**CREATIVE COMMUNITIES PROGRAMME**  
**PROJECT UPDATE REPORT**

**GENERAL INFORMATION**

|  |  |
| --- | --- |
| **PROJECT NAME:** | Stepney Station Art Installation |
| **PROJECT LEAD:** | Paul Browning |
| **REPORT DATE:** | 5th March 2017 |

**INTRODUCTION**

Everyone who receives a grant from the Creative Communities Programme must complete this Project Update Report by the dates on the accompanying reporting schedule. Please read it straight away – you will need to collect the information throughout the lifetime of your project.

Please refer to your Agreement, and any changes you agreed with us, when you complete this Project Update Report form.

This Project Update Report tells us:

* What has happened during your project to date;
* Your current income and expenditure figures;
* What you have learned so far, and how you have adapted to these learnings.

We will send you a separate online survey about your experience of the Creative Communities Programme. We will process the information you to understand:

* The effect of our grant and support to date;
* The current effectiveness of our services and grants administration; and
* Where and how we need to make changes. We also use this information to report to our funders.

Please email this activity report to: creativecommunities@hull2017.co.uk

1. **PROJECT REPORT**

Please provide a brief update (3 or 4) sentences on each of the following areas to let us know how your project is going and how we can support you.

**EVENT PLANNING AND PROJECT MANAGEMENT**

As evidenced in our timeline document, our initial timings for our project have had to be adjusted to fit in with school improvement plans. We are now back on track as we come into the next and crucial stage of our project. 1st March 2017 was a significant date as this is when the Hull City Council Planning Committee met and approved our plan. All other partners, constructors are in place, costs agreed, work scheduled and the designs are with the manufacturers.

**MARKETING AND COMMUNCIATIONS, PARTICIPATION AND LEARNING**

As part of other HCOC17 projects taking place we have strong connections with BBC Look North (some of our pupils are already producing a TV programme with them) plus we have another TV company – Estuary TV asking us for footage.

All pupils have been involved in this project plus parents and other members of the community (who have taken part in the research end of the scheme)

**RISK REGISTER**

We have sent you a template of a Risk Register with example risks that projects may face. Please complete this return with the Project Update Report.

**Please use the space below for any comments and supporting information.**

Risk register has been updated – please see separate document.

**BUDGET UPDATE**

In this section we ask for a summary of the income and expenditure of your activity to date.

Pleasecomplete the Budget Template provided. The template includes instructions on how to complete it.

**Please use the space below for any comments and supporting information.**

Budget Update has been updated – please see separate document.

**Specific Requirements - VAT**

If you are registered for VAT, your expenditure figures should not include VAT that you can claim back. If you are not registered for VAT, your figures should include VAT. You may need to get advice from your own accountant or the relevant tax office. For information about VAT and other taxes, contact HM Revenue and Customs (HMRC) through their website at [www.hmrc.gov.uk](http://www.hmrc.gov.uk)

**TIMELINE UPDATE**

We have sent you a copy of your original Project Timeline. Please complete the columns called Status and Notes to let us know if your project is on track.

**Please use the space below for any comments and supporting information.**

Timeline has been updated – please see separate document.

1. **MONITORING & EVALUATION REPORT**
2. **Event delivery**

**To date, how are you currently doing on reaching the targets laid out for project activity?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ORIGINAL TARGET\*** | **REVISED TARGET\*** | **ACTUAL TO DATE\*** |
| **PROJECT VENUE/LOCATION** | | |  |
| HU1 – HU9 | HU5 | HU5 | HU5 |
| Not HU1 – HU9 |  |  |  |
| **ACTIVITY** | | |  |
| Number of performances | Limitless | Limitless | N/A Yet |
| Number of exhibition days | Limitless | Limitless | N/A Yet |
| Number of commissions\* | 0 | 0 | 0 |
| Number of sessions for education, training or taking part\* | 0 | 0 | 0 |
| Number of accessible activities | Limitless | Limitless | N/A Yet |

**\*Original target: target(s) listed within your contract**

**\*Revised target: new suggested targets now that your project planning and delivery is underway**

**\*Actual to date: only complete this column if you have delivered some activity with the public**

**\*Commissions: a commission is defined as the hiring or payment to an artist / artistic company to create an art work or performance. A commission can be wholly or partly funded by you / your organisation.**

**\*Sessions for education, training or taking part: includes guided sessions, learning sessions, skills development workshops, formal training of volunteers, practical workshops, all other community/public facing workshops.**

If your project will incorporate heritage, please briefly say how you are developing, presenting and/or telling people about heritage or historical content, e.g. using heritage buildings or sites, collecting oral history (stories and memories), displaying historical artworks or collections, working with museums or archives, sharing or presenting historical stories or events.

**PLEASE SEE BELOW…**

Our project links in with the ‘Roots & Routes’ season of HCOC17. In school, with all 220 pupils, we have been undertaking research into the history and heritage of Stepney Railway Station, the branch line it served and the people who worked on the Hull railways. A Stepney Sculpture Research unit therefore took place just before and during the week before the spring half term holiday 2017 :  
  
**Before Research Week 13th – 17th February**.

* Years 3 & 4 visited the Hull Street life museum to look at the signal box and level crossing exhibitions that are on show there. They also combined with this with their study of WWII and how children were evacuated to the countryside from Hull, via the railways.

**Research Week 13th – 17th February**.

* All classes researched some aspects of the station during the week, with the help of the following:
* John Scotney (Hull Civic Society) spoke to years 1, 2, 3 & 4 about working on the railways and the history of Stepney Station;
* David R Neave (Hull University) is the foremost authority on local architecture and spoke to years 5 & 6 about William Botterill and Son, who designed Stepney station and our school. Botterill was ‘Clerk of Works’ for the building of Paragon station and the Station Hotel (later to be the Royal Station Hotel)
* Mick Nicholson (North Eastern Railway Association) talked to years 5 & 6 about his life as a signalman;
* Glenn and Peter Smurthwaite (PBS) construction spoke to years 3 & 4 about their connections with our school and Stepney Station. Their depot is a grade II listed building like our school which used to be the Stepney Goods Yard on Bankside;
* Tom Birch (Transpennine) spoke to our Early Years classes about being a modern day train driver;
* Parents joined us in school for craft sessions;
* Years 5 & 6 undertook fieldwork surveys of Stepney Station;
* Pupils produced drawings, designs, photographs, models and writing which are being used both for the sculptures and for the heritage boards (this element being part of the Beverley Road Heritage Project). From knowing very little about the station, our pupils are now extremely knowledgeable about this aspect of Hull’s heritage and it will be a pleasure for us to pass this information on to the general public.

1. **Project Delivery Team**

**This can include formal and informal feedback given to you by staff, freelancers and / or your own observations. You can use notes or minutes from project team meetings; informal conversations; emails; etc. to inform this.**

**Thinking about your project to date, what would you say have been the main successes for the project delivery team:**

The project hasn’t delivered to the public yet, but certainly the local experts we have into school and the knowledge base that our pupils have already built up in a short space of time have been really exciting.

**Thinking about your project to date, what would you say have been the main challenges for the project delivery team:**

The main challenges are getting the land prepared and the sculptures manufactured.

1. **Audiences & Participants**

**To date (up to and including now), how many people have engaged with the project? If you are yet to do any public facing work, please leave this section blank.**

|  |  |  |
| --- | --- | --- |
| **TYPE OF ENGAGEMENT** | **ACTUAL TO DATE** | **% FROM HU1-HU9\*** |
| Number of audience members\* | N/A Yet | N/A Yet |
| Number of participants\* | 220 pupils plus their parents, staff at pupils and visiting experts | 100% who work in the area |
| **TOTAL BENEFICIARIES** |  |  |

**\*The % can be taken from the results of your audience and participant surveys or box office reports**  
**\*‘Audience members’ includes people going to an exhibition or performance, and people getting access to work that is printed, recorded, broadcast or on the internet.**  
**\*‘Participants’ means doing the activity.**

**Please complete the Total column within the tables below. You should collect this information using the Audience and Participant Surveys (which will be designed with support from the Hull 2017 team) and / or via the Participant Equal Opportunities Form provided in the Toolkit.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ACTUAL TO DATE** |  |  | **ACTUAL TO DATE** |
| **AGE GROUPS** | |  | **CONDITIONS** |  |
| 0-2 years |  |  | Learning disability | 47 |
| 3-5 years | 57 |  | Long-term illness/condition |  |
| 6-10 years | 140 |  | Sensory impairment |  |
| 11-15 years | 30 |  | Mental Health condition |  |
| 16-17 years |  |  | Physical impairment |  |
| 18-19 years |  |  | Cognitive impairment |  |
| 20-24 years |  |  | Other |  |
| 25-29 years |  |  | **ETHNICITY** |  |
| 30-34 years |  |  | Welsh / English / Scottish / Northern Irish / British | 61 |
| 35-39 years |  |  |
| 40-44 years |  |  | Irish |  |
| 45-49 years |  |  | Gypsy or Irish Traveller | 3 |
| 50-54 years |  |  | Any other White background | 86 |
| 55-59 years |  |  | White and Black Caribbean |  |
| 60-64 years |  |  | White and Black African | 3 |
| 65-69 years |  |  | White and Asian |  |
| 70-74 years |  |  | Any other Mixed/multiple ethnic background | 5 |
| 75+ years |  |  | Indian |  |
| Prefer not to say |  |  | Pakistani | 3 |
| **GENDER** |  |  | Bangladeshi | 20 |
| Male | 107 |  | Chinese | **3** |
| Female | 120 |  | Any other Asian background | 2 |
| Transgender |  |  | African | 6 |
| Other |  |  | Caribbean |  |
| Prefer not to say |  |  | Any other Black/African/Caribbean background | 8 |
| **DISABILITY/LONG TERM ILLNESS** | |  | Arab | 2 |
| Yes | 1 |  | Any other ethnic group | 25 |
| No |  |  | Prefer not to say |  |

**This can include formal and informal feedback given to you by staff and / or your own observations. You can use comments books; informal conversations; emails; etc. to inform this.**

**Thinking about your project to date, what would you say have been the main successes for your audience members / participants:**

The information and knowledge that our pupils have learned in the research stage of this project, plus the interest generated among our visitors and parents.

**Thinking about your project to date, what would you say have been the main challenges for you / your audience members / participants:**

None to speak of – all has gone well so far. We anticipated it might be difficult to find people with enough information but this hasn’t proved to be difficult at all. It has been amazing how people have linked us to other people who we’ve come across links by accident.

1. **Online Engagement**

**To date, how has your project impacted upon your online presence?**

|  |  |  |
| --- | --- | --- |
|  | **TOTAL PAGE VIEWS TO DATE SINCE PROJECT BEGAN** | **UNIQUE PAGE VEIWS TO DATE SINCE PROJECT BEGAN** |
| Website views relating to project | **N/A** | **N/A** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **LIKES/FOLLOWERS AT START OF THE PROJECT** | **LIKES/FOLLOWERS SINCE PROJECT BEGAN** | **IMPRESSIONS ON POSTS RELATING TO THE PROJECT TO DATE** | **ENGAGEMENTS WITH POSTS RELATING TO THE PROJECT TO DATE** |
| Facebook | **N/A Yet** | **N/A Yet** | **N/A Yet** | **N/A Yet** |
| Twitter | **N/A Yet** | **N/A Yet** | **N/A Yet** | **N/A Yet** |
| Instagram | **N/A Yet** | **N/A Yet** | **N/A Yet** | **N/A Yet** |
| Other |  |  |  |  |

**DEFINITIONS**

* **Followers include:** Facebook Page Likes / Profile Friends; Twitter Followers; YouTube Subscribers; etc.
* **Impressions:** impressions (“views”) of Facebook posts linked to CCP project; impressions (“views”) of Twitter tweets linked to CCP project; views of YouTube videos linked to CCP project; etc.
* **Engagements:** Facebook posts, likes, shares, comments; Twitter tweets, retweets, likes; YouTube shares, comments; etc.

**In the boxes below, please share a selection of audience comments or quotes from social media made about your project:**

**N/A Yet**

1. **Partners**

**To date, how many partners are involved with the project?**

|  |  |  |
| --- | --- | --- |
|  | **ACTUAL TO DATE BASED IN**  **HU1 – HU9** | **ACTUAL TO DATE BASED OUTSIDE**  **HU1 – HU9** |
| **PARTNER TYPE** | | |
| Artistic partner (e.g. theatre, art gallery, music venue) |  |  |
| Heritage partner (e.g. museum, archive) | 1 | 0 |
| Funder (e.g. Arts Council England, business, private trust) |  |  |
| Public Sector partner (e.g. libraries, GPs) |  |  |
| Voluntary sector partner (e.g. community group, charity) | 1 | 1 |
| Education (e.g. school, college, university) | 1 | 1 |
| Other | 2 | 2 |
| **PARTNERSHIP STAGE** | | |
| Number of new partnerships established via this project | 6 | 6 |
| Number of existing partners involved in this project | 1 | 1 |

**This can include formal and informal feedback given to you by staff and/ or your own observations. You can use comments books; informal conversations; emails; etc. to inform this.**

**Thinking about your project to date, what would you say have been the main successes for your partners:**

Being introduced to the work we are doing and showing a shared commitment to the success of the project.

**Thinking about your project to date, what would you say have been the main challenges for your partners:**

None to speak of.