

# The Hunsbury Hill Centre Audience Development Plan



**June 2007**

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Produced on behalf of:  
Northamptonshire ACRE  
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**The Hunsbury Hill Centre  
Restoration Project  
Audience Development Plan**

The Hunsbury Hill Centre Restoration Project Steering Group accepted this document as the final report at their meeting on 25th June 2007 and it was formally accepted by the NACRE Board of Trustees at their meeting on 18th July 2007.

By accepting this document, it does not necessarily mean that all of the recommendations will be implemented, but that the aim is to implement as many of the recommendations that are feasible and practical within the budget available and conservation constraints.

**Final Report.  
June 2007.  
Nicky Boden  
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# **1 Executive Summary of the Audience Development Plan**

## **1.1 The Brief**

Northamptonshire ACRE (**A**ction with **C**ommunities in **R**ural **E**ngland) has been awarded a Heritage Lottery Fund Planning Grant for the restoration of the Hunsbury Hill Centre (HHC). The Centre is a Grade II listed 18th Century model farm which includes a large farmhouse, barns, animal sheds and hovels set around an octagonal courtyard. The Centre accommodates offices for Northampton ACRE, (located in the farmhouse) and two large barns which are available for hire for business and community use.

NACRE has a vision for the future development of the site, which focuses particularly on developing provision for the education and community sectors. The vision is:

*In 3 years time Northamptonshire ACRE would like the Hunsbury Hill Centre to be an established site of heritage significance on the tourist map that people can visit by appointment or on special Open Days and offers a programme of educational activities with a building specifically set up for educational visits.'*

This Audience Development Plan (ADP) is informed by this vision and by two other interrelated plans, the Access Plan and the Conservation Management Plan. It seeks to provide an overview of existing users and identifies missing and potential new audiences for the Centre and potential ways of increasing audience participation.

## **1.2 Context**

The ADP meets specific key objectives of the county-wide cultural strategy, 'Cultural Pride' developed in 2003 for Northamptonshire. The Plan is also informed by the findings of previous research into audiences who visit heritage and rural sites commissioned by the Heritage Lottery Fund.

## **1.3 Local Demographics**

The local demographics help to contextualize potential audiences and give a picture of the likely profile of new audiences in the area in terms of age, gender, ethnicity, work status and deprivation. Statistics from the 2001 Census indicate that the majority of local visitors to HHC are likely to be white, middle aged and reasonably affluent. They are less likely to come from an ethnic group. Statistics illustrate that the percentage of Black Minority Ethnic (BME) groups in Northamptonshire in 2001 was lower than the national average, and groups that do live in the area comprise predominantly of Black Caribbean and Indian ethnic groups, with smaller numbers of Bangladeshi and Pakistani people.

## **1.4 Tourism**

Northamptonshire is rich in cultural and rural heritage and is often described as the 'county of squires and spires'. There are a large number of historic houses and many open areas of land and forested areas. However, there are currently very few sites which provide opportunities for visitors to learn about agricultural history and in particular farming. There is, therefore, considerable potential for HHC to offer a different visitor experience drawing on its unique selling points. These include the

rich agricultural heritage, ancient history of the site, idyllic semi-rural site and an excellent location within easy access of the motorway network and therefore accessible to visitors from across the region.

### **1.5 Education context**

A number of recent education initiatives including the 'Out of the Classroom Manifesto', the 'Growing Schools' agenda and the 'Year of Farming' (2007-2008), provide a valuable context for HHC to develop a formal education programme. Initiatives such as these help to endorse the importance of integrating outdoor learning activities into everyday teaching practice. There are also numerous potential links to the National Curriculum, in particular to subjects such as History, Geography and Science, with particularly strong references to Key stages 1 and 2.

### **1.6 Methodology**

The methodology for this ADP has focused on the following potential audiences: the general visitors (including local and neighbouring populations); schools; young people; special interest and community groups. Public consultation has included: the distribution of 4 questionnaires designed for different audiences; 3 focus group meetings and meetings with stakeholders and potential partners, including young people from Northampton Youth Forum. Staff from NACRE and representatives from the Restoration Project Steering Group have also participated in workshops to analyse the strengths, weakness, opportunities and threats involved in developing the site for new audiences.

Consultation has focused on gauging current perceptions and interest in HHC, the potential for education/community use of the site and preferences regarding the future development of the site including aspects such as interpretation, activities and facilities.

### **1.7 Current audiences**

HHC has over 12,000 visitors using the site each year. The majority of bookings are from the general public followed by statutory organisations and companies. The existing users who responded to the consultation were predominantly white, female, middle aged, employed. About 50% had families with dependent children and most have visited the site for the purpose of either a social event or meeting.

The majority of existing users who responded to the consultation expressed an interest in visiting heritage sites and would be interested in visiting HHC as a heritage site rather than just as a venue for meetings and events. They particularly like the tranquillity and original character of the setting and the accessibility of the location, although some users have expressed that the current facilities could be upgraded.

### **1.8 Future audiences**

From the analysis of the data collected during the consultation period and NACRE's database of previous users it is clear that there are a number of groups of people who can generally be considered as missing or potential audiences for HHC. They include:

- General public (particularly local and neighbouring populations)
- Visitors with disabilities
- BME visitors
- Elderly visitors
- Schools and other education groups
- Young People
- Socially disadvantaged/low incomes
- Family groups

These groups are similar to the profile of non-users identified in previous research commissioned by the Heritage Lottery Fund.

### **1.9 Audience Development Objectives**

The Audience Development Plan has identified a number of objectives for developing audiences at HHC. They include:

- Promote the educational value of HHC to schools, FE and HE providers locally and regionally.
- Promote the better understanding and enjoyment of HHC as a unique heritage site amongst wider audiences particularly those who are currently under-represented in visiting the Centre.
- Improve existing audiences understanding and enjoyment of HHC through enhanced facilities, services and information provision.
- Raise awareness of HHC and its enhanced facilities and services regionally and nationally.
- Develop partnerships and build relationships with local groups and organisations to explore joint working/funding opportunities.

### **1.10 Audience Development Programme**

A number of recommendations have been developed which complement the vision of NACRE. These include:

#### **a) Awareness raising**

A priority for HHC is to raise awareness of the heritage value of the site particularly amongst existing and new audiences. Recommendations include developing new promotional material, re-designing the website and developing stronger partnerships with the local press to follow the 'story' of the restoration of HHC. Specific educational publicity also needs to be developed to attract the schools market and a database compiled with up-to-date contact details. HHC should also explore the scope for partnerships with the local authority to host training events for teachers which would provide an ideal opportunity to showcase the site.

#### **b) Access improvements**

A number of changes need to be put in place to make the Centre more accessible. The Access Plan outlines these recommendations in detail and a number have informed the ADP. Particular recommendations include the need to develop multi media interpretation, clear signage, ensure promotional material incorporates inclusive design and utilises alternative marketing formats and developing relationships with under-represented groups.

**c) Partnership Development**

There is scope for NACRE to utilise its expertise in building mutually beneficial partnerships by developing strong relationships with local groups, organisations and regional agencies in the area, particularly local schools and community groups. Partnerships could provide joint funding and marketing opportunities or support through work placement and voluntary assistance.

**d) Information and interpretation**

HHC needs to develop an interpretation programme which ensures the Centre is as relevant, accessible and interesting to as wide a range of people as possible. An overarching Interpretation Policy and Strategy should be developed which takes into account visitors preferences and the needs for multi-media formats to ensure access of information for all. Numerous different approaches could be developed to interpret the site, for example an information booklet, a living history film, computer actives, hands on interpretation such as handling materials, walks and talk's programmes and the possible future development of a small interpretation Centre.

**e) Activities and events**

NACRE should develop a varied and interesting programme of events and activities when the site is open to the public. Activities should be aimed at a wide audience including underrepresented groups and could include sensory farm trails, nature and woodland walks, holiday activities, and Open Days linked to national events such as Heritage Open Days, Architecture Week and Family Learning Week, etc

**f) Facilities and services**

It is important to provide all visitors with the appropriate quality and quantity of facilities and services to ensure an enjoyable, supportive and safe visit. If NACRE do decide to host school visits, they will need to provide facilities to accommodate the minimum of one class of approximately 30 pupils, who would stay on site for at least half a day or a full day. NACRE should also be aware that some schools may wish to bring more pupils, up to two classes, which would be approximately 60 pupils. Given the potential schools market, certain facilities will be essential to accommodate new audiences, including: a safe drop off point for coaches, adequate toilet provision and sinks, an indoor or covered outdoor space for packed lunch and an area to leave bags and coats. NACRE should also consider upgrading their current kitchen facilities and improving the car park area.

**g) Education**

If NACRE is to implement an Education Programme, it should be aimed at increasing the knowledge, appreciation and enjoyment of all visitors to the site, including existing and potential new visitors. It should offer opportunities for visitors of all ages to:

- Learn about the history and heritage of the farm and local environment
- Develop new skills
- Handle original or replica artefacts
- Engage in practical workshops

- Explore and discover the flora and fauna in the woodlands
- Participate in and enjoy a programme of special events and activities.

Recommendations from the consultation with teachers and educators include:

- Converting some of the existing hovels and sheds into a multi-purpose educational resource room;
- Developing a mini farm area with livestock in the outer yard area;
- Programming activities which relate to the History, Geography and Science curriculum areas;
- Developing environmental education projects and producing teachers/group leader's resource materials.
- There is also considerable scope to develop partnerships with Further and Higher Education institutions and adult and community learning groups.

**h) Volunteers/Friends**

Opportunities could be developed for local people to get involved through volunteering or becoming a friend of HHC to support the future development of the site through volunteering, profile and fund raising activities.

**i) Travel**

A number of recommendations concerning travel have been highlighted in the Access Plan. NACRE could also explore the possibility of using a mini bus shuttle service from the Hunsbury Hill Country Park to HHC during Open Day (to relieve the pressure on the car park).

**j) Charges**

The majority of people (93%) who responded to the consultation said they were prepared to pay an entrance fee, but HHC should bear in mind that cost can be a real barrier for visitors, particularly those from under-represented groups. Cost can also detract visitors from making a return visit. However, if HHC has to charge, it may be feasible to charge up to £2.50 per adult and £1-£1.50 per child and £2 per pupil (to include a 'goody bag' and resources) for school visits. It would be advisable to also consider a sliding scale of charges to accommodate different types of activities.

**k) Staffing**

To fully implement an education and audience development programme, it will be necessary to recruit dedicated staff, at the very least an Education and Audience Development Officer supported by in house or additional administrative support. This has revenue implications for the organisation. NACRE could also explore the possibility of developing a team of education volunteers to support school visits.

**1.11 Audience Development Plan**

The ADP provides a comprehensive menu of potential projects identified under the audience development objectives. These activities take into consideration recommendations from the Access Plan and have been identified against a menu of options to indicate the level of engagement required.

### **1.12 Monitoring and Evaluation**

Appropriate evaluation mechanisms need to be put in place to ensure that any future audience development work at the Hunsbury Hill Centre is fully evaluated to inform good practice in the future and to monitor the impact of audience development work.

### **1.13 The Full Audience Development Plan**

This is the Executive Summary of the Audience Development Plan for the Hunsbury Hill Centre. The full report and appendices include:

- Full details of the methodology for the consultation
- Key findings from consultations
- Recommendations
- The Audience Development Action Plan

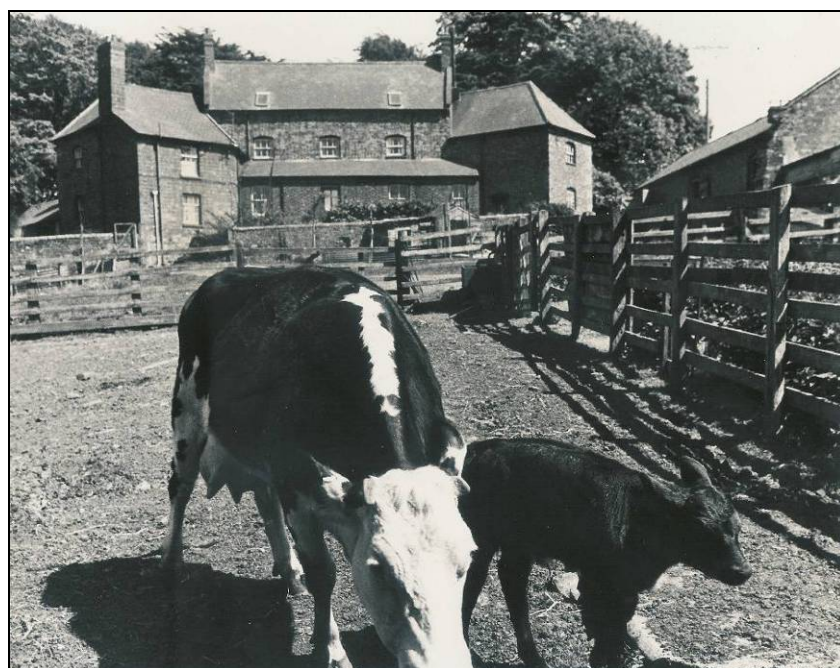
## 2 Introduction

Northampton ACRE (Action with Communities in Rural England) has commissioned this Audience Development Plan (ADP) with the support of the Heritage Lottery Fund's Project Planning Grant. The report provides an overview of existing users and identifies missing and potential new audiences for the Centre and potential ways of increasing audience participation. This Audience Development Plan (ADP) has been informed by two other inter-related plans, the Access Plan and the Conservation Management Plan. Together they will form the basis for a further funding bid to the Heritage Lottery Fund for capital funds to support the restoration of the Hunsbury Hill Centre (HHC).

### 2.1 Background to the Hunsbury Hill Centre (HHC)

The Hunsbury Hill Centre is a rare example of a Grade II listed 18th Century model farm set in woodland in the middle of residential housing. It is currently used as a base for Northamptonshire ACRE offices and as a venue that can be hired for meetings and community events. The site is located in West Hunsbury within 5 miles from the centre of Northampton, with good access routes to the motorway network (M1).

Built around 1770 the Centre includes a large farmhouse, barns, animal sheds and 'hovels' set around an octagonal yard. It is thought to be the earliest and only surviving example of an 18th Century model farm in Northamptonshire. The site is rich in history. The Centre stands on ancient ground close to Hunsbury Hill Iron Age Hill Fort and the farm itself began life as an estate farm of the Bouveries of Delapre Abbey. The site also includes an extensive area of meadowland and woodland.



**Figure 1** Hunsbury Hill Farm before it was taken over by the Rural Community Council (c1976)



**Figure 2 Aerial view of Hunsbury Hill Centre (c1980) before houses were built on the surrounding fields**

Although much of the original farmland is now developed as housing, most of the buildings are intact and have barely changed, although their function has altered.

The farm house is used as offices and the two barns are hired out for different functions such as weddings, family celebrations and other community events. The Centre had over 12,300 visitors last year and has had a license for weddings for some years.

## **2.2 Background about Northamptonshire ACRE**

Northampton ACRE was originally established in July 1946 as Northamptonshire Rural Community Council. It is now a registered charity and a company limited by guarantee and is one of the 38 Rural Community Councils in the national ACRE network.

ACRE (Action with Communities in Rural England) as it is widely known is active in promoting the interests of rural communities and acts as the national umbrella organisation for the regional Rural Community Councils throughout England.

This focus is identified in NACRE's key strategic aims and mission statement:

**NACRE's key strategic aims and mission statement:**

*'Northamptonshire ACRE, an independent charitable organisation, works with rural communities to improve quality of life, especially for the disadvantaged. We help rural communities to help themselves, to value diversity and to create a vibrant and sustainable future'.*

The organisation's strategic aims are:

- To encourage and support rural community action.
- To support the identification of rural needs, particularly for the disadvantaged.
- To raise awareness of rural issues, lobby and influence policy.
- To support the provision of affordable, accessible rural services.
- To work in partnership with others, encouraging co-operation and influencing the allocation of resources.

NACRE became a Company Limited by Guarantee in March 2000. It is managed by the Board of Directors/Trustees (12 at present) who have a wide range of experience and expertise including local government at a senior level in academic, business, ecclesiastical and voluntary sector backgrounds with observers from a range of interested organisations who also make useful contributions.

The organisation employs 12 full-time and 7 part-time paid staff, who cover a wide range of core activities and projects with the overall objective of supporting the regeneration and development of Rural Communities.

### **2.3 Why have we produced an Audience Development Plan (ADP)**

NACRE wishes to become a more inclusive organisation by developing a stronger sense of identity in the local community and reaching out to under-represented groups.

The organisation is keen to promote appreciation of the heritage value of the Hunsbury Hill Centre amongst existing users and to expand its audience base to provide access for group visits from the education and community sectors and the general public (although on a limited basis). Any new activities should ideally be programmed during periods when the Centre is not used to capacity (i.e. during the day on weekdays) to avoid any potential conflict with the current activities at the site.

The organisation is particularly interested in providing an education facility to enable local schools and interested groups to study the local agricultural history of the site and county. These audiences would complement the existing use of the site and the current capacity of the organisation.

NACRE's vision is that:

*In 3 years time the Hunsbury Hill Centre will be an established site of heritage significance on the tourist map that people can visit by appointment or on special Open Days and offers a programme of educational activities with a building specifically set up for educational visits.*

NACRE has commissioned this Audience Development Plan to ensure that a wide range of individuals, groups and organisations have an opportunity to express their views on the future development of the site. These findings have assisted in identifying new audiences for the site, clarifying the objectives for further audience development work and shaping a menu of potential projects and activities which could be developed in the future.

This is, however, a first stage in the process of involving people in the development of the site and on-going consultation will be needed to further develop ideas and proposals as part of the implementation of the plan.

#### **2.4 Key internal and external stakeholders**

There are a number of stakeholders and potential partners who would support the restoration and development of the site as it could provide a fantastic facility to enjoy learning about the heritage of the local area and a valuable community space to engage in different events and activities.

Stakeholders who have been involved in the consultation for this report include local schools, FE and HE institutions, community groups, uniformed and after school clubs, young people and individuals representing community and special interest groups. For further details, see Appendix B.

### **3 Background Context**

#### **3.1 How does this ADP relate to cultural strategies?**

In Northamptonshire, eight local authorities (county, district and borough councils) have adopted a county-wide cultural strategy, 'Cultural Pride' (established in 2003). This provides an overarching strategic framework for local plans, with aims and objectives that are common to all, but offering the opportunity for individual local authorities to respond in distinctive ways that reflect the diversity of the county. Key aims which are relevant to this project include:

1. To improve the quality of life for residents and visitors by:
  - celebrating Northamptonshire communities and their sense of place
  - use of resources and facilities by new audiences.
2. To achieve a cultural profile for the county that recognises the uniqueness of Northamptonshire by building on local partnerships including:
  - historic, natural and built environment, heritage sites and museums,
  - tourism, events and festivals and informal leisure.

3. Ensuring that cultural life in Northamptonshire supports a lifelong learning society by:
  - providing information on cultural learning opportunities

The vision of NACRE reflects a number of the key objectives of the strategy.

### **3.2 Previous Research**

Recent research has looked at the groups of people who are viewed as being generally excluded from the countryside and from countryside sites and pastimes. Two particularly important pieces of work include the Countryside Agency's Diversity Review findings<sup>1</sup> and a HLF report, "Developing New Audiences for Heritage"<sup>2</sup>.

Both of these studies help contextualise any audience development work around the countryside and rural landscapes. "Developing New Audiences for Heritage" is particularly pertinent to this piece of work as it identifies that the people most and least likely to be involved in heritage are as follows:

Least likely to be involved:

- Very young children & their families
- Teenagers and young adults
- Women
- Ethnic minorities
- Urban dwellers
- Low income/ unemployed
- Disabled
- Without transport

Most likely to be involved:

- 45 and under
- Higher socio-economic groups (ABC1)
- Car owners or those with access to a car
- Childless or with grown up children

These results relate closely to the findings from the consultations carried out as part of this ADP indicating that these are the types of people generally most likely not to engage with the countryside/landscape on a national basis.

### **3.3 Local Demographics**

In looking at current and potential audiences for HHC it is useful to look at the current profile of the local population in terms of gender and age, ethnicity, work status, deprivation etc. This helps to set audience groups in the context of the areas background population. These audiences will of course be supplemented by visitors coming from outside the area.

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<sup>1</sup> "The Diversity Review Options for Implementation", Report for the Countryside Agency by OPENspace, March 2004

<sup>2</sup> "Developing New Audiences for the Heritage", Research Study for Heritage Lottery Fund, Final Report – PLB Consulting Ltd, March 2001

The following data has been sourced from the Office for National Statistics and is based on statistics from the Census of Population in 2001.

**3.3.1 Resident population**

Northamptonshire's resident population was 629,676 in 2001. The most densely populated areas of the county (see table 5) include Northampton, Kettering, Corby, Daventry and Wellingborough.

**3.3.2 Gender and Age Profile**

Table 1 shows that overall there are a higher percentage of under 15 years olds in Northamptonshire, (21.12%) than in the East Midlands region or in the country. The largest proportion of people are within the age bracket 20-44 years (35.2%) slightly more than the region, followed by (24.5%) in the age bracket 45-64 years old. There are slightly fewer older people (14.19%) living in Northamptonshire in comparison with the regional and national figures.

**Table 1 Percentage of different age groups in Northamptonshire**

		<b>Northants</b>	<b>East Midlands</b>	<b>England</b>
Age Groups - Summary; All People (Persons)	Count	629,676	4,172,174	49,138,831
Age Groups - Summary; Aged 0-4; years (Persons)	%	6.15	5.73	5.96
Age Groups - Summary; Aged 5-15; years (Persons)	%	15.02	14.33	14.20
Age Groups - Summary; Aged 16-19; years (Persons)	%	4.89	4.96	4.90
Age Groups - Summary; Aged 20-44; years (Persons)	%	35.20	34.32	35.31
Age Groups - Summary; Aged 45-64; years (Persons)	%	24.55	24.59	23.75
Age Groups - Summary; Aged 65; years and over (Persons)	%	14.19	16.07	15.89

**3.3.3 Economic activity**

In 2001, 67.1% of people of working age living in Northamptonshire were employed, 2.8% were unemployed, (slightly less than the average for England and Wales) and 30% were economically inactive. Unemployment figures for 2005 indicate that the county had slightly less unemployment than the average for the East Midlands. Within the county the areas with the highest levels of unemployment include Corby (2.7%), Northampton (2.3%) and Kettering (1.7%).

Table 2 below illustrates the population's employment status with comparative data for England and Wales taken from the 2001 census.

**Table 2 Comparison Employment Status Figures from 2001 Census**

Type	Northamptonshire	England and Wales
Employed	67.1%	60.6%
Unemployed	2.8%	3.4%
Long-term unemployed	0.7%	1.0%
Student (economically active)	2.5%	2.6%
Retired	12.0%	13.6%
Student (economically inactive)	3.3%	4.7%
Looking after home/family	5.8%	6.5%
Permanently sick or disabled	4.1%	5.5%
Other inactive	2.5%	3.1%

Data for both tables 2 and 3 sourced from Neighbourhood Statistics pages at [www.statistics.gov.uk](http://www.statistics.gov.uk) viewed May 2007

Table 3 below illustrates the unemployment figures from 2005 across the county.

**Table 3 Unemployment Figures October 2005**

Authority	Unadjusted Claimant Count (as a percentage of the working age population)	
	Number	Percentage
Northamptonshire	7,063	1.8
Corby	872	2.7
Daventry	548	1.2
East Northamptonshire	680	1.4
Kettering	891	1.7
Northampton	2807	2.3
South Northamptonshire	349	0.7
Wellingborough	916	2.0
East Midlands	54,530	2.1
UK	86,4827	2.3

### **3.3.4 Indices of Deprivation**

The Indices of Deprivation 2004 were produced as a means of comparing different measures of deprivation in different parts of the Country. Deprivation Indices are calculated through a combined score for factors including income, employment, education, skills & training, health, housing & services, environment and crime. A lower score represents greater deprivation.

Table 4 below illustrates that there are pockets of deprivation across Northamptonshire in particular areas such as Corby, Northampton and Wellingborough, which have indices of deprivation which rank within the top 50% of the most deprived areas in the East Midlands. These areas also have significantly higher numbers of lone parent households and populations over the age of 16 on income support.

**Table 4 Indices of Deprivation**

Authority	Indices of Deprivation Rank East Midlands (of 40 1 being the most deprived) 2004	Indices of Deprivation Rank England (of 354 1 being the most deprived) 2004	Percentage of 16+ Population on Income Support Feb 2005	Standardised Mortality Ratio (UK=100) 2004	Percentage of Lone-Parent Households 2001
Northamptonshire			3.2	99	5.3
Corby	6	65	5.2		9.6
Daventry	33	289	1.7		3.3
East Northamptonshire	30	265	2.6		3.8
Kettering	25	205	3.1		4.4
Northampton	13	131	4.3		6.1
South Northamptonshire	39	338	1		3.7
Wellingborough	19	176	3.5		6.6
East Midlands			3.7	101	5.3
England			4.6	98	

Data sourced from Neighbourhood Statistics pages at [www.statistics.gov.uk](http://www.statistics.gov.uk) viewed May 2007

### 3.3.5 Ethnicity

Northamptonshire has lower numbers of ethnic minorities in its population (4.9%) in comparison to the East Midlands region (6.5%) or England, (9.1%). The local population is comprised of a total of 95.1% White, 2.0% South East Asian and 1.2% Afro-Caribbean and 1.7% other.

The areas with the highest percentage of ethnic minorities in the county include Wellingborough (9.2%) and Northampton (8.4%).

In Northampton the percentage of ethnic minorities includes 3.3% Asian/British Asian (mainly comprising of individuals from an Indian or Bangladeshi origin) and 1.4 % Black/British Black.

**Table 5 Ethnicity Figures from Census 2001**

Authority	Population 2001 Census	Percentage Ethnic Minority Population 2001	Population Density (persons per square kilometre)
Northamptonshire	629,676	4.9	266
Corby	53,177	1.7	664
Daventry	71,838	2	107
East Northamptonshire	76,527	1.7	150

Authority	Population 2001 Census	Percentage Ethnic Minority Population 2001	Population Density (persons per square kilometre)
Kettering	81,842	3.3	351
Northampton	194,477	8.4	2401
South Northamptonshire	79,285	1.59	125
Wellingborough	72,530	9.2	445
East Midlands	4,172,179	6.5	267
England	49,138,831	9.1	377

Data sourced from Neighbourhood Statistics pages at [www.statistics.gov.uk](http://www.statistics.gov.uk) viewed May 2007

In summary, the majority of the population in Northamptonshire are white and between the ages of 20-44 years or 45-64 years and are working, probably in full time employment. The greater proportion are likely to be reasonably affluent, however, there are significant pockets of deprivation across the county, particular in area such as Corby, Northampton and Wellingborough.

### 3.4 Tourism

Northamptonshire is a landlocked county in central England. It is essentially rural although it lies between London and the West Midlands conurbation. Although in recent years the important footwear industry has declined, the economy of the county has thrived due to its proximity to London and the South East. It has borders with Warwickshire, Leicestershire, Rutland, Cambridgeshire, Peterborough, Bedfordshire, and Buckinghamshire (including the Borough of Milton Keynes), Oxfordshire and Lincolnshire. Its central location means that it is well positioned with major roads such as the M1 motorway and the A14 provide Northamptonshire with valuable transport links, both north-south and east-west.

Northamptonshire has been described as the 'county of squires and spires' for its variety of historic buildings and county houses. These include a number of National Trust properties such as Canons Ashby House, and Lyveden New Bield, English Heritage properties including Kirby Hall and Rushton Triangular Lodge and over 18 privately run historic houses including Althorpe, Holdenby House, Southwick Hall and Rockingham Castle to name a few.

The county is also rich in country parks, accessible open spaces and boasts a number of forested areas including Whittlewood, Rock and Salcey Forest.<sup>3</sup>

#### 3.4.1 Heritage sites with an agricultural focus in the region

There are very few farms or heritage attractions with a strong agricultural focus in the region. There are two that are members of the organisation 'Farms for Schools' (FFS), which aims to ensure that school trips to farms are safe, enjoyable and educationally worthwhile. These include:

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<sup>3</sup> From [www.aboutbritain.com/AttractionsAllRegions](http://www.aboutbritain.com/AttractionsAllRegions) and [www.explorenorthamptonshire.co.uk](http://www.explorenorthamptonshire.co.uk) viewed May 2007.

- 1 **Rookery Open Farm in Towcester**, a livestock farm and visitor centre.
- 2 **West Lodge Rural Centre in Kettering**, a conservation award winning working farm with features including woodland management, nature trails, pond life, farm machinery old and new, rare breeds and under cover demonstrations.

### **3.4.2 Heritage sites with an agricultural focus external to the region**

There appear to be very few model farms in the country which are open to the public to visit. Research has identified one in Staffordshire, which is a part of the Shugborough Estate, (a complete working historic estate home to the Earls of Lichfield) which dates to 1805 and includes a working watermill, kitchens and dairy.

There are, however, far more working farms which are open to the public and schools and which would be worth visiting to research the types of education and activities programmes. These include:

- 1 **Acton Scott Working Farm in Shropshire**, described as ‘one of Britain’s leading working farm museums which specialises in practical demonstrations of historic farming using traditional skills and period horse-drawn machines’. <sup>4</sup>
- 2 **Chapman’s Hill Farm, located in the West Midlands**, ‘a 150-acre farm, with cattle, sheep, poultry and pigs operated jointly by the Outdoor Learning Service (Birmingham City Council) and the Worgan Trust (A Cadbury Family foundation)’. <sup>5</sup>

### **3.5 Education context**

A number of new education initiatives have been developed which will be useful for NACRE to be aware of when developing future programmes for schools. These initiatives are particularly helpful as they endorse the importance of integrating outdoor learning activities into every day teaching practices. NACRE will also need to be aware of the requirements of the National Curriculum to ensure that any schools programme which is developed makes clear links to subject areas and topics.

Key initiatives include:

- **Learning outside the Classroom Manifesto** ‘(launched in 2006), which sets a vision to enable every young person to experience the world beyond the classroom as an essential part of their learning and personal development’. <sup>6</sup>
- **Growing Schools**, ‘a government programme aimed at encouraging and inspiring all schools (nursery, primary, secondary and special) to use the outdoor classroom, both with and beyond the school grounds, as a context for learning across the curriculum. It focuses in particular on food, farming and the

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<sup>4</sup> From [www.shropshire.gov.uk/museums.nsf/open](http://www.shropshire.gov.uk/museums.nsf/open) viewed May 2007

<sup>5</sup> From [www.teachernet.gov.uk/growingschools/resources/placestovisit](http://www.teachernet.gov.uk/growingschools/resources/placestovisit) viewed May 2007

<sup>6</sup> From [www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom/](http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom/) viewed February 2007

countryside and ensuring pupils are given first hand experience of the natural world around them'.<sup>7</sup>

- **The Year of Food and Farming** '(September 2007 to July 2008), is aimed at helping young people learn more about how food is grown and produced and how it reaches the consumer. It is hoped that the Year will therefore help to reconnect young people with the food, farming and the countryside'.<sup>8</sup>
- **Forest Schools** 'which use the outdoor environment as a valuable learning tool for play, personal development, education, adventure therapy'.<sup>9</sup>

## 4 Study Methodology

A number of different methods have been used to identify potential new audiences for the Hunsbury Hill Centre whilst also accommodating the needs of existing and current users. The methodology for this report has focused particularly on gauging levels of interest, preference and needs of the following potential audiences: the general visitors (including local and neighbouring populations); schools; young people; special interest and community groups.

### 4.1 Consultations with existing and new audiences

Public consultations included the distribution of 4 questionnaires designed for different audiences (see below), 3 focus group meetings and meetings with stakeholders and potential partners.

The questionnaires focused on developing a profile of existing and new users, including their age, gender, ethnicity, and their interest in visiting heritage sites and their thoughts on the development of HHC and how they would like to be kept informed in the future. The 4 questionnaires included:

- a) A questionnaire designed for existing users - 260 questionnaires were posted to contacts who have booked the Hunsbury Hill Centre for meetings or events in the past (see Appendix E).
- b) An 'on site' questionnaire (a short version of the general questionnaire) for current visitors using the site during the period of the consultation, left in rooms available to hire (see Appendix H).
- c) A 'general' questionnaire distributed to local residents, available at local shops and the doctor's surgery and available to download from website and publicized in local press and community magazines. This was also sent to a number of community organisations which expressed an interest including; the Far Cotton Residents Association, Wootton Women's Institute, Hunsbury WI, Wootton Heritage Organisation and Northampton Industrial Archaeological Society (see Appendix F).

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<sup>7</sup> From [www.teachernet.gov.uk/growingschools/](http://www.teachernet.gov.uk/growingschools/) viewed February 2007

<sup>8</sup> From [www.teachernet.gov.uk/growingschools/news](http://www.teachernet.gov.uk/growingschools/news) viewed May 2007

<sup>9</sup> From [www.teachernet.gov.uk/growingschools/news](http://www.teachernet.gov.uk/growingschools/news) viewed April 2007

- d) An 'education' questionnaire designed for teachers - 77 questionnaires were sent to schools within a 5 mile radius of HHC and information was put on the schools intranet with a link to the teachers questionnaire (week ending 2nd March 2007) (see Appendix G).

**Table 6 Summary of Circulation of Questionnaires**

Type of questionnaire	Number sent	Number returned	Percentage
Existing Users	249	62	25%
General	c. 100 sent to groups/individuals and accessible via the website	11	
On site	Available to collect on site	8	
Education	77 sent directly to schools and accessible via the school's intranet	12	16% (of the total sent)

## 4.2 Stakeholder Interviews

Telephone and face to face meetings were held with a number of key potential partners and stakeholders, with a particular focus on the education and community sectors. The focus of these discussions included; stakeholders' perceptions and interest in HHC, the potential for education/community use of the site, general advice and guidance regarding appropriate services and facilities for group use and ideas on how they would like to become more involved with the Centre in the future.



**Figure 3 Tour of the site with members of a focus group**

Meetings were held with the following stakeholders; L.E.A Humanities Advisor, lecturers from the University of Northampton, Regional Museums Development

Officer for Northamptonshire, Museums Education Officer, Regional Coordinator of BTCV, and Head teachers/teachers from local schools.

Feedback from the stakeholder meetings can be found in Appendix B.

### **4.3 Focus groups**

Focus groups were held with members of the local community and teachers to enable a more in depth discussion of priorities and potential audience work. These included:

- Two focus groups meetings for members of the local community
- One focus group meeting for teachers
- Consultation and SWOT analysis with members of the Restoration Project Steering Group
- Focus group including SWOT analysis and workshop with staff from NACRE
- Consultation with members of Northampton's Youth Forum.

Feedback from the focus group meetings can be found in Appendix D.

### **4.4 Collation and analysis of information**

Data from all the consultations, focus groups and meetings with staff and the Restoration Project Steering Group have been collated and analysed. The results have informed decisions over which potential audiences should be targeted in the future and the best ways of involving them and existing audiences in the future development of the site.

The results of the analysis can be found in Appendix A.



**Figure 4** Staff from NACRE in a consultation workshop

## 5 Analysis Tools

### 5.1 HHC SWOT Analysis

A SWOT (**S**trengths **W**eaknesses **O**pportunities and **T**hreats) analysis (see table 8) was produced in consultation with staff from NACRE and the Restoration Project Steering Group to examine the strengths, weaknesses, opportunities and threats to developing audiences at HHC. These focus particularly on internal factors.

**Table 7 SWOT Analysis**

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Ownership of a historic site</li> <li>• Uniqueness of a model farm - the only C18th example in the county</li> <li>• The covenants provide protection for future use</li> <li>• Listed status – farm house has grade II listed status</li> <li>• Excellent location good links to the motorway and town centre</li> <li>• Already have c12,000 visitors a year</li> <li>• Long term vision for the site</li> <li>• Already known to a lot of local organisations as a venue for meetings</li> <li>• Already have some contact with school groups</li> <li>• Have good relations with BTCV who do some conservation in grounds with volunteers for free</li> <li>• Wedding and bar licences</li> <li>• Staff are a resource for both ideas and positively marketing the project to the wider audience</li> <li>• Hill top views over the Nene Valley provide an idyllic rural setting even though views encompass the Upton development</li> <li>• Large proportion of undeveloped buildings are 'as they were'</li> <li>• Limited previous developments means the site is still a 'blank canvas' for development</li> <li>• Attractive setting with buildings sited around a courtyard</li> <li>• Have a potential 'ready made' audience with the local community surrounding the site</li> <li>• The size and scale of the site – encompasses over 13.5 acres and includes extensive woodland</li> </ul>	<ul style="list-style-type: none"> <li>• Current visitors don't necessarily come because of an interest in heritage.</li> <li>• The covenants could restrict future use</li> <li>• Listed status could restrict development</li> <li>• Access to the site is difficult</li> <li>• Limited potential for expansion of car parking</li> <li>• Noise of the main road (A45)</li> <li>• Gradient of the site is steep</li> <li>• The current condition of the buildings, the need for further investment - facilities and heating is poor and the farmhouse has limitations in terms of providing good office accommodation</li> <li>• Need for CCTV and other security measures impacts on heritage</li> <li>• Signage needs improving</li> <li>• Limited interpretation of site at moment</li> <li>• Improvements needed for better accessibility to wider audience</li> <li>• Don't have a strong public profile as a heritage site</li> <li>• Don't have staff dedicated to marketing and development of audiences</li> <li>• Isolated location, partially surrounded by woodland could be a security risk</li> <li>• Location of public toilets - having to cross the site to get to the toilets from the Low Barn</li> </ul>

<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Develop facilities and programmes for schools to make more use of facilities on week days in term time</li> <li>• Develop new audiences- with BME visitors and increased community use</li> <li>• Heritage Open Days</li> <li>• Heritage Lottery Fund support</li> <li>• Close to residents- local community close by</li> <li>• Listed building status</li> <li>• Possible partnerships with neighbouring heritage sites e.g. Iron Age Hill Fort and Ironstone Rail Museum</li> <li>• Opportunity to develop landscape and woodlands around the site and numerous activities</li> <li>• The original 'untouched' condition of Mrs Burman's cottage could be developed as an interpretation centre</li> </ul>	<ul style="list-style-type: none"> <li>• Changing funding environment always an issue</li> <li>• Reliance on short term project funding</li> <li>• Possible objections from surrounding neighbours if increased visitor numbers</li> <li>• Future developments could conflict with the income generation of the site</li> <li>• Deterioration of the site and knock on effect in terms of bookings etc if there isn't further investment</li> </ul>

## 5.2 STEEPLE analysis

This analysis examines the external factors which may impact on HHC, including; **S**ocial, **T**echnological, **E**nvironmental, **E**conomic, **P**olitical, **L**egal and **E**ducational factors.

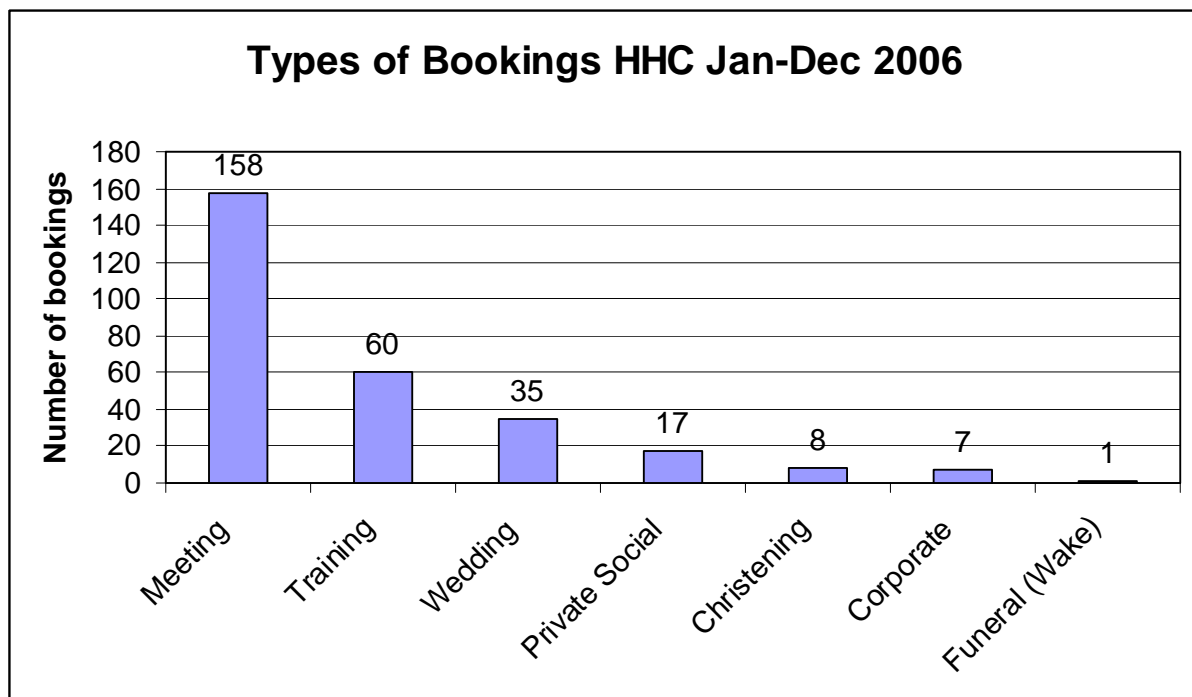
**Table 8 STEEPLE Analysis**

<p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Increased housing need pressure leading to expansion of Northampton (e.g. Upton development)</li> <li>• Site becoming within urban area rather than rural.</li> <li>• Disenfranchised local youth – not respecting site – vandalism</li> <li>• Some people nostalgic for bygone age as world becomes more technological</li> </ul>	<p><b>Technological</b></p> <ul style="list-style-type: none"> <li>• Increased use of Internet – raised expectations of quality of information available in that medium.</li> <li>• CCTV and other modern technology detracting from heritage element</li> <li>• Opportunities to use technology for interactive displays and/or cameras to watch bats and nesting birds</li> <li>• Expectations from young people for exciting technology interaction?</li> <li>• Possibility to explore developing the site as an exemplar of renewable energy</li> </ul>
<p><b>Environmental</b></p> <ul style="list-style-type: none"> <li>• Funding available for preservation of wildlife habitats.</li> <li>• Growing awareness of environmental issues.</li> <li>• Possible opportunities to work with new developments including the River Nene development and the Northampton Agriculture Museum</li> </ul>	<p><b>Economic</b></p> <ul style="list-style-type: none"> <li>• Funding for Voluntary Sector from Local Authorities and other government agencies (e.g. DEFRA) shrinking.</li> </ul>
<p><b>Political</b></p> <ul style="list-style-type: none"> <li>• "Out of Class Room Learning" Manifesto</li> <li>• Growing Schools, a government education programme focusing on food, farming and the countryside</li> <li>• The Year of Food and Farming (September 2007 to July 2008)</li> </ul>	<p><b>Legal</b></p> <ul style="list-style-type: none"> <li>• Disability Discrimination Act</li> <li>• Race Relations Act</li> <li>• Data Protection Act</li> <li>• Child Protection Legislation</li> <li>• McPherson Report</li> <li>• Health and Safety Legislation</li> </ul>
<p><b>Educational</b></p> <ul style="list-style-type: none"> <li>• Push for children to have greater connection with where food comes from.</li> <li>• Changes to National Curriculum.</li> <li>• New Education Government agendas- see above</li> <li>• Pressure on school budgets.</li> </ul>	

## 6 Current audiences

### 6.1 What do we know about them?

Currently, the main source of visitors to the Hunsbury Hill Centre (HHC) are people attending events, meetings and other functions held in the High and Low Barns, and staff, volunteers and other contacts in the daily course of business of Northamptonshire ACRE. Types of activities are given in figure 5.

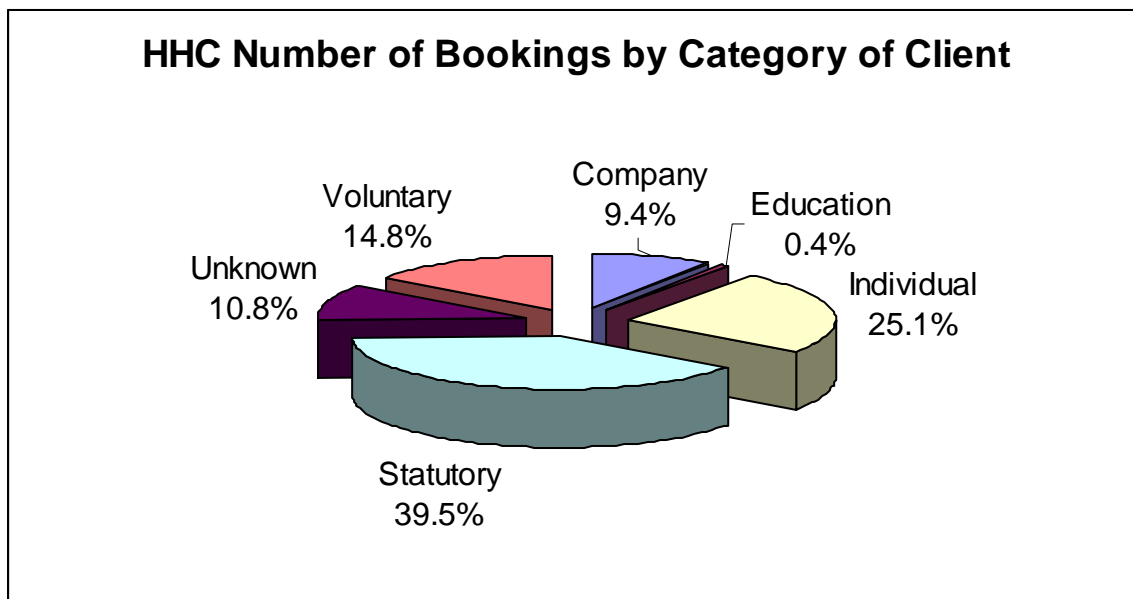


**Figure 5** Types of bookings by current users Jan - Dec 2006  
(Wedding category includes civil ceremonies at the centre and receptions. Christening category is meal/social event only not religious ceremony, similarly for Funeral)

Around 12,000 people visit HHC a year (based on estimate figures from Low and High Barns booking information).

Occasional school parties have been taken on accompanied tours by a volunteer, who formerly lived on the property when it was a working farm and still lives in the workers cottage on site. This has been an informal arrangement and has been initiated by the schools, rather than an organised programme of school visits, but demonstrates an interest from local schools.

From the analysis of NACRE's record of bookings for 2006, the different category of users includes: individuals; statutory organisations; companies and the voluntary sector. A breakdown of the proportion of use by these categories of client is given in figure 6.



**Figure 6** Number of bookings Jan-Dec 2006 by category of Client  
(does not include internal use of rooms by NACRE)

Of the 76 respondents who answered the 'existing users' and the 'on site' questionnaires, 38% stated that the purpose of their visit was to come to meetings, 64% to social events, such as weddings, parties, etc, and 7% to community events. A small number of community groups regularly use the site, such as the Hunsbury Women's Institute and BTCV, which runs a volunteer group who work on site.

There are currently very few school groups using the site (1%), which is not surprising given that the Centre does not currently promote itself to the education sector.

### **6.1.1 Profile of Existing Users**

Analysis of replies from existing users who returned the questionnaires indicates that they are predominantly:

- Female (70%)
- White (86%)
- Employed (71%)

Just over half (52%) have dependent children in their households.

The majority, (30%) are aged between 46-60 years old, followed by the younger adult age bracket of 21-35 year olds, (29%), no respondents were below the age of 20 years.

Out of the remaining group of existing users (14%) are retired, (1%) are students or unwaged (7%). Very few, (7%) have described themselves as of other ethnic backgrounds. Those that do describe themselves as mixed (1%) and (3%) who described themselves as Black/Black Asian or Asian/British Asian.

Only (1%) of existing users who responded to the questionnaire described themselves as disabled.

### **6.1.2 Interest in visiting heritage sites**

Existing users were asked about their interest in visiting heritage sites and how regularly they make visits.

From the data collected it appears that the majority of existing users are quite interested in visiting heritage sites, (72%) with only (5%) not interested.

Most visit at least once a year, (44%) or every 3 months, (30%) with a small group (7%) visiting once a month.

### **6.1.3 Interest in visiting HHC**

Existing users were also asked whether they would be interested in visiting HHC (as a heritage site, as opposed to a venue for meetings/functions) to gauge how popular the site may be with visitors who are already familiar with it. Their responses are as follows:

- Very interested (7%)
- Quite interested (67%)
- Not interested (18%)

### **6.1.4 Visitors perceptions about HHC**

The most highly rated aspects of HHC amongst existing and current users are the setting (91%) and the accessibility of the location (70%).

This is supported by comments from the focus groups when asked to describe what they like the most about the site:

- *The feeling of tranquillity*
- *Feeling of history created by the buildings and the landscape*
- *Opportunities the site offers*
- *Natural beauty of the buildings and the grounds*
- *You can visualise what it was like in the past*
- *The view from the steps is lovely as you can take in the whole vista of the surrounding landscape*
- *Importance of having rural green areas amongst urban built up areas*
- *Historical site in it's own right*

Results, percentages are based on a total of 69 responses. Results combine data from the existing users, the on site and general questionnaires (including any respondents who have previously visited the site).

Question asked: **‘What did you like most about the site?’**  
(Q 6 in general questionnaire, Q2 in existing user’s questionnaire)  
Options given:

- A The setting – a semi-rural quiet setting
- B Facilities for meetings and community use
- C Helpful staff
- D The woodland
- E The architecture of the farm buildings
- F The ‘original’ condition of the buildings and site
- G Easily accessible location – close to main roads and the motorway

**Table 9 Results of ‘What did you like most about the site?’**

	A Setting	B Facilities	C Staff	D Woodland	E Architecture	F Original	G Accessible
Total	63	22	32	16	41	32	48
Percentage	91%	33%	46%	23%	59%	46%	70%

The least rated aspects of the site include the woodland, (23%), perhaps because visitors are unaware of the full extent of the site and the existence of the Spinney Wood.

The site facilities also scored fairly low at (33%). Key concerns relating to the facilities and services currently offered at the site focus on the following:

- The ‘basic’ condition of the facilities
- Conditions of the car park
- Limited number and location of the toilets
- Access difficulties on site

Table 10 compiles the number of times key issues were raised both in the questionnaires and at the focus groups.

**Table 10 Number of times key issues were raised both in the questionnaires and at the focus groups**

Concerns	No. of respondents who commented on this issue	Number who suggested this at the focus groups/staff mtg	Total number of people who suggested this idea
Basic facilities	6	3	9
Condition of the car park	7	2	9
Toilet provision- limited number and location	4	2	6
Access around the site	2	2	4
Other concerns	5*		

\*Other concerns included the traffic noise, acoustics and the temperature in the high barn

## **6.2 Profile of non-users- who are they?**

The groups of people, who are not currently 'involved' with HHC can be drawn together from a number of sources including:

- NACRE's database of previous users
- Questionnaires completed by existing and current audiences
- Focus group consultation workshops
- Discussion with partners and stakeholders

They are:

- General public
- Visitors with disabilities
- BME visitors
- Elderly visitors
- Schools and other education groups
- Young People
- Socially disadvantaged/low incomes
- Family groups

## **6.3 What are the barriers to involvement?**

Table 11 below summarises the groups of people who can generally be considered as missing or potential audiences for HHC, the relevance of the project to them and likely barriers and motivators to their involvement.

**Table 11 Possible Barriers for Specific Audiences**

<b>Audience</b>	<b>Interest/Relevance</b>	<b>Possible Barriers to Involvement</b>	<b>Possible Motivators</b>
General Public Local people, Visitors, Tourists	Recreation, learning, exercise, appreciation, special interest in subject matter, e.g. agricultural history, model farms, environment etc	Perceived lack of relevance/interest Lack of knowledge about what the site offers Lack of time Too far away Transport	Access to information, awareness raising Open Day programme with different things to see/do on site throughout the year Free or small admission charge
Family Groups	Recreation, learning, doing activities	Lack of knowledge Lack of time	Child friendly marketing, good facilities, activities programme, multi- media interpretation Free or small admissions charge
Elderly/older people	Recreation, learning, exercise, appreciation, special interest in subject matter e.g.: agricultural history, model farms, environment etc	Access to and cost of transport Physical mobility Gradient of the site Lack of knowledge Concerns regarding personal safety	Easy access Transport supplied Supported activities(e.g. with signers) Sharing their knowledge e.g. school projects Health & exercise Social activity
Visitors with Disabilities	Recreation, learning, exercise, appreciation	Access to and cost of transport Getting around the whole site Gradient of the site Quality of facilities Lack of clear info on accessibility Concerns regarding personal safety	Good surfaces, seating Clear info about what's available Appropriate access info in different formats Supported activities e.g. signers, mixed media interpretation, volunteers to assist Social activity
BME visitors	Perceived lack of relevance/interest	Unfamiliarity, Perception, cultural difference, language barrier, lack of knowledge	Special targeted events Translation provided, social events

<b>Audience</b>	<b>Interest/Relevance</b>	<b>Possible Barriers to Involvement</b>	<b>Possible Motivators</b>
Schools/ FE and HE institutions	Learning, strong links with National Curriculum and new Education initiatives Possible student placements	Lack of knowledge about what the site offers Lack of time Too far away Not relevant to some teaching subjects Cost of hiring transport	Clear promotional material Provision of a schools programme of activities which relates to National Curriculum Good facilities for groups Provision of good quality resource materials Free or small admission charge
Young People	Recreation, Events and activities Health- Woodlands assault courses, green gyms	Not interested, no relevance Lack info/awareness Financial constraints Access to transport Lack of time	Fun, social events Cheap or free Something to do Coursework opp's e.g. local history projects voluntary activity, develop a sense of ownership Doing 'new' things Reflects their interests Social
Socially disadvantaged/ low income	Perceived lack of relevance/interest	Perception, relevance, cost, transport, intellectual access, financial constraints	Cheap or free, supported activity, skills development, expanding horizons, increased self esteem

## 7 Future audiences

### 7.1 Potential and objectives

When examining the potential for new audiences at any heritage site it is important to consider the key objectives of the organisation to fully understand why the organisation wishes to develop new audiences and what the opportunities and constraints of developing audiences may be. This is important to ensure that proposals are both realistic and achievable.

The Hunsbury Hill Centre has considerable potential to expand its existing audience base and develop new audiences. It is a unique and distinctive site with considerable original character and is believed to be one of the earliest model farms in the county and perhaps the best preserved. The Centre is located on land which has an ancient history but has been developed over recent years to accommodate residential housing developments, although a reasonably large area of woodland still exists.

These signs of past and present and the original character of the site are real assets in terms of the sites educational value providing a wealth of themes and topics that relate to the National Curriculum, which could be explored by pupils and older students from local colleges and universities. Possible topics which relate to the National Curriculum include:

- History: a way of life, how people lived and worked on the farm
- Local history study: topics for individual coursework assignments
- Science: wild life and mini beasts
- History: Britain 1750-1900 industrialisation changes in agriculture and rural life
- Geography: changes in land use, how and why places change
- History: invaders and settlers
- Art: architecture of the farm buildings, design of the site, wildlife studies
- Cross curricula projects
- PE: orienteering, map reading
- Environmental studies: tree and plant studies, woodland management

The site also has considerable potential to provide a real resource for the local community. Local people would enjoy visiting and learning about the site and engaging in a variety of activities on scheduled Open Days. Community or after school groups would also benefit from utilising the facilities and a programme of activities and events.

The audience development objectives and menu of potential projects, which are proposed in this report, have been developed to compliment the vision of NACRE (see section 2.2).

The objectives also take into account; the nature of the site and the organisation, the recommendations put forward in the Access Plan and Conservation Management Plans and the preferences expressed through the consultation (see section 7.2).

## 7.2 Audience Development Objectives

This study recommends that the HHC Restoration Project Steering Group adopts the following as objectives for its audience development work at HHC.

1. Promote the educational value of HHC to schools, FE and HE providers locally and regionally.
2. Promote the better understanding and enjoyment of HHC as a unique heritage site amongst wider audiences particularly those who are currently under-represented in visiting the Centre.
3. Improve existing audiences understanding and enjoyment of HHC through enhanced facilities, services and information provision.
4. Raise awareness of HHC and its enhanced facilities and services regionally and nationally.
5. Develop partnerships and build relationships with local groups and organisations to explore joint working/funding opportunities.

## 7.3 Potential of the site – Evidence of views of existing users

Respondents who were already familiar with the site (existing users or current users) were asked to express how they would like to see the site being developed in the future.

Question asked '**How would existing users and current users like to see the site to be developed?**'

(Q4 in existing user's questionnaire and on site questionnaire).

Options given:

- A Create workshop spaces which could be hired out for rural/craft trades
- B Develop an education facility which could be used for talks and workshops
- C Display text panels and artefacts around the site describing farm life
- D Develop a woodland trail and guided walks for school children and other visitors
- E Create a small visitors centre to introduce visitors to the site

The most popular ideas for the development of the site are:

- D Developing a woodland trail: 33%
- B Establishing an education facility: 31%
- A Creating the workshop spaces:19%

This order of preference is the same for respondents who have children, with a slightly more emphasis placed on the first choice of a woodland trail.

- Developing a woodland trail: 48%
- B Establishing an education facility: 28%
- A Creating the workshop spaces:11%

Both the BME and respondents with disabilities cite these three ideas as their top three preferences as well.

Other ideas and suggestions which have emerged from the questionnaires and discussions with members of the community, young people at Northampton Youth Forum and staff at NACRE include:

**Table 12 Ideas from consultations**

<b>Ideas</b>	<b>Number who suggested this in the questionnaires</b>	<b>Number who suggested this at the focus groups/staff mtg</b>	<b>Total number of people who suggested this idea</b>
Small farm/animal petting area	2	4	6
Café/ Coffee Shop	2	2	4
Develop Mrs Burman's Cottage into a living museum/exhibition space	0	6	6
Area for craft makers to make and sell their work	2	2	4
Develop the woodlands into an activity area – green gym, assault courses, high rope walks etc	2	2	4
Create an 'indoor' camping base for groups to use for camping e.g. Scouts, Guides Duke of Edinburgh groups Run residential courses to develop young people's skills in orienteering, expedition skills etc	0	2	2
Nurture the woodland, planting schemes, woodland walks and activities, bird hides	0	5	5
Make a model energy efficiency and environmentally friendly farm	0	1	1
Develop allotments for school pupils/young people to manage	0	2	2

Other ideas include:

- *Art exhibitions*
- *Cycle sheds to encourage visitors to cycle to the site*
- *Demonstrations of activities which happened on the farm in the past e.g.- butter churning etc*
- *Historical games and activities in the woodlands- archery, paintball etc*
- *High ropes assault course in the woods*

#### **7.4 Target Audiences - Existing and New**

In summary, this report recommends that audience development work be carried out with existing and new audiences to encourage their greater enjoyment, awareness and understanding of the heritage value of HHC.

Existing audiences are those who are primarily coming to the Hunsbury Hill Centre for meetings, training events, weddings and other community activities. These audiences are using the site as a venue, rather than specifically interested in the heritage of the site (although the historic character and rural setting may influence the choice as a venue). From 2001 Census data and available data on past bookings, the current audiences can be assumed to be predominantly white, employed, relatively affluent and living within a 10 mile radius of HHC. The majority are either between 21-35 years or aged 46 years and over.

New audiences which could be developed include: the general visitor as tourist interested in heritage; schools; family groups; local and neighbouring populations and the following under-represented individuals and groups: Black & Minority Ethnic communities; disabled people, people on low income and young people.

## **8 Audience Development Programme**

This section builds on the analysis of existing and new audiences presented in the last sections (6 &7). It includes a menu of recommendations for potential audience development projects which are designed to improve audience engagement. Project ideas have been informed by audience's preferences identified through the consultation. Additional analysis of these preferences and evidence of need can be found in Appendix A.

This programme represents a first stage of work to increase awareness, understanding and involvement of people in the heritage of HHC. Final decisions on the priorities, the scale of activities and mechanisms for delivering the audience development programme will need to be decided during the next stage of the project planning process with the HHC Restoration Project Steering Group. Some projects may need to be worked up more fully following further consultation with project partners and/or stakeholders. Where further consultation is necessary, this is identified in the action plan (section 9).

### **8.1 Awareness raising**

This study proposes that a priority for NACRE is to raise awareness of the heritage value of the site. Although more than 12,000 visitors currently using the site each year these visitors are visiting the Centre for a different purpose, primarily to use the facilities for meetings, community and public events. They are not visiting specifically for the heritage value of HHC, although many appreciate the unique qualities of the site and its location.

The emphasis of any further marketing and publicity needs to focus on profiling HHC as a unique heritage site in Northamptonshire, which provides new opportunities for audience engagement through:

- An exciting and stimulating educational programme
- A varied, family friendly programme of Open Days designed for the general public
- Opportunities for scheduled visits by individuals and groups
- Excellent facilities for hire for meetings and social events

Improved marketing and promotion will complement the income generation stream of the site attracting new audiences to book the current facilities.

#### **8.1.1 Recommendations - Awareness raising**

This should be done by a variety of methods, including:

- a) The design of a new promotional leaflet to include further information about the heritage value of the site made widely available through tourism outlets and distribution networks.
- b) The design of an attractive promotional flier aimed at the schools market, with clear details of the type of facilities, services and activities available for

schools. To be distributed through direct mailouts to schools and through the council's distributions systems.

- c) The re-design of the website to make it more attractive, inclusive, user friendly and accessible to diverse audiences.
- d) A press campaign to follow the restoration of HHC including; written material in the local press, parish and other community magazines, use of the local radio and TV networks.
- e) Developing an up to date and comprehensive database of contacts in schools (particularly the History/Geography Coordinator or Heads of these subject areas) to ensure that information can be e-mailed as well as posted to teachers.
- f) Explore the possibility of the Education Department hosting conferences and training days (possibly at a reduced rate) to promote the site to teachers. Direct face to face marketing and building working relationships with individuals is the one of the most successful ways of marketing to teachers.

### **8.1.2 Evidence of need - Awareness raising General Public**

Question asked '**How would you like to be kept informed about the project?**' (Q13 in general questionnaire, Q16 in existing user's questionnaire). Options given:

- A Web based information
- B E-mail
- C More information through the press
- D Leaflets
- E Displays
- F Other

The majority of respondents who answered this question expressed a preference for leaflets (49%) and the use of advertising in the press (42%) and through the website (39%). The least popular marketing methods are displays (15%) and the use of e-mail (22%).

In contrast teachers who replied expressed a strong preference for using e-mail contact, (67%) followed by a mail shot's of information (22%) and use of fliers (11%).

Additional ideas which were put forward at the young people's focus group session include:

- Use advertising spaces in shopping centres etc
- Web based adverts
- Involve young people in the design and production of any marketing materials

## **8.2 Access improvements**

There are a range of recommendations (outlined in detail in the Access Plan) which should be developed to ensure that all visitors to the site have a safe and enjoyable visit. The needs of under represented groups need to be considered and fully integrated into all future developments at the site including; publicity, marketing, interpretation, education, events and activities, facilities and services.

### **8.2.1 Recommendations - Access improvements**

Access improvements should include:

- a) Improve access to and on the site following the recommendations in the Access Plan, to include: provision of a clearly marked parking area for minibuses with a safe pedestrian route into the grounds, appropriate number of 'blue badge' parking bays and provision of way-markings, hand rails, clear signage and seating across the site and provision of a clearly printed route plan. For further details see Access Report section 4.5.
- b) Provide interpretation of the site in multi-media formats to ensure it is accessible to different audiences e.g. text, audio, audio-visual, handling artefacts etc. Use interpreters and BSL signers to present face to face material at some events. For further details see Access Report section 6.3.
- c) Utilise alternative marketing formats aimed at under represented audience's e.g. large print versions of leaflets, audio information on talking books, Braille, large print papers. Utilise alternative marketing strategies using the network of 'commendation channels' for underrepresented groups identified in the Access Report section 6.4.
- d) Ensure any further publicity leaflets use inclusive design, following the recommendations in the Access Report section 6.4. Promotional leaflets should for example include; clear details of travel information and concessionary parking.
- e) Ensure any re-design of the website complies with the minimum W3 C web access standards, for further details see Access Report section 6.4.
- f) Develop relationships with under represented groups to proactively promote events and activities e.g. taster days, supported by interpretative services as recommended in the Access Report section 6.4.

### **8.2.2 Evidence of need - Access improvements**

See Access Plan sections 4.3 and 4.4 for detailed notes of discussions with disabled and BME groups and individuals.

## **8.3 Partnership development**

This study recommends that NACRE utilises its expertise in building mutually beneficial partnerships by developing strong relationships with local groups, organisations and regional agencies in the area, particularly local schools and community groups.

Consultation with stakeholders has identified a number of potential partnerships which could develop into joint working opportunities and possibly mutually beneficial funding opportunities.

### **8.3.1 Recommendations - Partnership development**

These should include:

- a) Continuation of the partnership with BTCV, (the UK's leading practical conservation charity helping local people improve and look after their local environment), to look at working together on projects such as; management of the woodland, meadow and Spinney Wood, public activities programmes and access projects e.g. the development of an accessible path around the periphery of the site.
- b) Partnerships with The University of Northampton, e.g. the Education Department would be interested in its students supporting the development of resource materials for teachers and pupils to use on site. The History Department are also interested in their students undertaking heritage placements at HHC.
- c) Involvement of local community groups e.g. the Hunsbury Rural Association which is a local outreach group of adults with learning difficulties. The group could be involved in a variety of different projects including; voluntary work placements, such as leading tours of the site, invigilation in the resource/exhibition areas, assisting school groups.
- d) Partnerships with other heritage sites for example the Ironstone Railway Trust. Mutually beneficial projects could include; joint marketing and publicity, joint Open Days and other events, use of the car park at the Hunsbury Country Park to provide a shuttle bus service to HHC on Open Days, etc.
- e) Developing a Friends of HHC Association to support the future development of the site through volunteering, profile and fund raising activities.
- f) Creating a group of community volunteers/local guides who could be involved in supporting Open Days and other public events and to support visitors with disabilities.

### **8.3.2 Evidence of need - Partnership development**

See **Appendix B** for detailed notes of discussions with potential partners/stakeholders.

## **8.4 Information and interpretation**

HHC needs to develop an implement an interpretation programme which ensures the Centre is as relevant, accessible and interesting to as wide a range of people as possible.

There are a number of possible key themes which could be explored in detail. These include:

- Ancient local history of the area including Hunsbury Iron Age Hill Fort
- History of the farm – who lived there and how it was used
- History of farming and changes in agriculture
- Architecture of the buildings
- Local geography of the area and changes to the environment
- Wildlife in the neighbouring woods

Evidence from the consultation suggests that the most popular themes are:

- The ancient local history of the area including Hunsbury Iron Age Hill Fort (72%)
- The history of the farm – who lived there and how it was used (71%)
- The wildlife of the surrounding area (57%)

Less interest was expressed in the architecture of the site (41%) and the agricultural history (39%).

Similar preferences were expressed by respondents with children, although there was a larger percentage who were interested in learning about the history of the farm (85%) and a higher percentage (68%) as opposed to (57%) who were interested in the wildlife.

Teachers who were interested in visiting the site expressed a particular interest in their pupils learning about the:

- History of the farm, who lived and worked there (88%)
- Local geography of the area and changes to the environment (88%)

They were not as interested in the wildlife and the architecture of the site.

#### **8.4.1 Recommendations - Information and interpretation**

These should include:

- a) Develop an Interpretation Policy & Strategy for the site which is appropriate for diverse audiences including; schools, community groups, the general visitor and under represented individuals and groups. The strategy should explore the different opportunities for theme based interpretation, with particular focus on the;
  - Ancient local history of the area including Hunsbury Iron Age Hill Fort
  - History of the farm – who lived there and how it was used
  - Local geography of the area and changes to the environment
  - Wildlife in the neighbouring woods

The Interpretation Strategy should also take into account visitors preferences and the needs for multi-media formats to ensure access of information for all.

- b) An attractive, well designed information leaflet/booklet about the history of the farm and the surrounding area with photographs of the site comparing the past

and present day, a site plan identifying key features of interest and information about facilities and activities.

- c) Develop Mrs Burman's cottage into a small Interpretation Centre with displays including; photographs, census material, and maps etc of the history of the farm and the previous tenants and families who lived there. This could include specially commissioned films covering the history of the area, making connections with the Hunsbury Iron Age Hill Fort. The Interpretation Centre could be used by school groups during the week as part of their visit and opened up to the general public on 'open days'. It could also potentially be open to general visitors to the site who have booked the meetings room when not in use by school groups.
- d) Commission a 'living local history' film which documents the history of the farm and the surrounding area. This could include; interviews with Dick Rose (who ran the farm until the 1970's) and his family about living and working on the farm, archive footage of the area, interviews with residents of the area who have witnessed the considerable changes to the area in the last 30 years.
- e) Commission computer interactives, touch screen computers located around the site with multi levelled information. Could include archive material, photographs, oral history interviews e.g. with Dick Rose and family, site plans, maps, activities, games, etc.
- f) 'Talks and walks' programme – special on site tours led by a trained member of staff or volunteers, for special interest groups or general visitors during Open Days. Topics could include:
  - History of model farms
  - Architecture of the farm buildings
  - Ancient local history of the site
- g) 'Hands on' multi-sensory interpretation. Could include:
  - Original or replica artefacts which can be handled e.g. milk churns, hay forks, etc
  - Buttons to press to hear sounds of animals in the barns and voice-overs describing life on the farm (possibly
  - Dressing up clothes - e.g. flat caps and aprons
  - Touching different materials- different crops, animals feeds etc
  - Old fashioned children's games e.g. coits, skittles etc
  - Drawing activities

#### **8.4.2 Evidence of need - Information and interpretation**

Respondents were asked to indicate their preferences regarding the type of interpretation that could be developed at the site.

Question asked: **'How would you like to find out this information?'**  
(Q8 in general questionnaire, Q11 in existing user's questionnaire)  
Options given:

- A Read a leaflet or booklet
- B Read text panels located around the site explaining different buildings and their use
- C Listen to a talk/tour by a member of staff
- D Use an audio guide around the farm
- E Watch a film explaining the history of the site
- F Handle original /replica artefacts
- G Use computer interactive programmes to learn about the site
- H Other

The majority of respondents who answered this question expressed preferences for the use of;

- B Text panels (71%)
- A Leaflets (59%),
- C Listen to a member of staff giving a tour of the site (51%)
- E Watch a film (44%).

The least popular form of interpretation is the use of audio guides (D - 20%).

Interestingly, respondents who had not visited the site were particularly interested in the use of a film to explain the history of the site (71%).

Respondents with children expressed the same views as the general visitor, but also expressed more of an interest in the use of film (42%) to interpret the site and handling resources (39%), as did the BME respondents.

The respondents with disabilities also expressed a preference for the use of leaflets, text panels, film and the opportunity to handle artefacts.

In contrast, teachers' least preferred options were text panels (38%). The majority of teachers who answered this question expressed preferences for pupils to be able to learn about the site through:

- Engaging in hands on activities (100%)
- Watching a film (75%)
- Using computer interactives (63%)

Further thoughts on the interpretation from the focus groups include:

- *Leaflet/booklet about the site – like the leaflet for Sulgrave Manor*
- *Information panels located across the site*
- *Trails with boards (or information paddles) that you pick up as you go round the site*
- *Have tiered information ,including large photographs of the farm and text*

- *In the woodland area have maps, leaflets and nature trails*
- *Could have different versions of the leaflet to link in with what would happen at farm at different seasons*
- *Sounds of the animals in the cattle sheds and voice over explaining the history of the site*
- *Need to update current leaflet as the site is closer to 250 years old*
- *Films, DVD about the history of the site*
- *Use maps, census materials, drawings, sales particulars, farming prints, papers from the record office about the Bouverie family in Mrs Burman's cottage to bring the history of the site alive*
- *Have examples of farm equipment /agricultural machinery on the site e.g. ploughs, drills, harnesses, milk churns, hand tools etc*

Further thoughts from staff at NACRE:

- *Tapes and commentary*
- *Handbook on the history of the site*
- *Interactive screens*
- *DVD audio tapes*
- *Information points*
- *Displays of ACRE'S work*

## **8.5 Activities and events**

It will be important for NACRE to develop a varied and interesting programme of events and activities as part of a scheduled programme of Open Days when the site is open to the public. These days should be aimed at a wide audience, including under-represented groups, and will help to develop the profile of the site – putting it on the tourist map but also offer opportunities for local residents and neighbouring populations to enjoy the site and make repeat visits.

Showcasing the site at regular intervals will also be important for marketing the commercial hire of the site.

### **8.5.1 Recommendations - Activities and events**

- a) Sensory farm trails around the site incorporating text panels at key points of interest with pictures, photographs, large text and questions of things to look for, etc. Panels could incorporate raised text and symbols for younger visitors and those with visual and learning needs and a site plan with 'you are here' information as well to enable visitors to easily orientate themselves.
- b) Woodland nature trail with different activities, e.g. identify flora and fauna, bird watching in the bird hide, bark rubbings, etc.
- c) Open Days, 3 or 4 days a year where the site is open to the general public with a programme of activities, e.g. demonstrations, craft workshops, performances, talks, story telling events, historical re-enactments, etc. Open Days could be themed programmed to reflect different seasons e.g. May Day, Midsummer, Harvest Festival, or different historical period e.g. celebrate ancient history e.g. build an iron age hut and try iron age cooking. Alternatively

days could be linked with national events e.g. Heritage Open Days, Architecture Week, The Big Draw, Family Learning Week, etc

- d) Events and activity programmes, developing a programme of activities for children and young people during the holiday periods and early evenings. This could be developed in partnership with BTCV and include activities such as arts and crafts activities, mini beasts hunts, guided walks, bird box making and watching activities.
- e) Development of an area in the woodland or the meadow (15.6 on the site plan) for health related activity e.g. wood based assault courses and green gym.

### **8.5.2 Evidence of need - Activities and Events**

Question asked '**What type of activities would you like to do when you visit?**' (Q9 in general questionnaire, Q12 in existing user's questionnaire)  
Options:

- A Activity days/organised events
- B Farm trail
- C Handling sessions exploring original/replica artefacts
- D Hands on interactives - dressing up role playing etc
- E Nature/woodland walk
- F Practical workshops
- G Specialist lectures on aspects of local history, farming/agriculture
- H Other

The most popular ideas regarding the different types of activities and events which could be developed at HHC for visitors include the;

- E Nature walks (76%)
- B Farm trails (67%)
- A Activity days (58%).

The least popular idea from the respondents who answered this question was the development of hands on interactives (23%).

Respondents with children expressed a slightly higher preference for farm trails (79%) but were also interested in nature walks (76%) and activity days (65%). Their least favourite idea as perhaps anticipated was the lecture programme (21%).

Respondents with disabilities expressed particular interest in the activity days and lectures.

The most popular types of activities for teachers are special events such as storytelling sessions, living history days, demonstrations etc (100%), followed by handling sessions where pupils would have the opportunity to handle original or replica artefacts (75%).

The least popular activity for teachers was nature trails (25%).

Further thoughts on the types of activities and events which could be made available from the focus groups include:

- *Rural skills- e.g. hedge laying, stone walling and rural crafts should be developed – basket making, wood turning - links with BTCV*
- *Outdoor theatre, music events – the site offers a natural amphitheatre e.g. the types of events put on at Delapre Park*
- *Have open days 2/3 times a year – tie in with the seasons*
- *Teaching history – learn about what life was like on the farm, dress up see the range for cooking in Mrs Burman's cottage*
- *Themed events different periods e.g. farming in the C19th different seasons – the farmers year*

Comments from young people:

- *Practical workshops e.g. arts and crafts, themed seasonal activities*
- *Music, dance drama activities – develop a recording studio for young people to use during the holidays/weekends*

Comments from staff at NACRE:

- *Role play farm activities*
- *Historical re-enactments and banquets*
- *Family Day's out*
- *Local craft events*
- *Archery and joisting*
- *Showcase NACRE's work and projects*

## **8.6 Facilities and services**

A number of projects focus on the provision of improved facilities and services to make the Centre more appealing and accessible to existing and new visitors and in particular more relevant to key 'under represented' audiences.

It is important to provide all visitors with the appropriate quality and quantity of facilities and services to ensure an enjoyable, supportive and safe visit.

Poor facilities can be a real deterrent to visiting and will not only put visitors off making a return visit, but will also impact on those who are booking the site for meetings, conferences, etc.

Given the potential schools market, NACRE will need to ensure it has the appropriate facilities to accommodate school groups. It is likely that most schools would bring up to 60 pupils (to fill a coach) and would be likely to spend at least half a day or a full day on site. Certain facilities will be essential to accommodate school groups, including: a safe drop off point for coaches, adequate toilet provision and sinks to wash hands, an indoor or covered outdoor space for eating lunch and an area to leave bags and coats.

### **8.6.1 Recommendations - Facilities and services**

These include:

- a) Improvement of the current kitchen facilities.
- b) Improvement of the current toilet provision to have more adapted unisex toilets available on site and toilets located close to the new education/resource room.
- c) Indoor seating area or covered outdoor area for groups to have a packed lunch.
- d) Secure space to store coats and bags (particularly for school groups).
- e) Improved car parking.
- f) Safe drop off point for coach/mini bus parties.

### **8.6.2 Evidence of need – General Public Facilities and services**

Question asked '**How important are the following to you when you visit a heritage attraction?**'(Q12 in general questionnaire, Q15 in existing user's questionnaire)

Options:

- A Good access where possible around the site including wheelchair access
- B Multi-sensory interpretation
- C Toilets/disabled toilets
- D Baby change facilities
- E Secure parking close by
- F Information about the site provided
- G Refreshments facilities & space to eat indoors/outdoors
- H Clear signage on and off site
- I Adequate seating
- J Child friendly staff

The survey found that the most important factors for the general visitor when visiting heritage sites (which they ranked as their 1<sup>st</sup> choice) are:

- Access (26%)
- Information (23%)
- Toilets (16%).

Factors which were ranked as their 2<sup>nd</sup> choice include; parking (18%) and refreshments (14%).

The least important factors which respondents ranked as their 10<sup>th</sup> choice include: baby change facilities (35%), multi-sensory interpretation (23%) and seating (13%), (16%) ranked how child friendly the site is as their 9th choice.

**Table 13 Overall ranked order of priorities for ‘How important are the following to you when you visit a heritage attraction?’**

Option	Ranked order
C Toilets/disabled toilets	1
F Information about the site provided	2
E Secure parking close by	3
A Good access where possible around the site including wheelchair access	4
G Refreshments facilities & space to eat indoors/outdoors	5
H Clear signage on and off site	6
J Child friendly staff	7
I Adequate seating	8
D Baby change facilities	9
B Multi-sensory interpretation	10

Family groups expressed similar preferences, however factors such as the site being child friendly and having baby change facilities were considered more important and rated more highly than the general visitor. Factors which they ranked as their 1<sup>st</sup> choice included:

- F Information (25%)
- A Access (20%)
- J Child friendly staff (13%)
- G Refreshments (13%).

The least important factors were largely consistent with the general visitor. Factors which they ranked as their 10<sup>th</sup> choice included multi-sensory interpretation (17.9%), seating (14.2%) and signage (13.8%).

Only 1 respondent with disabilities answered this question. Their preferences are similar to the general visitor with a strong focus on access, toilets and parking. Access was ranked as their 1<sup>st</sup> choice, toilets ranked as their 2<sup>nd</sup> choice and parking ranked as their 3<sup>rd</sup> choice.

The least important factors given were signage ranked as their 10<sup>th</sup> choice, baby change facilities ranked as their 9<sup>th</sup> choice and child friendly ranked as their 8<sup>th</sup> choice.

The 4 BME respondents who answered this question expressed similar views with a strong emphasis on access, parking, and the provision of information, toilets and refreshments. Least important factors were baby change facilities and multi sensory interpretation.

Similar concerns were identified at the focus groups, about improving current facilities:

- *Improve toilets (quantity and access)*
- *Improve current kitchen facilities e.g. the kitchen close to the High Barn, needs improving and access is difficult for catering due to the stairs – suggestion to locate a kitchen at the back of the High Barn?*

- *Need to upgrade kitchen facilities and toilets as they will stop people from using the site if they are not upgraded Need to improve surfaces of the paths dangerous during daytime, hazardous at night*
- *Concerns about the rails in the car park that people could fall over them?*
- *Need to improve lighting – the site is difficult to navigate for evening meetings*
- *Signage needs to be improved – get lost going through the housing estate and also signage from the main roundabout*

And the need to develop new facilities:

- *Need a covered area for groups to eat packed lunches*
- *Places to leave coats and bags*
- *A refreshments area*
- *Benches and picnic areas in the woodland*
- *Develop a café on site*
- *Could look at developing a park and ride scheme with the Ironstone Railway Trust Park at the Country Park and then catch the bus to the site*

### **8.6.3 Evidence of needs – Schools- Facilities and services**

From the data collected and discussions with teachers, it is likely that most school parties would want to bring up to 60 pupils (2 classes to fill a coach). 50% of teachers said that they would bring 30-60 pupils (approximately a coach load) with less, 17% preferring to bring a smaller group of 15-30 pupils.

The majority (42%) would prefer to stay for half a day, whilst 33% were prepared to stay for a full day.

The survey found that the most important factors for teachers when visiting heritage sites (which they ranked as their 1<sup>st</sup> choice) are:

- *How child friendly the site is (57%)*
- *Provision of information (28%)*
- *Provision of multi-sensory interpretation (14%).*

Factors which were ranked as their 2<sup>nd</sup> choice include: the provision of a room for workshops (57%), an eating area (28%), closely followed by the provision of toilets and a drop off point, these were ranked by 28% of teachers as their 3<sup>rd</sup> choice.

Types of facilities and services requested - noted from meetings with educators:

- *An education room*
- *Plenty of toilets*
- *Covered area for lunches*
- *Risk assessments*
- *Address marketing material to the Coordinators of Art, History etc*
- *Instead of a shop – include in the entrance price a £1.00 goody bag with printed pen, rubber and notebook*
- *Clipboards*
- *Area for washing hands*

**Table 14 Ranked order of priorities according to Teachers**

Option	Ranked order
J Child friendly staff	1
D Room for workshops/talks	=2
F Information about the site provided	=2
G Space to eat indoors/outdoors	4
C Toilets/disabled toilets	5
E Drop off point for coach/minibus close by	6
B Multi-sensory interpretation	=7
I Space to leave coats and bags	=7
H Clear signage on and off site	9
A Good access where possible around the site including wheelchair access	10

### 8.7 Education Programme

If NACRE is to implement an Education Programme, it should be aimed at increasing the knowledge, appreciation and enjoyment of all visitors to the site, including existing and potential new visitors. It should offer opportunities for visitors of all ages to:

- Learn about the history and heritage of the farm and local environment
- Develop new skills
- Handle original or replica artefacts
- Engage in practical workshops
- Explore and discover the flora and fauna in the woodlands
- Participate in and enjoy a programme of special events and activities

The site has considerable educational potential for formal and informal education groups particularly given the recent developments in the education sector including the; focus on learning outside the classroom, growing schools, the health eating agenda and a growing interest in forest schools with their strong focus on environmental education (as outlined above).

In terms of the potential market for schools visits there are a total of 327 schools in Northamptonshire, (located in Northampton, Kettering & Corby, Wellingborough & East Northants, Daventry & South Northants). This includes; 9 Nurseries, 265 Primary, 2 Middle, 37 Secondary Schools, 1 Community College and 13 Pupil Referral Units.

Within close proximity to HHC are:

- 4 Secondary and 18 Primary schools within a 2 mile radius of HHC
- 10 Secondary and 62 Primary schools within a 5 mile radius of HHC

Educators who have visited HHC as part of the consultation have commented on the considerable potential that the site offers for school visits, particularly for schools from the Primary and Early Year's sector. Educators are keen to ensure that the site does not lose its historical integrity by being 'over developed' as the educational

value of the site lies in its 'original' condition and the opportunity it gives to compare past and present.

Educators have identified strong links with both the Primary and Secondary National Curriculum. Particular themes which are beginning to emerge include the opportunity to study:

- History – A Way of life, how people lived and worked
- Local History studies of the area
- History: invaders and settlers
- Geography – fieldwork of the land, how land has changed using records, maps of the area
- Geography GCSE and A' Level students could study – how land has changed, comparisons to other areas, environmental impact, etc

Given the focus on extended schools and the growth of after school activities there is every possibility that HHC could also become an active centre for after school activities. Partnerships could be developed with local schools in the area and with organisations such as brownies, scouts and guides, many of which are based within a short distance from HHC at the Abbey Centre.

### **8.7.1 Recommendations - Education Programme**

These include:

- a) Develop an Education Policy and Strategy for HHC, which complements and builds on the National Curriculum requirements. The strategy could be developed for an initial 3 year period and developed in consultation with an advisory committee of local teachers.
- b) Convert one of the foddering hovels or cattle sheds (on the site plan No.5 or No's. 8 or 9) into a multi-purpose resource room which can be used by schools, community groups, FE, HE and adult education groups. The room would need to accommodate a class – 30-35 pupils and approximately 5 adults, (for further information see section 8.7.8).

The room would be used for workshops, talks, watching films about the site, doing research, engaging in handling sessions etc. It would be available for schools to use during the week and booked by community groups in the evenings and weekends and used for public during open day events. Access could lead into the mini farm area as outlined below and into the meadow area.

- c) Develop the outer yard (no 15.3 on the site plan) into a mini farm yard, ensure that these former cattle sheds (no. 7 and 8 on the site plan) are structurally sound and safe with new steps, even floors etc. Cattle shed (No.8) could be developed into a small exhibition area with farm artefacts such as milk churns, hay forks, a combination of large photographs illustrating life on the farm and hands on activities e.g. touching buttons to hear the noise of cows in the shed. The open cattle sheds, (no 7) could be used as sheltered seating area with benches and tables. In the centre could be a number of small pens with chickens and goats which could be fed and handled under supervision.

- d) An Education programme of talks, workshops, handling sessions, farm trails, etc, aimed at primary and secondary schools. Activities should be informed by the National Curriculum and focus on key topics including:
- History: a way of life, how people lived and worked on the farm
  - Geography: changes in land use, how and why places change
  - History: invaders and settlers

There are a wide range of possibilities e.g.:

- Pupils become a character for the day using the census material to become a real character from the past
  - Pupils try traditional skills - e.g. stone walling etc
  - Pupils become building detectives- trails to find certain historical details of different periods- looking at the original condition of the site.
- e) An Environmental education programme utilizing the woodland, meadow and Spinney Wood (15.5, 15.6 on the site plan). This could include;
- Allotments/mini farm:  
Developing the meadow land at the back of the hovels and cattle shed (15.6 on the site plan) into an open space which includes allotments, organic vegetable gardens, mini fields – which could be tended by children from local schools in the area e.g. Hunsbury Park Primary School to provide opportunities for children to grow their own fruit and vegetables.
  - Nature trails in the woodland:  
Utilising the woodland area e.g. bird hides, nature trails looking at the changing seasons- changing flora and fauna, and the different activities which would have happened on the farm during those seasons schools.
- f) Partnership projects with local schools, e.g. social history project involving research undertaken by local pupils and residents which could be used for an exhibition on the site. Allotment project – where pupils develop the area of meadow land into small allotments to grow their own fruit and vegetables.
- g) Develop education resource materials – teacher's resource packs including pre and post visit ideas and activity sheets to do on site, paper trails in the farm and woodland, handling boxes, dressing up costumes, etc.
- h) Explore possible links with FE colleges, e.g. Moulton College, which runs course in agriculture education and other adult education networks.
- i) Develop links with the HE sector, e.g. The University of Northampton Education Department to look at the possibility of teacher training students developing education materials and the History Department to develop research links and research projects. Develop partnerships with Universities running Heritage/Museum studies courses, e.g. Leicester and Birmingham University to explore the possibility of students doing work placements as part of their course with a focus on developing education resources and interpretation materials.

### **8.7.2 Evidence of need - Education Programme**

Of the 12 teachers who completed the education questionnaire, 10 were from primary schools and 2 from secondary schools. Further consultation was also undertaken through face to face (on site) and telephone meetings with; 1 Primary History and Geography Coordinator, 2 Primary Head teachers, 1 University lecturer within the teacher training department and the Humanities Advisor for Northamptonshire. Information has also been collated from previous meetings with lecturers and Head teachers held by the Project Officer and Chief Executive of NACRE.

### **8.7.3 Teachers views on visiting heritage sites**

75% of teachers who responded rated heritage attractions/sites as 'quite' important to their teaching with (17%) expressing that these visits were 'very' important.

Half of the teachers who responded (50%) tend to visit a heritage site once a year, with a smaller number (8%) making more regular visits, once a term, and (25%) visit less than once a year.

Heritage sites which schools tend to visit include:

- Holdenby House (listed 5 times)
- Abington Park Museum (listed 2 times)
- Sulgrave Manor (listed 2 times)
- Pitsford and Brixworth Country Parks (listed once)
- Kettering Museum (listed once)
- Boughton House (listed once)
- West Lodge Rural Centre (listed once)

### **8.7.4 Teachers interest in visiting HHC**

Of the 12 teachers who completed the questionnaire, (17%) had visited HHC before.

(58%) of teachers expressed an interest in visiting the site with their pupils, (this included the majority of the primary teachers) (25%) which included both secondary teachers said that they were not interested in visiting the site. Reasons for not visiting included:

- Lack of relevance to their teaching
- Too expensive to travel there
- Not sure if there is enough to do
- Time restraints- difficult to fit in the syllabus into the current timetable without external trips

This indicates that the focus should be on the Primary and Early Years sector where there are strong links with the National Curriculum and less issues regarding timetable restraints.

Teachers who were interested in visiting the site expressed a particular interest in their pupils learning about the:

- History of the farm, who lived and worked there (88%)
- Local geography of the area and changes to the environment (88%)

They were not as interested in the wildlife and the architecture of the site.

Results, 8 teachers answered this question. No other suggestions (G) were given

**Table 15 Teachers' answers to: 'What aspects of the site do you think would be most relevant to your pupils?'**

Option	Ranked Order	% who ticked this
B The history of the farm – who lived there and how it was used	=1	88
E The local geography of the area and changes to the environment	=1	88
A The ancient local history of the area including Hunsbury Iron Age Hill Fort	=3	50
C The history of farming and changes in agriculture	=3	50
D The architecture of the buildings	5	38
F The flora/fauna in the neighbouring woods	6	25

### 8.7.5 Links to the National Curriculum

Question asked: '**Which topics and subject areas do you think a visit to HHC would complement?**' (Q 11 In the Education Questionnaire)

Options given:

- A History: a way of life, how people lived and worked on the farm
- B Local history study: topics for individual coursework assignments
- C Science: wild life and mini beasts
- D History: Britain 1750-1900 industrialisation changes in agriculture and rural life
- E Geography: changes in land use, how and why places change
- F History: invaders and settlers
- G Art: architecture of the farm buildings, design of the site, wildlife studies
- H Cross curricula projects
- I PE: orienteering, map reading
- J Environmental studies: tree and plant studies, woodland management
- K Other

The most relevant subjects and topic area, for those teachers who answered this question include:

- A History: a way of life, how people lived and worked on the farm (88%)
- E Geography: changes in land use, how and why places change (88%)
- F History: invaders and settlers (63%)

Surprisingly there was significantly less interest in D - History of Britain 1750-1900. This is probably because this is a subject taught at secondary level (at keystone 3) and there was a low response rate from secondary teachers.

Results, 8 teachers answered this question. No other suggestions (K) were given

**Table 16 Ranked list of teachers' answers to 'Which topics and subject areas do you think a visit to HHC would complement?'**

Option	Ranked Order	% who ticked this
A History: a way of life, how people lived and worked on the farm	=1	88
E Geography: changes in land use, how and why places change	=1	88
F History: invaders and settlers	3	63
B Local history study: topics for individual coursework assignments	=4	38
H Cross curricula projects	=4	38
C Science: wild life and mini beasts	=6	13
G Art: architecture of the farm buildings, design of the site, wildlife studies	=6	13
I PE: orienteering, map reading	=6	13
D History: Britain 1750-1900 industrialisation changes in agriculture and rural life	=9	0
J Environmental studies: tree and plant studies, woodland management	=9	0

### 8.7.6 Interpretation

Question asked '**What resources and interpretation would you most like to see being developed to enable pupils to learn more about the site?**'  
(Q 9 In the Education Questionnaire)

Options given:

- A Film about the history of the farm, how it was used and who lived there
- B Activity sheets aimed at different Key Stages
- C Teachers' education pack site based and pre/follow up activities
- D Computer interactives showing the changes to the farm site
- E 'Hands on' resources, e.g. dressing up, role playing, etc
- F Text panels around the site with clues of things to find/do, etc
- G Other

The majority of teachers who answered this question expressed preferences for pupils to be able to learn about the site through:

- E Engaging in hands on activities (100%)
- A Watching a film (75%)
- D Using computer interactives (63%).

Interestingly, in contrast to the views of the general visitor, the least popular form of interpretation is the use of text panels (F - 38%).

Results, 8 teachers answered this question. No other suggestions (G) were given.

**Table 17 Ranked list of teachers' answers to: 'What resources and interpretation would you most like to see being developed to enable pupils to learn more about the site?'**

Option	Ranked Order	% who ticked this
E 'Hands on' resources, e.g. dressing up, role playing, etc	1	100
A Film about the history of the farm, how it was used and who lived there	2	75
D Computer interactive showing the changes to the farm site	3	63
B Activity sheets aimed at different Key Stages	=4	50
C Teachers' education pack site based and pre/follow up activities	=4	50
F Text panels around the site with clues of things to find/do, etc	6	38

### 8.7.7 Activities

Question asked '**What activities would you most like to see being developed to help pupils learn more about the site?**' (Q 8 In the Education Questionnaire)

Options given:

- A Guided tour of the farm by a member of staff
- B Workshops – arts and rural crafts etc
- C Farm trail about the history of the farm and how it was used
- D Special events such as living history days, storytelling sessions etc
- E Nature trails/woodland walks
- F Handling sessions exploring original/replica artefacts of farm life
- G Areas to touch and feed small farm animals, such as chickens and ducks
- H Other

The majority of teachers expressed preferences for pupils to be able to learn about the site through engaging in hands on activities watching a film or using computer interactive.

The most popular types of activities are special events, such as storytelling sessions, living history days, demonstrations, etc, (100%), followed by handling sessions where

pupils would have the opportunity to handle original or replica artefacts (75%). The least most popular activity is nature trails (25%).

Results, 8 teachers answered this question. No other suggestions (H) were given.

**Table 18 Ranked list of teachers' answers to 'What activities would you most like to see being developed to help pupils learn more about the site?'**

Option	Ranked Order	% who ticked this
D Special events such as living history days, storytelling sessions etc	1	100
F Handling sessions exploring original/replica artefacts of farm life	2	75
A Guided tour of the farm by a member of staff	=3	50
B Workshops – arts and rural crafts etc	=3	50
C Farm trail about the history of the farm and how it was used	=3	50
G Areas to touch and feed small farm animals, such as chickens and ducks	=3	50
E Nature trails/woodland walks	7	25

### **8.7.8 Numbers in a school party**

Of the total that would make a visit to HHC, 67% said that they would bring 30-60 pupils (approximately a coach load) with less (22%) preferring to bring a smaller group of 15-30 pupils.

This indicates that NACRE should aim to accommodate most school parties being made up of between 30-60 children, certainly when they are travelling by coach to the Centre. Local schools within walking distance are more likely to bring smaller groups.

The number of adults will vary depending on the age groups and the appropriate supervision adult to child ratios. Recommendations by the DfES in the publication 'Health and Safety of pupils on educational visits' states:

- 1 adult for every 6 pupils in year 1-3 (Primary school)
- (under 5's reception classes should have a higher ratio approx 1 adult to 3 children)
- 1 adult for every 10-15 pupils in year 4-6 (Primary school)
- 1 adult for every 15-20 pupils in year 7 plus (Secondary school)

The development of an education resource room should therefore accommodate a class of 30-35 pupils and a maximum of 5 adults for primary school visits, with more adults if the group is from an early years setting. It is not necessary to accommodate up to 60 pupils in the education resource room.

It is likely that school parties would be divided up into smaller groups to explore the site, each led by an adult. In the event of 60 pupils visiting the group would be split,

half using the education resource room whilst the other half explores the site. This group would be split into small groups (c. 5 groups of 6 pupils) and could either be self guided, led by a teacher or accompanying adult or guided by an HHC education volunteer.

Accommodating larger groups will have an impact on staffing levels as although groups can be self guided, using resource materials which are provided by HHC, it is always better to have members of staff available to support groups visits. The role of the Education/Audience Development Officer could be supported by a trained team of education volunteers, perhaps retired teachers who could support larger group visits, (see section 8.11.1).

### **8.7.9 Length of time for a school visit**

The majority (56%) would prefer to stay for half a day, whilst (44%) were prepared to stay for a full day.

Almost all teachers were interested in combining a visit to HHC with another local heritage site. The Iron Age Hill Fort was the most popular option (67%), followed by the Hunsbury Hill Country Park, (33%) and The Hunsbury Iron Works Museum, (22%).

This suggests that NACRE would need to provide space to accommodate a school party having a packed lunch, preferably an indoors space, but at the very least a covered outdoor area. For larger groups lunch could be done in shifts if space is limited.

## **8.8 Volunteers/Friends programme**

There could be opportunities for local people to get involved through volunteering or becoming a friend of HHC.

### **8.8.1 Recommendations**

These include:

- a) Developing a Friend's of HHC Association to support the future development of the site through volunteering, profile and fund raising activities.
- b) Creating a group of community volunteers/local guides who could be involved in supporting Open Days and public events and to support visitors with disabilities.
- c) Expanding the volunteer base of local people who work with BTCV to work on new access and interpretation projects.

### **8.8.2 Evidence of need - Volunteers/Friends programme**

The idea of a Friends group for HHC and developing volunteering opportunities was raised through the focus groups and in discussions with stakeholders **see**

**Appendices B and D.**

**8.9 Travel**

**8.9.1 Recommendations**

- a) Follow the recommendations put forward in the Access Plan for improved inclusive transport including: providing a ‘request stop’ for accessible bus services at HHC, developing a sustainable transport service through liaison with Community Transport providers and provision of selective vehicle access on site (for further details see Access Plan)
- b) Investigate the possibility of using a mini bus shuttle service from the Hunsbury Hill Country Park to HHC during Open Day (to relieve the pressure on the car park).

**8.9.2 Evidence of how far the general public will travel**

Travel time: **'How far would you be prepared to travel to get to HHC in terms of time?'** (Q10 in general questionnaire, Q13 in existing user’s questionnaire).

Options given:

- 15 minutes or less
- 30 minutes or less
- 45 minutes or less
- 60 minutes or less

The majority of respondents (46%) who answered the questionnaire were based within close proximity to The Hunsbury Hill Centre – within a radius **of 5 miles**.

The majority said that they would be willing to travel up to 30 minutes to reach the Centre (54% and 56% for respondents with children), with (34%) happy to travel between 45-60 minutes.

Results, percentages based on a total of 71 responses, (36 respondents with children).

**Table 19 Answers to question 'How far would you be prepared to travel to get to HHC in terms of time?'**

	<b>15mins</b>	<b>30mins</b>	<b>45mins</b>	<b>60mins</b>
Percent of all respondents	14%	54%	17%	17%
Percent with children	11%	56%	14%	19%

### **8.9.3 Evidence of how far schools are prepared to travel**

The majority of teachers expressed a preference for shorter journey times with 78% preferring a journey time of 15-30mins, and only 11% interested in travelling longer, 30-45 minutes.

However, the length of time those teachers are prepared to travel does depend a lot on the quality of the visit. The better the quality of visit, the longer they are prepared to travel. Also if it is a good trip schools will make repeat annual visits.

Given the close proximity of Milton Keynes (30 minutes away), it may be possible to extend the marketing to schools beyond Northamptonshire to include schools in Milton Keynes.

### **8.10 Charges**

As part of the survey existing and potential new visitors were asked how much they would be prepared to pay to visit HHC, if at all. The data suggests that the majority of visitors (93%) would be prepared to pay an admission charge; only 7% said that they would not be prepared to pay a charge.

#### **8.10.1 Recommendations- charges for the general public and schools**

- a) Based on the data collected 63% were prepared to pay more than £2, so it would be possible for HHC to set a charge rate of around £2.50 per person, perhaps with a reduced rate of £1 or £1.50 per child or a concessionary rate.
- b) As indicated by members of the focus groups, there could be a sliding scale of charges for Open Days and other activities depending on the type of activity being made available, with separate charges perhaps for workshops, performances, other events and activities, etc.
- c) Schools would obviously prefer not to have to pay an admission charge, as they will already have to pay for coach hire. However, the data collected from teachers suggests that if HHC had to charge for school visits, a charge rate of around £2 per pupil would be acceptable. So a group of 30 pupils would cost £60. It is customary with school visits to make some discount for group visits so there could be a number of free places for accompanying adults.
- d) Given that this charge is slightly higher than the suggested admission fee per child (£1- £1.50), the cost per pupil could also include the provision of resources such as activity sheets to use on site, the use of resources, e.g. dressing up costumes or handling materials, and perhaps a small 'goody bag' with a pencil, notepad and rubber with HHC's logo.

#### **8.10.2 Evidence of what the general public would be willing to pay**

The percentages given in table 20 are based on a total of 70 responses

**Table 20 How much the public would be prepared to pay as an entrance fee**

Charge rate option	Rank	Percentage
between £2-£3 per person	1	40%
between £1-£2 per person	2	30%
between £3-4 per person	3	19%
Not prepared to pay	4	7%
Over £4	5	4%

**8.10.3****8.10.4 Evidence of what schools would be willing to pay**

The majority of schools visiting (even those within relatively close proximity to the site) would need to factor in the cost of hiring a coach. The average cost of a coach is £250. The maximum that schools would be willing to ask parents are £10 per head (including the cost of transport), so it is important that the admission fee is kept as low as possible.

**Table 21 Ranked list of what schools would be prepared to pay to visit**

Charge rate option	Rank	Percentage
between £2-£3 per pupil	1	56%
between £1-£2 per pupil	=2	22%
between £3-4 per pupil	=2	22%
over £4 per pupil	4	0%

**8.10.5 Comparison of admission charges for other heritage attractions**

Comparison of admission prices at some of the most popular heritage sites (as suggested by respondents).

**Table 22 Comparison of admission charges for other heritage attractions**

Heritage Attraction	Cost of admission		
	Adult	Child	Family group
Castle Ashby (there is no longer access to the house but the gardens are still open, with animal area)	£2.80	£1.90 (under 10 free)	N/A
Delapre Abbey	Free	Free	Free
Althorpe	£12.50	£6.00	£29.50
Holdenby House	£7.50 House & Gdns	£4.50	
Rockingham Castle	£7.50	£4.50	£19.50
Sulgrave Manor	£6.25	£3.00	N/A

**8.11 Staffing Needs**

A number of the projects and activities listed above will need a considerable amount of time to oversee the different stages from managing any further consultation, and planning, through to development and implementation. Additional NACRE staff resources and skills would be needed to implement these projects.

### **8.11.1 Recommendations**

- a) To fully implement an education and audience development programme, it will be necessary to recruit dedicated staff, at the very least an Education and Audience Development Officer supported by in house or additional administrative support. It may be possible to explore a partnership with another organisation, e.g. BTCV, to look at the potential to jointly fund this post.
- b) If the HHC Friends Organisation is established, there may be possibilities of the friends (e.g. retired teachers, etc) leading school groups.
- c) As indicated in the Access Plan, the staff at HHC can play a key role in welcoming and supporting visitors to the site. Staff should be trained in meeting disabled people and understanding how to guide people, particularly those with visual impairments.
- e) Staff should also be aware of the increased number of children on site as a result of the education and Open Day programmes and ensure that the site is as child friendly as possible.

## 9 Audience Development Action Plan

The following provides a summary of the potential audience development projects which could be developed at HHC. These activities take into consideration recommendations from the Access Plan and also the recommendations put forward by the HHC Restoration Project Steering Group.

Projects have been identified under the following audience development objectives:

- Objective 1:** Raise awareness of HHC and its enhanced facilities and services regionally and nationally.
- Objective 2:** Improve existing audiences' understanding and enjoyment of HHC through enhanced facilities, services and information provision.
- Objective 3:** Promote the educational value of HHC to early years settings, schools, FE and HE providers locally and regionally.
- Objective 4:** Promote the better understanding and enjoyment of HHC as a unique heritage site amongst wider audiences, particularly those who are currently under-represented in visiting the Centre.
- Objective 5:** Develop partnerships and build relationships with local groups and organisations to explore joint working/funding opportunities

Project ideas have also been identified against a menu of options, (used in the Access Report) to indicate the level of engagement required.

Option	Description
Option 1	Carry on with same activities (buildings 1,3,4,6 and 12) - normal maintenance and minimum reasonable measures to meet legal requirements - assume very little capital available
Option 2	Enhance current activities - improve access to high standards in buildings 1,3,4,6 and 12 and the grounds. Do nothing with spaces that are currently not used (buildings 2,5,7,8-11)
Option 3 Min	Develop new activities/audiences, use currently unused spaces (buildings 2,5,7,8-11), minimum physical alterations to make safe and accessible
Option 3 Med	Develop new activities/audiences, use currently unused spaces (buildings 2,5,7,8-11), greater physical alterations to make safe and accessible and comfortable but preserve some of original 'atmosphere'
Option 3 Major	Develop new activities/audiences, use currently unused spaces (buildings 2,5,7,8-11), significant physical alterations to convert buildings to 'modern' standards or build new on to old footprints (e.g. building 13)

Project	Report section	Option	Type of work	Target audience	Possible Partners	Further Action
<b>Objective1: Raise awareness of HHC and its enhanced facilities and services regionally and nationally 8.1</b>						
Design a new promotional leaflet with details about the heritage value of the site	8.1.1.a	3 Min	Marketing	General visitor	Northampton Youth Forum are interested in developing marketing materials for young people	Obtain initial budget estimate, write copy and commission designers
Design an education promotional flier aimed at the schools market	8.1.1.b	3 Min	Marketing	Schools		Obtain initial budget estimate, write copy and commission designers
Redesign the website to make it more user friendly, inclusive and accessible	8.1.1.c	3 Med	Marketing	General visitor Teachers Pupils Disabled and BME visitors Young people	Could work with HE ICT design students	Obtain initial budget estimate, write a brief and commissions website designers to design the layout
Develop a press campaign, promoting HHC through the local press, radio, parish and other community magazines	8.1.1.d	3 Min	Marketing	General visitor Schools Local and neighbouring populations	Local press, community and local radio stations	Develop a press strategy and develop relationships with local press to follow the story of the restoration
Developing a comprehensive database of teacher's contact details	8.1.1.e	3 Min	Marketing/PR	Schools		Research and compile the database, schedule programme to regularly update it. Allocate staff responsibility

Project	Report section	Option	Type of work	Target audience	Possible Partners	Further Action
Explore possibility of the Education Department hosting conferences and training days at HHC	8.1.1.f	3Min	PR	Schools	Education Department at Northampton County Council	Conversations with Humanities Advisor to explore marketing/ training opportunities using the site.
<b>Objective 2: Improve existing and new audiences understanding and enjoyment of HHC through a programme of events and activities, interpretation of the site and enhanced facilities, services and information provision</b>						
<b>Interpretation 8.4</b>						
Develop an HHC Interpretation Policy & Strategy for the site which is appropriate for diverse audiences including schools, community groups and the general visitor	8.4.1.a	3 Min	Policy	Existing audiences General visitor Schools Disabled, BME visitors	Local schools Community groups Young people Disabled, BME visitors	Write a brief and commission a consultant with appropriate expertise to develop the Interpretation Policy & Strategy in consultation with target audiences and ensure proposals meet access requirements
Create an attractive well designed information leaflet/booklet about the history of HHC to be used on site	8.4.1.b	Option2	Interpretation	Existing audiences General visitor Schools Disabled, BME visitors	Previous consultants/experts who have researched the history of HHC	Commission the writing and design of the information booklet

<b>Project</b>	<b>Report section</b>	<b>Option</b>	<b>Type of work</b>	<b>Target audience</b>	<b>Possible Partners</b>	<b>Further Action</b>
Develop Mrs Burman's cottage into a small Interpretation Centre	8.4.1.c	3 Major	Interpretation/ Construction	Existing audiences General visitors Schools Special interest groups	English Heritage, MLA East Midlands, Renaissance East Midlands, Schools, University of Northampton History department at The University of Northampton	Check feasibility with architect and conservator -develop detailed proposals in the Interpretation Strategy and ensure proposals meet access requirements
Commission a 'local living history' film	8.4.1.d	3 Med	Interpretation	Existing audiences General visitors School groups Young people	Media Department at the University of Northampton	Initial budget estimate to determine feasibility, develop detailed proposal in the Interpretation Strategy
Develop computer interactives to interpret the site	8.4.1.e	3 Major	Interpretation	Existing audiences General visitors School groups Young people	Media/ICT Department at the University of Northampton	Initial budget estimates to determine feasibility, develop detailed proposals in the Interpretation Strategy
Provide a 'Talks and walks' programme (including some signed) talks and tours of the site on scheduled Open Days	8.4.1.f	3 Min	Interpretation/ Activity programme	General visitors Local and neighbouring populations Disabled visitors	Friends of HHC Previous consultants/experts who have researched the history of HHC	Staff training on leading and delivering the tours
Provide 'hands on' multi-sensory interpretation	8.4.1.g	3 Med	Interpretation /Activity programme	General visitors Schools Families Disabled visitors Young people		Develop detailed proposals in the Interpretation Strategy and ensure proposals meet access requirements

Project	Report section	Option	Type of work	Target audience	Possible Partners	Further Action
<b>Activities and Events 8.5</b>						
Create a sensory farm trail around the site including the periphery of the site	8.5.1.a	3 Med	Construction signage	General visitors Schools Families Disabled visitors	BTCV volunteers	Check any environmental/nature conservations conflicts. Develop sensory trail to meet conservation and access requirements
Develop a nature trail through the woodland, meadow and Spinney Wood	8.5.1.b	3 Min	Construction/signage	General visitors Schools Families Disabled visitors	BTCV volunteers Local RSPB groups	Check feasibility of using the Spinney Wood and any environmental/nature conservations conflicts. Discuss possibility of BTCV developing the trail.
Run an annual programme of scheduled Open Days and special events for the public	8.5.1.c	3 Min	Activity programme	General visitors  Local and neighbouring populations	Northampton Borough Council Civic Trust Iron Stone Railway Trust Hunsbury Country Park Northampton Council re Family Learning Week	Pilot HHC's first heritage open day in September 2007, develop a working groups with NACRE staff input to design and deliver.
Develop a holiday /weekend programme of activities for children and young people	8.5.1.d	3 Med	Activity programme	Children Young People After school clubs/Youth clubs Family groups	BTCV	Discuss the possibility of Explore the potential of BTCV expanding their current work at HHC to run activities for children, young people as part of a service level agreement

Project	Report section	Option	Type of work	Target audience	Possible Partners	Further Action
Design an activity area in the Spinney Wood	8.5.1.e	3. Major	Construction	After school clubs groups e.g. Scouts, Brownies, Duke of Edinburgh Families Young People	BTCV	Obtain initial budget estimate to determine feasibility
<b>Facilities and Services (More detail on recommendations in this section are given in the Access Plan) 8.6</b>						
Improvement of the current kitchen facilities.	8.6.1.a	Option1	Construction	Existing audiences General visitors Staff		Obtain initial budget estimate to determine feasibility
Improvement of the current toilet provision to have more adapted unisex toilets.	8.6.1.b	Option2	Construction	Existing audiences General visitors Community groups Schools Staff		Check feasibility with architect and conservator -develop detailed proposals and budget estimates and ensure proposals meet access requirements
Indoor seating area or covered outdoor area for groups to have a packed lunch.	8.6.1.c	3 Min	Construction	Schools Community groups Disabled visitors After school clubs General visitor		Check feasibility with architect and conservator -develop detailed proposals and budget estimates and ensure proposals meet access requirements

Project	Report section	Option	Type of work	Target audience	Possible Partners	Further Action
Secure space to store coats and bags (particularly for school groups).	8.6.1.d	3 Med	Construction	Existing audiences General visitors Staff		Check feasibility with architect and conservator -develop detailed proposals and estimates
Improved car parking.	8.6.1.e	Option1	Construction	Existing audiences General visitors Staff		Obtain initial budget estimate to determine feasibility
Safe drop off point for coach/mini bus parties	8.6.1.f	Option2	Construction	Schools Community groups Disabled visitors		Check feasibility with architect and conservator -develop detailed proposals and budget estimates and ensure proposals meet access requirements
<b>Objective 3: Promote the educational value of HHC to Early years settings, schools, FE and HE providers locally and regionally 8.7</b>						
Develop an Education Policy & Strategy for HHC	8.7.1.a	3 Min	Policy	Early years settings Schools HE/Fe sector Adult/ community education	Local schools  Teachers advisory group	Write a brief and commission a consultant with appropriate expertise to develop the Education Policy & Strategy

<b>Project</b>	<b>Report section</b>	<b>Option</b>	<b>Type of work</b>	<b>Target audience</b>	<b>Possible Partners</b>	<b>Further Action</b>
Develop a schools resource/activity room in the former sheds and hovels	8.7.1.b	3 Major	<b>Construction</b>	Schools He/Fe groups Community groups Youth/After school groups e.g. scouts, brownies Young People Families	Local schools  Teachers advisory group	Develop detailed proposal for buildings 5-11 ensure proposals meet access requirements and check feasibility with architect and conservator
Develop the outer courtyard into a mini farm yard with small animals, interpretation, historic artefacts and seating areas	8.7.1.c	3 Med	<b>Construction</b>  interpretation	Early years settings Schools particularly primary After school groups e.g. scouts, brownies Young People General visitors Families	Local schools  Teachers advisory group	Check the feasibility of using these buildings with architect and conservator before developing detailed proposal for buildings 5-11
Produce a schools activities programme	8.7.1.d	3. Min	Activity	Early Years settings Schools esp primary Uniformed groups: scouts, brownies, etc	Local schools  Teachers advisory group  Education department at the University of Northampton	Develop a menu of schools activities in consultation with schools advisory group and pilot activities with local schools parties

<b>Project</b>	<b>Report section</b>	<b>Option</b>	<b>Type of work</b>	<b>Target audience</b>	<b>Possible Partners</b>	<b>Further Action</b>
Develop environmental education projects	8.7.1.e	3. Med	Activity	Local schools After school clubs and organisations Community groups Young people	BTCV  Local schools  Teachers advisory group	Further discussions with individual schools to plan projects
Develop outreach projects with local schools in the area.	8.7.1.f	3. Med	Activity	Pupils Teachers from local schools Elderly members of the local community	Local schools e.g. Hunsbury Park Primary, Chiltern Primary School Upton Meadows Primary Local businesses for sponsorship of plants and gardening materials	Further discussions with individual schools to plan projects
Develop Education Resources for teachers to use on site and at school	8.7.1.g	3. Med	Resources	Teachers  Group leaders	Teachers advisory Group  University of Northampton	Consult with teachers advisory group on priority list - which resources would be most useful to develop
Explore possible links with FE colleges e.g. Moulton College runs course in agriculture education, adult education networks	8.7.1.h	3. Min	Partnership	FE College students Adult education groups Community groups Specials needs groups	Adult Education Providers  FE Colleges e.g. Moulton College	Invite FE lecturers for a site tour to explore how they may use the site with their students

Project	Report section	Option	Type of work	Target audience	Possible Partners	Further Action
Build partnerships with the HE Sector	8.7.1.i	3.Min	Partnership	BA and MA History and education students	Education department at the University of Northampton  Leicester and Birmingham University (re heritage studies courses)	Further discussions with Universities to explore possibility of MA or Bed education or heritage studies students working on developing schools materials
<b>Objective 4:</b>						
<b>Promote the better understanding and enjoyment of HHC as a unique heritage site amongst wider audiences particularly those who are currently underrepresented in visiting the Centre. 8.2</b>						
Improve physical access to and on the site	8.2.1.a	3.Min plus	Construction/ Safety	All visitors Elderly Visitors with disabilities		See Access Plan Action Plan
Provide interpretation in multi media formats	8.2.1.b	3.Min	Interpretation	All visitors Including those with disabilities		Develop detailed proposals in the Interpretation Strategy and ensure proposals meet access requirements
Utilise alternative marketing formats aimed at reaching under represented individuals and groups	8.2.1.c	3 Min	Outreach/ audience development	Under represented individuals and groups	Talking Books Tourism for all, Religious and Cultural centres	Work with staff at organisations such as Tourism for All to promote HHC
Ensure the inclusive design of any promotional materials	8.2.1.d	3.Min	Marketing	Under represented individuals and groups		Follow the recommendations given in the Access Report
Ensure any re-design of the website complies with the minimum W3 C web access standard	8.2.1.e	3. Med	Marketing	Under represented individuals and groups	Could work with HE ICT design students	Follow the recommendations given in the Access Report

Project	Report section	Option	Type of work	Target audience	Possible Partners	Further Action
Run workshops to promote HHC and the open day programme to under represented groups	8.2.1.f	3 Med	Outreach/audience development	Under represented groups and individuals	Organisations e.g.: Ability Northants, Northampton Bengali Association, Northampton African Caribbean Association	Develop database of contacts with underrepresented groups and design and deliver outreach workshops in consultation with group leaders
<b>Objective 5: Develop partnerships and build relationships with local groups and organisations to explore joint working/funding opportunities 8.3</b>						
Build on the existing partnership with BTCV	8.3.1.a	3. Med	Building Partnerships	Local and neighbouring populations Current BTCV volunteer group	BTCV	Further discussions with BTCV based on developments at the Bradlaugh Barn Association (including Bradlaugh Fields Urban Park and Bradlaugh Barn)
Explore new partnership with The University of Northampton Education department	8.3.1.b	3. Med	Building Partnerships	PGCE students Bed students	The University of Northampton	Further discussions with lecturers at the university
Seek the involvement of local community groups e.g. the Hunsbury Rural Skills Association	8.3.1.c	3. Med	Building Partnerships	Adults with learning difficulties	Hunsbury Rural Skills Association	Consultation with members of the group

<b>Project</b>	<b>Report section</b>	<b>Option</b>	<b>Type of work</b>	<b>Target audience</b>	<b>Possible Partners</b>	<b>Further Action</b>
Develop partnerships with other local heritage sites	8.3.1.d	3. Med	Building Partnerships		Ironstone Railway Hunsbury Iron Age Hill Fort Hunsbury Country Park	Set up further meetings to discuss shared agendas and the possibility of partnership working with each potential partner
Develop a Friends of HHC Association	8.3.1.e	3. Med	Building Partnerships	Residents Local and neighbouring populations		Seek advice and guidance from organisations such as English Heritage, The National Trust, and MLA East Midlands on how to establish HHC's Friends Association. Ensure that individuals involved in the focus groups are informed
Create a group of community volunteers/local guides	8.3.1.f	3. Med	Building Partnerships	Community groups Local and neighbouring populations	Community Organisations e.g. Hunsbury Rural Skills Association, BTCV, etc	Seek advice and guidance from organisations such as English Heritage, The National Trust, and MLA East Midlands and consult with leaders of local community organisations

## 10 Monitoring and Evaluation

For any Audience Development work to be effective it needs to be regularly monitored and evaluated. Appropriate evaluation mechanisms need to be put in place to ensure that any future audience development work at the Hunsbury Hill Centre is fully evaluated to inform good practice in the future and to monitor the impact of audience development work. To monitor for example:

- The impact of new facilities, services, and activities?
- Relevance to people needs?
- Whether resources are being used effectively and efficiently?
- What future developments are needed to meet visitor's needs?
- Whether the profile of visitors has changed?

It is important that the Audience Development Plan is regarded as a 'living document' which is embedded within the organisation by becoming integrated into the organisation strategic aims and objectives.

The plan needs to be regularly reviewed and updated as the organisation and audiences develop. This process should involve all levels of the organisation as audience development work impacts on so many different aspects of an organisation because they all directly or indirectly impact on the experience of the use.

## 11 Appendices

### Appendix A: Results of Consultation by Questionnaire

#### Profile of People Who Returned Questionnaires

**Table 23 Where current users who answered questionnaires live**

	<b>Where</b>	<b>Number</b>	<b>Percent</b>
NN1	Northampton Town Centre, Abington, The Mounts	11	13%
NN2	Kingsley, Kingsthorpe	4	5%
NN3	Moulton, Weston Favell	5	6%
NN4	Collingtree, East Hunsbury, Grange Park, Hunsbury Meadows, West Hunsbury, Wootton, Wootton Fields	38	46%
NN5	Duston, St James, Upton	5	6%
NN6	Creaton, Crick, Earls Barton, East Haddon, Long Buckby, Maidwell, Walgrave, Welford, West Haddon	2	2%
NN7	Blisworth, Denton, Hackleton, Roade, Weedon, Yardley Hastings	4	5%
NN8	Wellingborough	1	1%
NN14	Brigstock, Clopton, Great Oakley	2	2%
NN16	Kettering	1	1%
PE8	Cotterstock, King's Cliffe, Oundle	2	2%
OX	Banbury, Oxfordshire	1	1%
NG1	Nottingham	1	1%
MK	Buckinghamshire	2	2%
LE	Leicester	2	2%
CV	Coventry	1	1%
<b>Total</b>		<b>82</b>	<b>100%</b>

**Table 24 Gender, Age, Disability and Dependent Children of people who returned questionnaires**

Male	Female	Under 20 yrs	21-35 years	36-45 years	46-60 years	Over 60 yrs	Disabled	Have Children
31%	69%	4%	27%	21%	33%	15%	4%	47%

Percentages are based on the number of people who gave information about themselves on the questionnaires. Total 85 questionnaires returned, and 79-83 people gave personal information, varied by question.

**Table 25 Ethnicity and Employment of people who returned questionnaires**

White	Mixed	Black/Black British	Asian/British Asian	Employed	Retired	Student	Unwaged
93.7%	1.3%	2.5%	2.5%	67.5%	21.2%	5.0%	6.3%

Percentages are based on the number of people who gave information about themselves on the questionnaires. Total 85 questionnaires returned, and 79-83 people gave personal information, varied by question.

## Answers to Specific Questions

**Table 26 Answers to question ‘How would you like to be kept informed about the project?’**

	<b>A Website</b>	<b>B E-mail</b>	<b>C Press</b>	<b>D Leaflets</b>	<b>E Displays</b>	<b>F Other</b>
Percent of all respondents	39%	22%	42%	49%	15%	0%
Percent of BME respondents	0%	0%	0%	50%	25%	0%
Percent of disabled respondents	50%	0%	0%	100%	0%	0%

Percentages are based on a total of 59 responses, and responses from 2 disabled individuals and 4 BME individuals.

Question asked: **'How would you like to find out this information?'** (Q8 in general questionnaire, Q11 in existing user's questionnaire). Options given:

- A Read a leaflet or booklet
- B Read text panels located around the site explaining different buildings and their use
- C Listen to a talk/tour by a member of staff
- D Use an audio guide around the farm
- E Watch a film explaining the history of the site
- F Handle original /replica artefacts
- G Use computer interactive programmes to learn about the site
- H Other

**Table 27 Answers to question 'How would you like to find out this information?'**

	<b>A Leaflet</b>	<b>B Text panels</b>	<b>C Talk</b>	<b>D Audio guide</b>	<b>E Film</b>	<b>F Handle artefacts</b>	<b>G Computer interactive</b>	<b>H Other</b>
Percent of all respondents	<b>59%</b>	<b>71%</b>	<b>51%</b>	20%	44%	40%	27%	0%
Percent who have visited the site	<b>55%</b>	<b>67%</b>	<b>46%</b>	17%	38%	36%	25%	0%
Percent who have not visited the site	43%	<b>57%</b>	<b>57%</b>	29%	<b>71%</b>	43%	29%	0%
Percent with children	<b>56%</b>	<b>67%</b>	<b>47%</b>	11%	<b>42%</b>	39%	36%	3%
Percent without children	51%	56%	38%	18%	31%	31%	16%	2%
Percent of BME respondents	<b>50%</b>	0%	<b>25%</b>	0%	0%	0%	0%	0%
Percent of disabled respondents	<b>100%</b>	<b>50%</b>	0%	0%	<b>50%</b>	<b>50%</b>	0%	0%

Results percentages based on a total of 70 responses and a total of 36 responses from respondents with children

Question asked **‘What type of activities would you like to do when you visit?’** (Q9 in general questionnaire, Q12 in existing user’s questionnaire). Options:

- A Activity days/organised events
- B Farm trail
- C Handling sessions exploring original/replica artefacts
- D Hands on interactives - dressing up role playing etc
- E Nature/woodland walk
- F Practical workshops
- G Specialist lectures on aspects of local history, farming/agriculture
- H Other

**Table 28 Answers to question ‘What type of activities would you like to do when you visit?’**

	<b>A Activity Days</b>	<b>B Farm trail</b>	<b>C Handling sessions</b>	<b>D Hands on interactives</b>	<b>E Nature walks</b>	<b>F Work-shops</b>	<b>G Lectures</b>	<b>H Other</b>
Percent of all respondents	<b>58%</b>	<b>67%</b>	<b>44%</b>	<b>23%</b>	<b>76%</b>	<b>41%</b>	<b>33%</b>	<b>0%</b>
Percent who have visited the site	<b>51%</b>	<b>59%</b>	38%	19%	<b>67%</b>	35%	26%	0%
Percent who have not visited the site	43%	43%	43%	29%	<b>57%</b>	43%	<b>57%</b>	0%
Percent with children	<b>65%</b>	<b>79%</b>	<b>41%</b>	<b>26%</b>	<b>76%</b>	<b>41%</b>	<b>21%</b>	<b>0%</b>
Percent without children	<b>38%</b>	<b>38%</b>	36%	9%	<b>47%</b>	29%	29%	2%
Percent of BME respondents	0%	0%	0%	0%	<b>25%</b>	<b>25%</b>	0%	0%
Percent of disabled respondents	<b>100%</b>	0%	50%	50%	0%	50%	<b>100%</b>	0%

Percentages are based on a total of 66 responses, 34 from respondents with children

## Appendix B: Findings from stakeholder meetings and telephone interviews

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
<p>██████████ Senior Museum Education Officer Northampton Museums</p>	<p>Covered space for lunches</p> <p>Drop off point for coats, bags etc</p> <p>Safe/secure environment</p> <p>Cheap or free admission</p> <p>Provide resource pack with pre and follow up activities etc</p> <p>Providing cross-curricula activities</p> <p>Need to do risk assessments</p>	<p>Developing traditional skills- e.g. stone walling, wattle and daub, ploughing techniques</p>	<p>Northampton Museums are starting to charge for sessions from May 07 minimum costs for school group £30 per session, charge £1 per pupil for handling sessions</p> <p>Timing of sessions- 10am-2pm ideal slot</p> <p>Mail to schools in Milton Keynes- only 30 mins drive away</p> <p>Northampton Museums do 3 mailings to schools per year and also have developed a learning resources on the new website learn with museums</p> <p>Child wise survey of secondary schools across East Midlands and their view on visiting museums/heritage sites look at Renaissance East Midlands Website</p>	<p>Possible joint day for Northampton School for Girls which makes an annual visit to the museums for a talk on the Hunsbury Hill fort focus on archaeological remains</p> <p>Northampton Museum Service had a large collection of agriculture artefacts – most are based at Abington Museums – contact Rachel Silverston Community History Officer</p>	<p>Moulton College – runs agricultural courses</p> <p>Local networks to be involved in : GEM – the group for education in museums convenor – Jim Butler</p> <p>Family Learning Group which is part of the Children Services coordinated by Sue Dickson, Extended Services. The group are developing a bid for family learning across the county which HHC could get involved with</p> <p>Link to Family Learning week and on-going provision</p> <p>Involve youth groups, brownies, scouts guides etc – link with central district commissioners</p> <p>Work with teacher training department – involve their students</p>

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
<p>█ Collections Access Assistant</p>				<p>Possible links with youth projects that █ is leading on and groups which █ is working with Education Youth services and NACRO group</p>	<p>Cogges Manor Farm in Oxfordshire may be worth a visit to compare the type of programmes they run.</p> <p>Living History re-enactors at Kettering there is an annual re-enactors event, good source for contacts Also local groups masque theatre and Moulton Players. Renaissance East Midlands Business plan mentions Hunsbury as an area for development (?)</p>
<p>█ Museum Development Officer for Northamptonshire</p>			<p>Cost of coaches very expensive- some organisations are exploring the possibility of using community transport schemes</p>	<p>Useful networks- █ is developing Northamptonshire Museums Forum meets 3 times a year –</p> <p>Develop a friends network useful for supporting the site</p> <p>Potential links with the Record office – they do some schools work, could support research projects – looking at census materials etc</p>	<p>Church Farm historic farm run by the county council</p> <p>Northampton Agriculture Museums- private independent museums</p> <p>Rural Life Museum in Milton Keynes</p> <p>Rothwell Heritage Centre in Rothwell – local history centre with rural artefacts</p> <p>Involving local history societies and displaying their collections?</p>

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
				<p>Links with Museums and Galleries month- strong focus on trails could develop trails around the site and trails linking HHC to other sites</p>	<p>Steve Parry – Archaeology Society County Council Tel: 01604 825 840</p> <p>MLA East Midlands run a number of training programmes and also a programme called Learning Links enables teachers and educators to work on secondments in schools/museums</p>
<p>BTCV ██████████</p>	<p>BTCV have been working at HHC over the last two years which has involved over 137 volunteer days. There are approximately 25 members of the groups which work at HHC, with approaching 10 people around at any one time.</p>		<p>BTCV is a practical conservation charity helping local people improve and look after their local environment. Conservation volunteering is becoming a focus for the achievement of wider social goals- tackling social exclusion and encouraging personal development and learning. BTCV Northamptonshire works with a full cross section of the local community through a series of concurrent projects. These include:</p> <p>practical projects@ a week day team work on</p>	<p>BTCV could expand their current work at HHC and be involved in running a wide range of activities for children, young people and the local community, drawing on the work they have developed with the Bradlaugh Barn Association.</p> <p>They could be involved in the early stages of the site development e.g.:</p> <ul style="list-style-type: none"> <li>Clearing land around the farmhouse;</li> <li>Management of the woodland area;</li> <li>Surfacing work of paths and access routes;</li> <li>Developing an accessible path/track around the site</li> </ul>	<p>The Bradlaugh Barn Association (including Bradlaugh Fields Urban Park and Bradlaugh Barn) is an interesting development which could be useful to look at. BBA have developed a partnership with BTCV to develop training courses, conservation tasks, school activity days and recreational events.</p> <p>Holiday workshops – drama, dance, art encourage children to respect and appreciate the area e.g. pond maintenance, garden repair, min beasts hunts,</p>

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
			<p>sites belonging to voluntary sector organisations to improve and conserve the natural environment including; hedge laying, woodland management, dry stone walling.</p>	<p>This could be developed as a service level agreement and options such as jointly funding an education/outreach officer could be explored.</p> <p>BTCV have expertise in bidding for a range of funding to support local community involvement.</p>	<p>guided walks, pond dipping, a kite flying day, bench installation, bird box making and watching activities.</p> <p>BTCV run number of partnerships with Northamptonshire Employment and Disability Services, the Northampton Healthy Living Centre.</p> <p>Look at the Forest school in Corby.</p>
<p>██████████ Hunsbury Rural Skills Association An outreach group (c. 12) of adults with learning difficulties. Has been running for over 6 years, based at the Camp Hill Community Centre</p>	<p>A 'classroom' facility would be useful as a base, could be used for adult education groups, skills development courses possible links with Northampton College</p>			<p>Would be interested in being involved, the group could be involved with gardening, development of the allotments etc</p> <p>Individuals from the group could be involved in voluntary work placements, e.g. taking groups round, serving in a café, interpretation in Mrs Burman's cottage etc</p>	

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
<p>██████████ Ironstone Railway Trust</p>				<p>Interested in joint ventures – e.g. joint advertising marketing etc to provide a number of attractions which people could visit in close proximity</p> <p>The trust is working on getting a licence to operate a train service on the site of the country park which is owned by Northampton Borough Council</p> <p>Strong links with the HHC site - in the woodlands are the remains of ironstone railway tracks And Green lane – an ancient by way was the old drovers lane which passed through the old farm and was possibly an old access rd</p>	

### Stakeholders with an Education focus

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
<p>Geography and History Coordinator Hunsbury Park Primary</p>	<p>An education room</p> <p>Hands on resources e.g. boxes and bags filled with items to touch and explore – e.g. different crops, barley, corn, wheat</p> <p>Education packs- paper copies which can be easily photocopied</p> <p>Preference for simple hands on activities rather than high tech equipment</p> <p>Plenty of toilets</p>	<p>Interested in how the site could be used for teaching:</p> <p>KS 1 plants/soil and wildlife – perhaps develop an allotment, mini fields to grow crops</p> <p>Yr 3 How Britain lived- use the woods to dip into different time periods in history e.g. the Celts, Saxons, Romans, Vikings etc – could develop the woodland with a Celtic round house, roman camp, create links with the Hill Fort</p> <p>Yr 1 &amp; 4 Design and technology – how houses developed over</p>	<p>The school is within easy walking distance and would be very interested in being involved with the development of the site.</p> <p>The close proximity would enable the pupils to potentially use the site on a regular basis</p> <p>Most schools would bring about 60 children if coming by coach</p> <p>Minimum time on site 1.30 mins, could easily stay for the day if different activities were available</p>	<p>Utilise the ancient history of the site by developing the woodland into a history camp with examples of roman camp, round house etc</p> <p>Keep small livestock in the courtyard area</p> <p>Role playing – story telling</p>	

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
		<p>the ages – look at Mrs Burman’s cottage how people lived, cooking methods etc</p> <p>Geography of the local area changes in housing, transport routes etc</p>			
<p>██████████ Head teacher Chiltern Primary School</p>	<p>Covered area for lunches Toilets Risk assessments</p> <p>Good to have resource packs available – with site plans, census materials, etc</p> <p>Address marketing material to the Coordinators of Art, History etc</p> <p>Coach drop off point</p> <p>Would bring 1 class at a time (30-32 pupils)</p>	<p>Exploring the woodland Looking at land use and the people and families who have lived and worked at the farm</p> <p>Drawing the site and buildings, and views.</p> <p>Touching and seeing animals (of interest especially for Foundation and yr 1)</p> <p>Looking at the</p>		<p>Could have models of farm workers (marquees) in the barns dressed in costumes of the period</p> <p>Sounds of animal noises in the cattle sheds Could develop activity where pupils become a character for the day (based on census materials of those who lived and worked on the farm) dress up in character and do the jobs on the frame</p> <p>Living history sessions</p> <p>Divide pupils into 4/5 groups led by adults- small activities, things to explore</p>	<p>Look at Boughton House for ideas- they have renovated the outdoor stores, children can learn and do wattle and daub activities, and craftsmen doing different activities- making tools, farriers etc</p> <p>Could develop the smithy on site??</p> <p>Look at West Lodge rural centre</p> <p>Develop the land at the back into mini fields – grow</p>

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
	<p>Would probably come for half a day</p> <p>Instead of a shop – include in the entrance price a £1.00 goody bag with printed pen, rubber and notebook</p>	<p>changing seasons- changing flora and fauna, and the different things that would have happened on the farm during those seasons schools could come 3 x a year use quadrants to find a particular area of land and explore how they have changed over the seasons</p>		<p>as you go round</p> <p>Building detectives- trails to find certain historical details of different periods- looking at the original condition of the site- could keep some of the cattle sheds in their original condition as a contracts- then and now</p> <p>Gardening clubs, allotments for schools within walking distance of HHC, borrow minibuses from partner secondary schools?</p> <p>Be involved in activities- collecting the eggs, feeding the chickens, milking the goats etc, see examples of traditional skills- stone walling etc</p>	<p>vegetables etc</p> <p>use some barns for shelter to sit in and picnic</p>
<p>Head teacher Upton Meadows Primary</p>	<p>Room to use as a base</p> <p>Clipboards</p> <p>Room for packed lunches</p> <p>Toilet facilities</p> <p>Area for washing hands</p>	<p>KS 1 Way of life – how people lived and worked</p> <p>Local History study of the local area</p> <p>Geography – fieldworks of the land- how land has</p>		<p>Living history dressing up in costumes, role plays</p>	

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
	<p>Could develop short films Trail – key pints around the site</p> <p>Pay no more than £5 as coach costs are expensive too</p> <p>Resource packs available</p>	<p>changed- using records, maps of the area</p> <p>Science Min beasts – woodland</p> <p>KS2 Invaders and settlers – Anglo Saxon times</p>			
<p>██████████ Lecturer (Geography) Teacher training Department University of Northampton</p>	<p>Need a room to use as a base</p> <p>DVD</p> <p>Need access to maps, census data, photographic materials, comparative materials- compare and contracts maps to see how the area has changes</p> <p>Use google earth www.locallive.com for bird eyes views of different areas</p> <p>Cross curricula</p>	<p>Teacher training students, would be interested in bringing post grad geography and history students to plan field work opportunities with their pupils, development of the farm, how it relates to the local community, comparing the development of the area to development of Upton, Milton, Hunsbury also how they would develop the site</p>	<p>Schools will travel up to an hour</p> <p>Could develop links with schools in Milton Keynes</p>	<p>Developing a CD of images and materials for schools to use</p>	

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
	<p>science teachers may be interested in the ecological aspects of the site</p> <p>Could develop CD's with information about the site, census material, plans, maps etc for schools to use – probably as cheap to produce a CD as a printed resource pack</p>	<p>for pupils as well</p> <p>Likely to bring students for half a day approx 25 in a group x 3 groups</p> <p>Secondary students – GCSE and A' Level interest in geographical specification – how land has changed, comparisons to other areas, environmental impact</p> <p>Primary level-enquiry – thinking about the environment the impact on them</p>			
<p>Humanities Advisor Northampton</p>	<p>Practical hands on activities are the most popular e.g. living history days, storytelling sessions, drama and role play workshops</p>			<p>Huge potential for the teaching of geography and history</p> <p>Should develop links with the universities- teacher training departments</p>	<p>To have a stall at the Humanities Conference on the 9<sup>th</sup> March</p>

Stakeholder	Facilities needed	Particular interest	Useful information	Ideas for future development	Suggestions for further links/ideas to develop
	<p>Internet facilities/interactive whiteboards etc</p> <p>website could house a virtual tour and there might be a good opportunity to use video conferencing facilities</p> <p>Think that primary use will be form primary sector</p> <p>Secondary schools interested in changes in land use</p>			<p>Ideas for keeping small breeds on the site – would help to bring the farm alive</p> <p>Could look at the change of food- make the connections between he animals at the farm and the food we eat</p>	

## Appendix C: Consultation with NACRE staff

### Ideas from Flip Charts - meeting 19/03/07

Groups	Future development: What would you like to see happen in the future at the site?	Who For? Which audiences would enjoy visiting the site?	Facilities: What types of facilities should be made available?	Activities/programmes: What could people do at the site?	Information: How should information be made available?	Marketing: What would be the best way of marketing the site?
Group 1 Orange	<p>Sympathetic development of the site</p> <p>Consultation with staff at all stages</p> <p>Control over the number of users</p> <p>Mrs Burman's cottage turned into a living museum</p>	<p>Staff</p> <p>Schools</p> <p>Conservation groups</p> <p>Local history groups</p> <p>Bird watchers</p> <p>Bat enthusiasts</p>	<p>Visitor's centre</p> <p>Improved toilet facilities</p> <p>Allotments- projects re food growing coking etc</p> <p>Traditional crafts</p> <p>Petting animals area</p> <p>Shop</p>	<p>Workshops - rural crafts</p> <p>Role play farm activities</p> <p>Nature walks</p>	<p>Leaflets</p> <p>Interpretation boards</p> <p>Tapes and commentary</p> <p>Handbook on the history of the site</p>	<p>Leaflets</p> <p>The website</p> <p>Through local MPs</p> <p>Local media and TV</p> <p>Develop the image-change the logo?</p>
Group 2 Yellow	<p>Flatten and level out the car park</p> <p>Restore Mrs Burman's cottage</p> <p>Renovate the farmhouse</p>	<p>Local Community</p> <p>ESP groups</p> <p>Families</p> <p>Schools</p>	<p>Shop</p> <p>History Centre/library</p> <p>Nature trail with seating</p> <p>Café</p>	<p>Historical re-enactments and banquets</p> <p>Family Day's out</p> <p>Educational visits</p> <p>Local craft events</p>	<p>Interactive screens</p> <p>Leaflets</p> <p>Information boards</p> <p>DVD audio tapes</p>	<p>Tourist information</p> <p>DVD's</p> <p>Infomercial</p> <p>Leaflets</p>

<b>Groups</b>	<b>Future development: What would you like to see happen in the future at the site?</b>	<b>Who For? Which audiences would enjoy visiting the site?</b>	<b>Facilities: What types of facilities should be made available?</b>	<b>Activities/programmes: What could people do at the site?</b>	<b>Information: How should information be made available?</b>	<b>Marketing: What would be the best way of marketing the site?</b>
	Restore the garden and grounds	Historical groups	Seating  Green gym  Improved restroom facilities	Archery and jousting  Weddings, parties, meetings etc		Website  Radio adverts Road shows to schools and communities
Group 3 Pink	Site access  Improved Buildings  Make a model energy efficiency and environmentally friendly farm  Improve the gardens - better planting and maintenance	People who are interested in local history and conservation  Kids  young people  Couples	Workshops for crafts etc  Meeting rooms, bar and BBQ areas  Improved offices  Range of products for sale pencils etc	Rural pursuits!  Small farm animals  Nature walks  Outdoor classroom  Showcase ACRE's work and projects  Education visits	Information points  Displays of ACRE'S work  Literature of the history of the site made available	Direct mailings to schools  Tourist information  Website  Direct mailings through community networks e.g. scouts

## Appendix D: Focus groups

### Feedback from the community focus groups 28/03/07 and 31/03/07

What did you like most about the site?	How would you like to see it being developed in the future?	What type of activities and programmes could be developed?	What types of facilities?	What kind of information?	How should this be presented?	Other ideas/partnerships etc
<p>The feeling of tranquillity</p> <p>Feeling of history created by the buildings and the landscape</p> <p>Opportunities the site offers</p> <p>Natural beauty of the buildings and the grounds</p> <p>You can visualise what it was like in the past</p> <p>The view from the steps is lovely as you can take in the whole vista of the surrounding landscape</p> <p>Importance of</p>	<p>Create an area which is like a mini farm- so children can see what the farm was like</p> <p>Develop the area at the back of the cattle sheds for schools to use – workshops etc start from there before going to explore other areas of the site</p> <p>Not all buildings need to be school friendly</p> <p>Develop the cattle sheds as an area with dormitories to enable groups e.g. scouts and</p>	<p>Rural skills- e.g. hedge laying, stone walling and rural crafts should be developed – basket making, wood turning - links with BTCV</p> <p>Outdoor theatre, music events – the site offers a natural amphitheatre e.g. the types of events put on at Delapre Park</p> <p>Invite schools to showcase their work</p> <p>Have open days 2/3 times a year –</p>	<p>Need a covered area for groups to eat packed lunches</p> <p>Places to leave coats and bags</p> <p>A refreshments area?</p> <p>Benches and picnic areas in the woodland</p> <p>Improve toilets (quantity and access)</p> <p>Improve current kitchen facilities e.g. the kitchen close to the High Barn, needs improving and access is difficult</p>	<p>History of the site – the whole area Hunsbury Hill Fort etc</p> <p>The uniqueness of the model farm</p> <p>Focus on the people who lived and worked on the farm, how children worked there</p> <p>The history of farming how farms have changed over the years</p> <p>Specific information about model farms, show examples of other model</p>	<p>Leaflet/booklet about the site – like the leaflet for Sulgrave Manor</p> <p>Information panels located across the site</p> <p>Trails with boards (or information paddles) that you pick up as you go round the site</p> <p>Have tiered information, large photographs of the farm and text</p> <p>In the woodland area maps, leaflets, nature trails</p> <p>Distribute the</p>	<p>Possible link with Hunsbury Rural Skills Association – young people with special needs (follow up)</p> <p>Possible contacts with scout groups- 2 active groups in the area- 49<sup>th</sup> and 50<sup>th</sup> based at the Abbey Centre</p> <p>Consider setting up a Friends of HHC to support the development of the site in the future</p> <p>Charges- sliding scale of charges depending on the type of activity being run children £1.50 parents at</p>

What did you like most about the site?	How would you like to see it being developed in the future?	What type of activities and programmes could be developed?	What types of facilities?	What kind of information?	How should this be presented?	Other ideas/partnerships etc
<p>having rural green areas amongst urban built up areas</p> <p>Historical site in it's own right</p>	<p>guides to camp</p> <p>Build bird hides in the woods</p> <p>Plant hedgerows on the outskirts of the woodland to increase the wildlife</p> <p>Develop a museum in Mrs Burman's cottage exhibition space about the history of the farm and the local area use census material etc</p> <p>Or refurbish the cottage as Mrs Burman's home. Mrs Burman lived on the farm until she in 1976. The cottage was let out separately her</p>	<p>tie in with the seasons</p> <p>Allotments for local children</p> <p>Teaching history – learn about what life was like on the farm, dress up see the range for cooking in Mrs Burman's cottage</p> <p>Themed events different periods eg farming in the C19th different seasons – the farmers year</p> <p>Develop the cottage garden by Mrs Burman's cottage</p>	<p>for catering due to the stairs – suggestion to locate a kitchen at the back of the High Barn?</p> <p>Need to upgrade kitchen facilities and toilets as they will stop people from using the site if they are not upgraded</p> <p>Develop a café on site</p> <p>Need to improve surfaces of the paths dangerous during daytime, hazardous at night</p> <p>Concerns about the rails in the car park that people could fall over</p>	<p>farms, the philosophy behind them and why it developed</p>	<p>leaflets to libraries, put on library intranet</p> <p>Could have different versions to link in with what would happen at farm at different seasons</p> <p>Sounds- of the animals in the cattle sheds-voice over</p> <p>Need to update current leaflet as the site is closer to 250 years old</p> <p>Films, DVD about the history of the site</p> <p>Use maps, census materials, drawings, sales particulars, farming prints,</p>	<p>£3.00 etc</p> <p>Possible links with the local groups of the organisations such as National Mammal Society, RSPB, Young Farmers Organisation</p>

What did you like most about the site?	How would you like to see it being developed in the future?	What type of activities and programmes could be developed?	What types of facilities?	What kind of information?	How should this be presented?	Other ideas/partnerships etc
	father was a horseman at the Ironstone furnaces.		<p>them? Need to improve lighting – the site is difficult to navigate for evening meetings</p> <p>Signage needs to be improved – get lost going through the housing estate and also signage from the main roundabout</p> <p>Could look at developing a park and ride scheme with the Ironstone Railway Trust Park at the Country Park and then catch the bus to the site</p>		<p>papers from the record office about the Bouverie family</p> <p>Have examples of farm equipment /agricultural machinery on the site e.g. ploughs, drills, harnesses, milk churns, hand tools etc</p>	

## Feedback from the consultation with Northampton Youth Forum 31/03/07

<b>How would you like to see it being developed in the future?</b>	<b>What type of activities and programmes could be developed?</b>	<b>What types of facilities?</b>	<b>What is the best way of marketing the centre to young people?</b>	<b>Possible partnerships</b>
<p>Animal petting/handling area</p> <p>Woodland walks</p> <p>Demonstrations of activities which happened on the farm in the past eg- butter churning etc</p> <p>Historical games and activities in the woodlands- archery, paintball etc</p> <p>High ropes assault course in the woods</p> <p>Base for groups to use for camping e.g. Scouts, Guides Duke of Edinburgh groups</p> <p>Run residential courses to develop young people's skills in orienteering, expedition skills etc</p>	<p>Practical workshops eg arts and crafts, themed seasonal activities</p> <p>Music, dance drama activities – develop a recording studio for young people to use during the holidays/weekends</p>	<p>Toilets</p> <p>Area for refreshments- good food</p>	<p>Use advertising spaces in shopping centres etc</p> <p>Web based adverts</p> <p>Involve young people in the design and production of any marketing materials</p>	<p>The young people at the Northampton Youth Forum are interested in supporting the development of the site, developing further ideas for activities etc in the future</p>

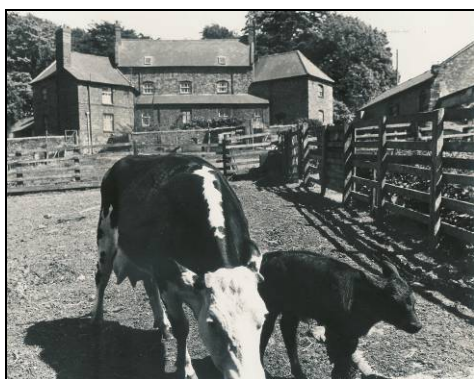
## Appendix E: Example Questionnaires - Existing Users

### Hunsbury Hill Centre 18th Century Model Farm Restoration Project

## We need to know what you think!

The Hunsbury Hill Centre is a well-preserved and rare example of an 18<sup>th</sup> century model farm, including a large farmhouse, barns and animal sheds set in woodland in the middle of a residential housing estate in Hunsbury, Northampton. It is currently used as a base for Northamptonshire ACRE offices and as a venue that can be hired for meetings and community events.

We are exploring how the site could be developed as a heritage attraction enabling visitors, schools and community groups to come and find out more about the history of the farm and local environment and enjoy getting involved in different activities.



Hunsbury Hill Farm before it was taken over by the Rural Community Council c1976



Aerial view of Hunsbury Hill Centre c1980 before houses were built on the fields

We would very much welcome your views on this development and would appreciate it if you are able to spend a few minutes completing the questionnaire below. The findings from the consultation will be used to inform a bid to The Heritage Lottery Fund to raise funds to restore and develop the site.

More information about the project can be found on our website:

**[www.hhcrestoration.org.uk](http://www.hhcrestoration.org.uk)**

Please return to Nicky Boden, by email: [consult@hhcrestoration.org.uk](mailto:consult@hhcrestoration.org.uk), or by post:  
Northamptonshire ACRE HHCPPG  
Freepost NEA16275  
Northampton NN4 9BR  
To be received no later than 30th March 2007

Thank you for taking the time to complete this questionnaire.  
Nicky Boden



Questionnaire produced on behalf of Northamptonshire ACRE,  
Hunsbury Hill Centre, Harksome Hill, Northampton NN4 9QX  
Tel: 01604 765888



**1. What type of event(s) have you attended at The Hunsbury Hill Centre (HHC) before?**

*Please tick any of the appropriate boxes*

- A meeting/training session                       Social event (e.g. party/wedding)  
 Community group meeting                       Other, *please specify below*

**2. What did you like most about the site? Please tick any of the appropriate boxes**

- The setting – a semi-rural quiet setting  
 Facilities for meetings and community use  
 Helpful staff  
 The woodland  
 The architecture of the farm buildings  
 The 'original' condition of the buildings and site  
 Good easily accessible location – close to main roads and the motorway  
 Other, *please specify below*

**3. Is there anything that you didn't like about the site? Please specify below**

**4. How would you like to see the site being developed and used in the future?**

*This is in addition to the current use of the site.*

*Indicate by numbering from 1-5 in order, where 1 is the most important*

- Create workshop spaces which could be hired out for rural/craft trades
- Develop an education facility which could be used for talks and workshops
- Display text panels and artefacts around the site describing farm life
- Develop a woodland trail and guided walks for school children and other visitors
- Create a small visitors centre to introduce visitors to the site

Order

**5. Do you have any other ideas of how the site could be developed?**

*Please fill in the box below*

**6. How would you rate your interest in heritage attractions/sites? Please tick one**

- Not interested                       Quite interested                       Very interested

**7. How often do you tend to visit heritage attractions/sites? Please tick one**

- Once a month     Once every three months     Once a year     Less than once a year

**8. Which other heritage attractions/sites have you visited in Northamptonshire?**

*Please fill in the box below*

**9. Would you be interested in finding out more about the HHC ? Please tick one**

- Not interested                       Quite interested                       Very interested

**10. What would you like to find out about when you visit?**

*Please tick any of the appropriate boxes*

- The ancient local history of the area including Hunsbury Iron Age Hill Fort
- The history of the farm – who lived there and how it was used
- The history of farming and changes in agriculture
- The architecture of the buildings
- The local geography of the area and changes to the environment
- The wildlife in the neighbouring woods
- Other, *please specify below*

**11. How would you like to find out this information when you visit?**

*Please tick any of the appropriate boxes*

- Read a leaflet or booklet
- Read text panels located around the site explaining different buildings and their use
- Listen to a talk/tour by a member of staff
- Use an audio guide around the farm
- Watch a film explaining the history of the site
- Handle original /replica artefacts
- Use computer interactive programmes to learn about the site
- Other, *please specify below*

**12. What type of activities would you like to do when you visit?**

*Please tick any of the appropriate boxes*

- Activity days/organised events
- Farm trail
- Handling sessions exploring original/replica artefacts
- Hands on interactives - dressing up, role playing etc
- Nature/woodland walk
- Practical workshops
- Specialist lectures on aspects of local history farming/agriculture
- Other, *please specify below*

**13. How far would you be prepared to travel to get to the HHC in terms of time?**

*Please tick one of the boxes*

- 15 minutes or less                       30 minutes or less
- 45 minutes or less                       60 minutes or less

**14. If HHC charged for visits, what you would be happy to pay – per person?**

*Please tick one of the boxes*

- Between £1 - £2     Between £2 - £3     Between £3 - £4     Over £4
- Not applicable, would not be prepared to pay to visit HHC

**15. How important are the following to you when you visit a heritage attraction?**

Indicate by numbering from 1-10 in order, where 1 is the most important

- Good access where possible around the site including wheelchair access
- Multi-sensory interpretation
- Toilets/disabled toilets
- Baby change facilities
- Secure parking close by
- Information about the site provided
- Refreshment facilities & space to eat indoors/outdoors
- Clear signage on and off site
- Adequate seating
- Child friendly staff

order

**16. How would you like to be kept informed about the project?**

Please tick one of the boxes

- |   |   |
|---|---|
| <input type="checkbox"/> Web based information              | <input type="checkbox"/> Leaflets available locally         |
| <input type="checkbox"/> E-mail information                 | <input type="checkbox"/> Displays at local events           |
| <input type="checkbox"/> More information through the press | <input type="checkbox"/> Other, <i>please specify below</i> |

**If you would like to be kept informed about developments with the project, please give either your email address or your full postal address below.**

Finally, please could you give us a few bits of information about yourself so that we can put your other replies in context.

**17. Age in years:** .....                      **18. Are you:**  Male?    Female ?

**19. Which racial or ethnic group do you belong to?<sup>10</sup>**    *Please tick one*

- Asian or British Asian    Black or Black British    Chinese    Mixed    White  
 Any other ethnic group, *please specify below*

**20. Do you consider yourself to be disabled?**                       Yes                       No

**21. Do you have any dependent children in your household?:**  Yes                       No

**22. Are you:**    Employed?    Retired?    Student?    Unwaged?

**23. What is your postcode?:** \_\_\_\_\_

Thank you for completing this questionnaire. Your responses will be treated in confidence. Your views will help to inform a bid to The Heritage Lottery Fund to raise funds to restore and develop The Hunsbury Hill Centre C18th Model Farm.

\_\_\_\_\_

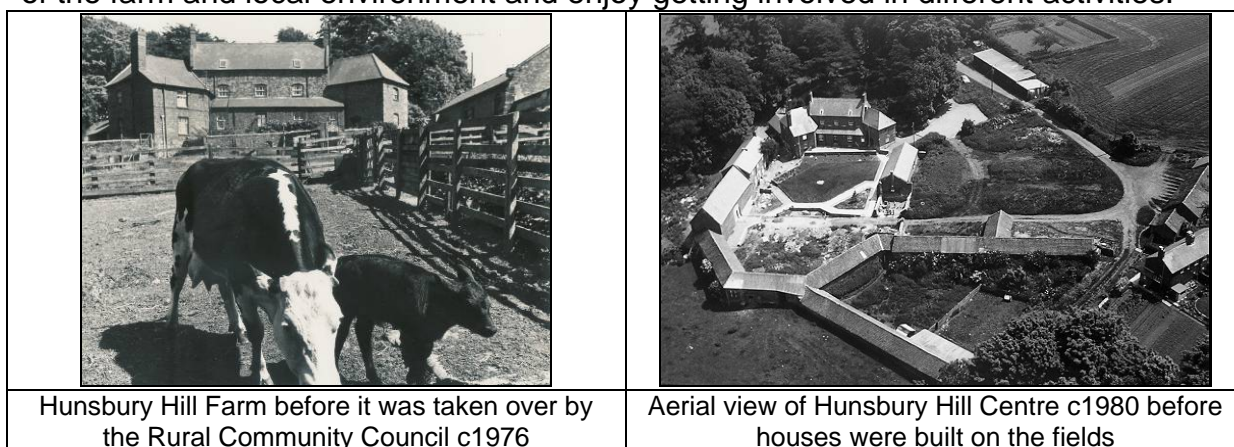
<sup>10</sup> Commission for Racial Equality Good Practice Ethnic monitoring categories for England and Wales, short version from www.cre.gov.uk Feb 2007

## Appendix F: Example Questionnaires General Users

### Hunsbury Hill Centre 18th Century Model Farm Restoration Project We need to know what you think!

The Hunsbury Hill Centre is a well-preserved and rare example of an 18<sup>th</sup> century model farm, including a large farmhouse, barns and animal sheds set in woodland in the middle of a residential housing estate in Hunsbury, Northampton. It is currently used as a base for Northamptonshire ACRE offices and as a venue that can be hired for meetings and community events.

We are exploring how the site could be developed as a heritage attraction enabling visitors, schools and community groups to come and find out more about the history of the farm and local environment and enjoy getting involved in different activities.



We would very much welcome your views on this development and would appreciate it if you are able to spend a few minutes completing the questionnaire below. The findings from the consultation will be used to inform a bid to The Heritage Lottery Fund to raise funds to restore and develop the site.

More information about the project can be found on our website:

**[www.hhcrestoration.org.uk](http://www.hhcrestoration.org.uk)**

Please return to Nicky Boden, by email: [consult@hhcrestoration.org.uk](mailto:consult@hhcrestoration.org.uk), or by post:

Northamptonshire ACRE HHCPPG

Freepost NEA16275

Northampton NN4 9BR

To be received no later than 30th March 2007

Thank you for taking the time to complete this questionnaire.

Nicky Boden



Questionnaire produced on behalf of Northamptonshire ACRE,  
Hunsbury Hill Centre, Harksome Hill, Northampton NN4 9QX  
Tel: 01604 765888



**1. How would you rate your interest in heritage attractions/sites? Please tick one**

- Not interested                       Quite interested                       Very interested

**2. How often do you tend to visit heritage attractions/sites? Please tick one**

- Once a month     Once every three months     Once a year     Less than once a year

**3. Which other heritage attractions/sites have you visited in Northamptonshire?**

*Please fill in the box below*

**4. Have you ever visited The Hunsbury Hill Centre (HHC) C18th Model Farm?**

*Please tick the appropriate box*

- Yes → please go to question 6                       No → please go to question 5

**5. Would you be interested in visiting The Hunsbury Hill C18th Model Farm?**

*Please tick the appropriate box*

- Yes → please go to question 7  
 No → **Why?** Please tick any of the appropriate boxes below, then go to question 14

- I am not interested in local history, farming, agriculture, etc
- I can't get there – the distance is too far
- I don't have transport
- I am prevented by disability
- I am prevented by age
- Other, please specify below

**6. What did you like most about the site? Please tick any of the appropriate boxes**

- The setting – a semi-rural quiet setting
- Facilities for meetings and community use
- Helpful staff
- The woodland
- The architecture of the farm buildings
- The 'original' condition of the buildings and site
- Easily accessible location – close to main roads and the motorway
- Other, please specify below

**7. What would you like to find out about when you visit?**

Please tick any of the appropriate boxes

- The ancient local history of the area including Hunsbury Iron Age Hill Fort
- The history of the farm – who lived there and how it was used
- The history of farming and changes in agriculture
- The architecture of the buildings
- The local geography of the area and changes to the environment
- The wildlife in the neighbouring woods
- Other, *please specify below*

**8. How would you like to find out this information when you visit?**

Please tick any of the appropriate boxes

- Read a leaflet or booklet
- Read text panels located around the site explaining different buildings and their use
- Listen to a talk/tour by a member of staff
- Use an audio guide around the farm
- Watch a film explaining the history of the site
- Handle original /replica artefacts
- Use computer interactive programmes to learn about the site
- Other, *please specify below*

**9. What type of activities would you like to do when you visit?**

Please tick any of the appropriate boxes

- Activity days/organised events
- Farm trail
- Handling sessions exploring original/replica artefacts
- Hands on interactives - dressing up role playing etc
- Nature/woodland walk
- Practical workshops
- Specialist lectures on aspects of local history, farming/agriculture
- Other, *please specify below*

**10. How far would you be prepared to travel to get to the HHC in terms of time?**

Please tick one of the boxes

- 15 minutes or less
- 30 minutes or less
- 45 minutes or less
- 60 minutes or less

**11. If HHC charged for visits, what would you be happy to pay – per person?**

Please tick one of the boxes

- Between £1 - £2
- Between £2 - £3.
- Between £3 - £4
- Over £4
- Not applicable, would not be prepared to pay to visit HHC

**12. How important are the following to you when you visit a heritage attraction?**

Indicate by numbering from 1-10 in order, where 1 is the most important.

- Good access where possible around the site including wheelchair access
- Multi-sensory interpretation
- Toilets/disabled toilets
- Baby change facilities
- Secure parking close by
- Information about the site provided
- Refreshment facilities & space to eat indoors/outdoors
- Clear signage on and off site
- Adequate seating
- Child friendly staff

order

**13. How would you like to be kept informed about the project?**

Please tick one of the boxes

- |   |   |
|---|---|
| <input type="checkbox"/> Web based information              | <input type="checkbox"/> Leaflets available locally         |
| <input type="checkbox"/> E-mail information                 | <input type="checkbox"/> Displays at local events           |
| <input type="checkbox"/> More information through the press | <input type="checkbox"/> Other, <i>please specify below</i> |

**If you would like to be kept informed about developments with the project, please give either your email address or your full postal address below.**

**Finally, please could you give us a few bits of information about yourself so that we can put your other replies in context.**

**14. Age in years:** .....

**15. Are you:**  Male?  Female ?

**16. Which racial or ethnic group do you belong to?<sup>11</sup> Please tick one**

- Asian or British Asian    Black or Black British    Chinese    Mixed    White  
 Any other ethnic group, *please specify below*

**17. Do you consider yourself to be disabled?**  Yes  No

**18. Do you have any dependent children in your household?**  Yes  No

**19. Are you:**  Employed?  Retired?  Student?  Unwaged?

**20. What is your postcode?:** \_\_\_\_\_

Thank you for completing this questionnaire. Your responses will be treated in confidence. Your views will help to inform a bid to The Heritage Lottery Fund to raise funds to restore and develop The Hunsbury Hill Centre 18<sup>th</sup> Century Model Farm.

\_\_\_\_\_

<sup>11</sup> Commission for Racial Equality Good Practice Ethnic monitoring categories for England and Wales, short version from www.cre.gov.uk Feb 2007

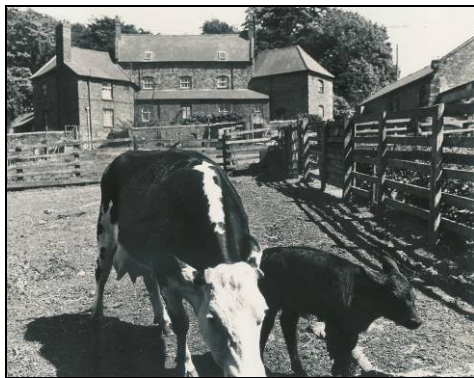
## Appendix G: Example Questionnaires - Education Questionnaire

### Hunsbury Hill Centre 18th Century Model Farm Restoration Project

#### **We need your help to develop a site in Northampton for educational study!**

The Hunsbury Hill Centre is a well-preserved and rare example of an 18<sup>th</sup> century model farm, including a large farmhouse, barns and animal sheds, set in woodland in the middle of residential housing estate in Hunsbury, Northampton. It is currently used as a base for Northamptonshire ACRE offices and as a venue that can be hired for meetings and community events.

The farm stands on ancient ground close to Hunsbury Hill Iron Age Hill Fort and began life as an estate farm of the Bouveries of Delapre Abbey. Model farms are of great historical interest they were considered a vast improvement on anything built earlier in terms of convenience and efficiency and represented advanced thinking in architectural as well as agricultural ideas.



Hunsbury Hill Farm before it was taken over by the Rural Community Council c1976



Aerial view of Hunsbury Hill Centre c1980 before houses were built on the fields

We are exploring how the site could be developed as a heritage attraction enabling schools and community groups to come and find out more about the history of the farm, the local environment and enjoy getting involved in different activities. There is a wealth of resource materials, including education packs and archive material (maps, plans, census surveys and photographs), which could be made available for school groups to use.

Given the strong focus on learning outside the classroom this could provide an exciting new resource for schools across Northamptonshire.

We would very much welcome your views on this development and would appreciate it if you are able to spend a few minutes completing this questionnaire.

More information about the project can be found on our website:

**[www.hhcrestoration.org.uk](http://www.hhcrestoration.org.uk)**

**Please return to Nicky Boden, by email: [consult@hhcrestoration.org.uk](mailto:consult@hhcrestoration.org.uk), or by post:  
Northamptonshire ACRE HHCPPG  
Freepost NEA16275, Northampton NN4 9BR  
To be received no later than 30th March 2007**

Thank you for taking the time to complete this questionnaire.

Nicky Boden



Questionnaire produced on behalf of Northamptonshire ACRE,  
Hunsbury Hill Centre, Harksome Hill, Northampton NN4 9QX Tel:  
01604 765888



**1. How important are heritage attractions/sites to your teaching? Please tick one box**

- Very important                       Quite important                       Not important

**2. How often does your school visit heritage attractions/sites? Please tick one box**

- Once a term     Once a year     Less than once a year     Never

**3. Which heritage attractions/sites does your school visit in Northamptonshire?**

*Please fill in the box below*

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**4. How important are the following when you visit a heritage site with your pupils?**

*Indicate by numbering from 1-10 in order, where 1 is the most important.*

- Good access where possible around the site including wheelchair access
- Multi-sensory interpretation
- Toilets/disabled toilets
- Room for workshops/talks
- Drop off point for coach/minibus close by
- Information about the site provided
- Space to eat indoors/outdoors
- Clear signage on and off site
- Space to leave coats and bags
- Child friendly staff

order

**5. Have you ever visited The Hunsbury Hill Centre (HHC) C18th Model Farm on your own or with your pupils? Please tick the appropriate box**

- Yes → please go to question 7                       No → please go to question 6

**6. Would you be interested in visiting The Hunsbury Hill C18th Model Farm with your pupils? Please tick the appropriate box**

- Yes → please go to question 8  
 No → **Why?** Please tick any of the appropriate boxes below, then go to question 18

- |   |  |
|---|--|
| <input type="checkbox"/> The pupils would not be interested | <input type="checkbox"/> It would take too long to get there       |
| <input type="checkbox"/> It does not relate to my teaching  | <input type="checkbox"/> It would be too expensive to travel there |
| <input type="checkbox"/> Not sure if there is enough to do  | <input type="checkbox"/> Other, please specify below               |

--

**7. What did you like most about the site? Please tick any of the appropriate boxes**

- |  |   |
|--|---|
| <input type="checkbox"/> The setting, a semi-rural quiet setting   | <input type="checkbox"/> Facilities for meetings and events     |
| <input type="checkbox"/> Helpful staff                             | <input type="checkbox"/> The architecture of the farm buildings |
| <input type="checkbox"/> The 'original' condition of the buildings | <input type="checkbox"/> The woodland                           |
| <input type="checkbox"/> Easily accessible location                | <input type="checkbox"/> Other, please specify below            |

--

**8. What activities would you most like to see being developed to help pupils learn more about the site? Please tick up to 4 boxes**

- Guided tour of the farm by a member of staff
- Workshops – arts and rural crafts etc
- Farm trail about the history of the farm and how it was used
- Special events such as living history days, storytelling sessions etc
- Nature trails/woodland walks
- Handling sessions exploring original/replica artefacts of farm life
- Areas to touch and feed small farm animals, such as chickens and ducks
- Other, *please specify below*

**9. What resources and interpretation would you most like to see being developed to enable pupils to learn more about the site? Please tick up to 4 boxes**

- Film about the history of the farm, how it was used and who lived there
- Activity sheets aimed at different Key Stages
- Teachers' education pack site based and pre/follow up activities
- Computer interactives showing the changes to the farm site
- 'Hands on' resources, e.g. dressing up, role playing, etc
- Text panels around the site with clues of things to find/do, etc
- Other, *please specify below*

**10. What aspects of the site do you think would be most relevant to your pupils?**

*Please tick any of the appropriate boxes*

- The ancient local history of the area including Hunsbury Iron Age Hill Fort
- The history of the farm – who lived there and how it was used
- The history of farming and changes in agriculture
- The architecture of the buildings
- The local geography of the area and changes to the environment
- The flora/fauna in the neighbouring woods
- Other, *please specify below*

**11. Which topics and subject areas do you think a visit to HHC would complement?**

*Please tick up to 4 boxes*

- History: a way of life, how people lived and worked on the farm
- Local history study: topics for individual coursework assignments
- Science: wild life and mini beasts
- History: Britain 1750-1900 industrialisation changes in agriculture and rural life
- Geography: changes in land use, how and why places change
- History: invaders and settlers
- Art: architecture of the farm buildings, design of the site, wildlife studies
- Cross curricula projects
- PE: orienteering, map reading
- Environmental studies: tree and plant studies, woodland management
- Other, *please specify below*

**12. If HHC charged for visits what would you be happy to pay – per pupil?**

*Please tick one of the boxes*

- £1 - £2       £2 - £3       £3 – £4       Over £4  
 Not applicable, would not be prepared/able to pay to visit HHC

**13. How far would you be prepared to travel to get to the HHC in terms of time?**

*Please tick one of the boxes*

- 15 minutes or       15-30 minutes       30-45 minutes       45-60 minutes

**14. If you visited the HHC how many pupils do you think you might bring?**

*Please tick one of the boxes*

- 10 – 15 pupils       15 - 30 pupils       30 -60 pupils

**15. If you visited the HHC how long do you think you would like to stay for?**

*Please tick one of the boxes*

- 2 hrs or less       Half a day (3 hours)       A full day (6 hours)

**16. Would you be interested in combining a visit to any of the sites below?**

*Please tick any of the appropriate boxes*

- Hunsbury Iron Works Museum       Hunsbury Iron Age Hill Fort  
 Hunsbury Hill Country Park       We would not visit any of these sites

**17. How would you like to be kept informed about the project? Please tick one box**

- Web based information       Fliers/newsletters       E-mail information  
 Mail shot to school       Word of mouth       Other, *please specify below*

**If you would like to be kept informed about developments with the project, please give either your email address or your full postal address below.**

**Finally, please could you give us a few bits of information about yourself so that we can put your other replies in context.**

**18. Your name:** \_\_\_\_\_ **19. Your subject area:** \_\_\_\_\_

**20. Name of the school:** \_\_\_\_\_

**21. Type of school/setting:** *Please tick the most appropriate box*

- Early Years       Primary       Secondary       Special       PRU

**22. Which Key Stage/s do you teach?** *Please tick the most appropriate boxes*

- Early Years Foundation Stage       KS1       KS2       KS3       KS4

Thank you for completing this questionnaire. Your responses will be treated in confidence. Your views will help to inform a bid to The Heritage Lottery Fund to raise funds to restore and develop The Hunsbury Hill Centre 18<sup>th</sup> Century Model Farm.

## Appendix H: Example Questionnaires - On site Questionnaire

Finally, please could you give us a few bits of information about yourself so that we can put your other replies in context.

7. Age in years: ..... 8. Are you:  Male?  Female?

9. Which racial or ethnic group do you belong to? *Please tick one*

Asian or British Asian  Black or Black British  Chinese  
 Mixed  White  Any other ethnic group, *please specify below*

10. Do you consider yourself to be disabled?  Yes  No

11. Do you have any dependent children in your household?  Yes  No

12. Are you:  Employed?  Retired?  Student?  Unwaged?

13. What is your postcode?: \_\_\_\_\_

14. If you would like to be kept informed about developments with the project, please give either your email address or your full postal address below.

Thank you for taking the time to complete this questionnaire.

More information about the project can be found on our website:

[www.hhcrestoration.org.uk](http://www.hhcrestoration.org.uk)

Nicky Boden



Questionnaire produced on behalf of  
Northamptonshire ACRE  
Hunsbury Hill Centre, Harksome Hill,  
Northampton NN4 9QX Tel: 01604 765888



## Hunsbury Hill Centre 18<sup>th</sup> Century Model Farm Restoration Project

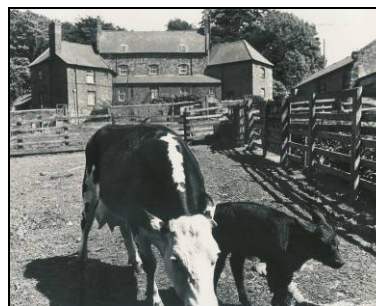
### We need to know what you think!

The Hunsbury Hill Centre is a base for Northamptonshire ACRE offices and is hired for meetings and community events. It is also a well-preserved and rare example of an 18<sup>th</sup> century model farm.

We are currently exploring how to develop the site as a heritage attraction to enable visitors, schools and community groups to learn about the history of the farm and the local environment.

We would welcome your views and would appreciate it if you could spend a few minutes completing the enclosed questionnaire.

The findings from the consultation will be used to inform a bid to The Heritage Lottery Fund to raise funds to restore and develop the site.



Hunsbury Hill Farm before it was taken over by the Rural Community Council (now called ACRE) c1976



Aerial view of Hunsbury Hill Centre c1980 before houses were built on the fields

**Please leave your questionnaire in the box provided.**

**1. What type of event(s) have you been attending today?**

*Please tick any of the appropriate boxes*

- Meeting/training session       Social event
- Community group meeting       Other, *please specify below*

**Day and date of visit?** \_\_\_\_\_

**2. What do you like most about the site?**

*Please tick any of the appropriate boxes*

- The setting – a semi-rural quiet setting
- Facilities for meetings and community use
- Helpful staff
- The woodland
- The architecture of the farm buildings
- The 'original' condition of the buildings and site
- Easily accessible location – close to main roads & the motorway
- Other, *please specify below*

**3. Is there anything that you didn't like about the site, or your visit today? *Please specify below***

**4. How would you like to see the site being developed and used in the future? *This is in addition to the current use of the site.***

*Please Indicate by numbering from 1-5 in order, where 1 is the most important*

- Create workshop spaces which could be hired out for rural/craft trades
- Develop an education facility which could be used for talks and workshops
- Display text panels and artefacts around the farm describing farm life for school children and other visitors
- Develop a woodland trail and guided walks for school children and other visitors
- Create a small visitors centre to introduce visitors to the site

order

**5. Do you have any other ideas? *Please specify below***

**6. Do you have any other comments? *Please specify below***

**Please don't forget to complete the back page section about yourself to give us the context of your replies.**

## **Appendix I: Press coverage and other publicity**

There has been a notice on the main notice board outside the Hunsbury Hill Centre since the start of the Project Planning Grant period. This is seen on arrival and has the HLF logo and brief details of the project.

Feedback questionnaires were placed in the two main areas that are hired out to the public (High and Low Barns) with collection boxes in both those locations and the main office. The collection boxes also had the HLF logo and brief information about the project.

Information has been on NACRE's website since December 2006 and this has been updated as elements of the consultations and Plans have progressed. Initially the information was about the first draft of the Consultation Management Plan. We have bought a separate domain name that is easier to publicise – [www.hhcrestoration.org.uk](http://www.hhcrestoration.org.uk).

### Press/newsletter coverage:

- Chronicle and Echo Article 27/07/06
- DQ Radio interview BBC Radio Northampton 04/08/06
- DQ Radio interview BBC Radio Northampton 07/09/06
- KC Radio interview BBC Radio Northampton recorded 18/12/06 broadcast 19/12/06 - subject CMP consultation
- Article in Northampton Volunteering Centre email newsletter to voluntary sector organisations December 2006
- Article Village View Point (magazine sent out by ACRE) Spring 2007
- Article in Quarterly Crier Spring (newsletter sent out by ACRE) 2007
- Article in Hindsight – Northamptonshire Local History Magazine Issue 12 March 2007 ISBN 1475-2476 pages 46 and 47
- Article Link Magazine Issue 49 Spring 2007
- Article on schools intranet week ending 02/03/07