budgets for Parish & Town Councils	To receive a report with a comparison against other parish and town council events budgets.	Community Engagement Officer
	Lego League	To receive a report regarding the Town Council supporting schools to enter into Lego League	Town Clerk
	Resident's Survey	To agree the specification for the 2025 Residents Survey - To receive quotations for outsourcing the annual town council survey.	Community Engagement Officer
	Citizen's Awards	To consider a report regarding Citizens Awards for the 2024 - 2025 year.	Community Engagement Officer
	Q2 Income and Expenditure Report	To receive this Committee's income and expenditure report along with any notes on variances.	Democratic Services Manager

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20/11/2024 19:00 - 20:00

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## **Attachments**

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