

Unlocking Peckover for Wisbech

June 2024

Community Conversations





COMPASS

COMMUNITY PARTNERSHIPS LTD

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Executive Summary

- The National Trust are an organisation that is viewed very positively for its work. It is a trusted custodian of many of Britain's most treasured buildings and gardens. Everyone spoken to during this survey either stated this directly or implied it in their answers. This made for positive conversations.
- The commitment of the Trust to genuine community engagement is demonstrated through the commissioning of an independent and experienced community development specialist to assess phase one of the community conversations and lead on phase two.
- The timeframe for delivery hampered the opportunity for conversations via workshops, but positive relationships are in place with community groups to develop those conversations in the future. There is an appetite to engage.
- Over 170 organisations were contacted with the opportunity to take part in workshops and the online survey. Overall, 107 people were engaged in one form or another for a 'community conversation'.
- 17 people responded online (three more than the previous survey) including three people from the Eastern European Community (there were none in the first survey). However, there were 92 engagements with the survey. The QR code was also scanned 58 times.
- Age is more significant than ethnicity with regards to community needs. There is a common need across all communities for families with young children to have access to quality play and learning space.
- The Lithuanian Community Group are recognised locally as a pro-active organisation wishing to people from all communities. They will make good local partners to the Trust.
- The conversations identified the priorities that made a great day out. Most relevant to the Trust include making visits an experience for groups of family and friends, creating free access to beautiful spaces, providing space for play with young children and sensory experiences for children and young people identified as SEND¹, such as messy play².
- The Blossom Project with Cambion school is an excellent example of partnership working based on established strong working relationships.
- The volunteers were recognised as welcoming. Having venues that were accommodating for all needs plus clear information around opening times, costs, transport and parking were identified as enhancing the experience (removing the unknown and reducing anxiety).
- Safety is another key aspect. There was no indication that people felt unsafe, but having access to a venue that is believed to 'child friendly' is essential.
- Refreshments also add to experience, either through a quality Tea Room, or facilities that encourage and enable picnics.
- The multiple-choice survey identified an appetite for all options, and "other" suggestions worthy of consideration by the Board. Opportunities for children were a priority.
- The wish for an 'immersive experience' appealed across the age spectrum. This might include drama, puppet theatre, dressing up, space to draw and paint, historical crafts, etc.

¹ <https://www.england.nhs.uk/learning-disabilities/care/children-young-people/send/>

² <https://cambspborochildrenshealth.nhs.uk/child-development-and-growing-up/hand-skills/messy-play/>

Introduction

The National Trust commissioned an external experienced community consultation organisation (Compass Community Partnerships Ltd) to

- Analyse the Phase One consultation process in which 170 people were canvassed for their insights into how Peckover House and Gardens might develop to support its local community more effectively in line with its national strategy of “For everyone, for ever”.
- Conduct a more in-depth consultation based on Phase One findings through Community Conversations, especially mindful that Phase One struggled to connect with either younger people or members of the Eastern European Community.

Methodology

An Appreciative Inquiry mechanism was used in all conversations including the online survey. This approach seeks to identify what is good with a view to building on it. The central question was “What makes a great day out?”, but this was accessed through asking people to recall days out and what made them so good. It seeks to capture the values of an occasion as well as the practicalities.

The Inquiry process encompasses five stages Define, Discover, Dream, Design and Deliver. The nature of the consultation was ‘defined’ at the outset. This consultation focused on the “Discover” and “Dream” stages of an Inquiry, and the next stage would be Design (incorporating the co-design desired aspect as included in National Trust’s brief). The Delivery stage would be implementing after Design through working with partners to access adequate resources.

The approach focuses on what is already in place and has scope to develop, which is more effective than starting from scratch. This is particularly important regarding established relationships with individuals and groups. It recognises that very few successful ventures start from nothing but seek to build on what is already being achieved.

The approach is used increasingly as a problem solving and development mechanism in the community and statutory sectors, plus the armed forces.

The timeframe for delivery (including the half term holiday break) restricted the hoped for opportunity of conducting workshops with a range of groups (especially young people and members of the Eastern European community. However, it is clear that the relationships are already in place for future interaction, and it was only the practical issue of a short time frame that was the barrier.

Nonetheless conversations were held via

- One to one engagement with people in the library, market place and other public places.
- A workshop with members of the Whittesley Youth Group and their leaders.
- The Fenland Active Open Day at Peckover House, in the grounds and the café.
- The Lithuanian Community organised Open Day at Wisbech Rugby Club (on the Peckover Estate).
- In-depth conversations with community leaders (The chair of the Wisbech Lithuanian Community Group, Wisbech Mayor and another a town and district councillor).
- An online survey based on the core inquiry “What makes a great day out?” plus multiple choice options around development opportunities (appendix one).

Summary of findings from Phase One

Arranged alphabetically based on feedback from 170 consultees and the outdoor workstream support survey.

- People need to see the value for both time and money of the facilities.
- Some people can enjoy the space effectively without intervention but for others there is added value in guided tours and events to capture the imagination.
- The Estate is being used by local people for recreation (walking, cycling, running and dog-walking) as shown by Strava Heat Map.
- The Estate is relatively well-served by local buses, has ample parking, and is close to the centre of town.
- The importance of feeling safe, and feeling their children are safe.
- The local economy is also highlighted in this context in terms of the nature and appearance of local shops.
- The need to enable access for both able bodied and disabled people through clear information around opening times and costs.
- The value of people being able to explore and enjoy a place of peace and safety.
- The value of volunteers as guides and ambassadors for the venues.
- There is a very strong appreciation of the facilities of the town plus its history and the philanthropists who enabled economic development.
- There is a willingness from community groups to collaborate with Peckover to help them deliver training opportunities for outdoor and heritage skills.

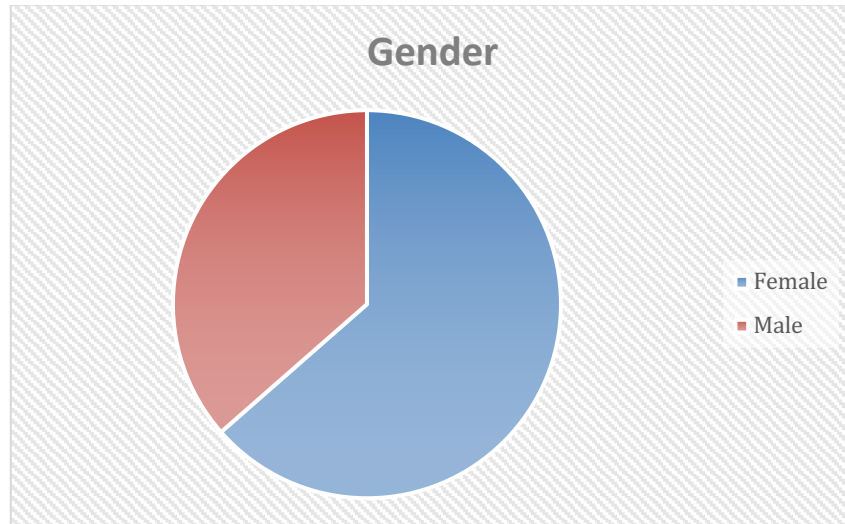
Baseline community data of Wisbech Area:

- The community has an older age profile of 65+ (23% - 4.5% higher than national average).
- The area is much less ethnically diverse than the national average (3.4% non-white ethnicity compared with 19% nationally). However, 14.8% of residents were born outside the UK.
- Economically, less people are active than the England average, with a lower proportion (11%) of those in managerial and professional occupations and consequentially a higher proportion (15%) in supervisory, technical and routine occupations.
- 28% of adults have no qualification compared with 15.1% in Cambridgeshire and 18.1% across England.
- Bad health of Wisbech residents is also 1.6% higher than the national average.
- Life expectancy varies between different areas of Wisbech, being +/- 5 years around the national average.

Who were engaged in the Community Conversations?

Over 107 adults and young people were engaged.

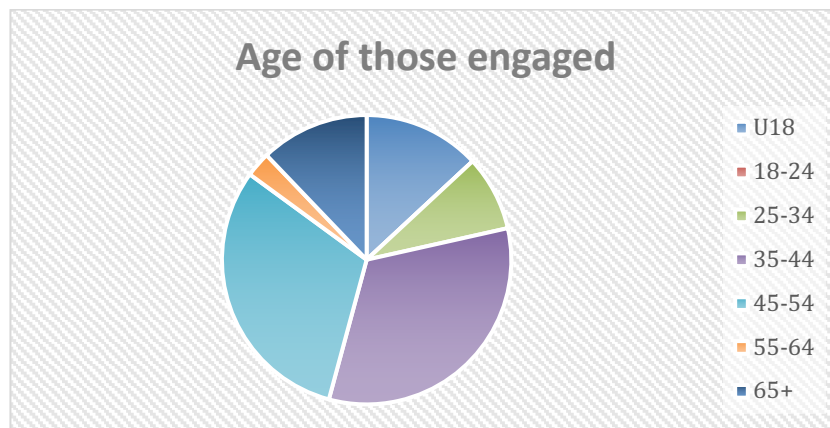
Gender



Out of the 68 recorded conversations with female members of the community, over 20 were with mothers with young children (40 in total), some of whom had Special Educational Needs and Disabilities (SEND). A further 20 women were part of the extended families associated with those children.

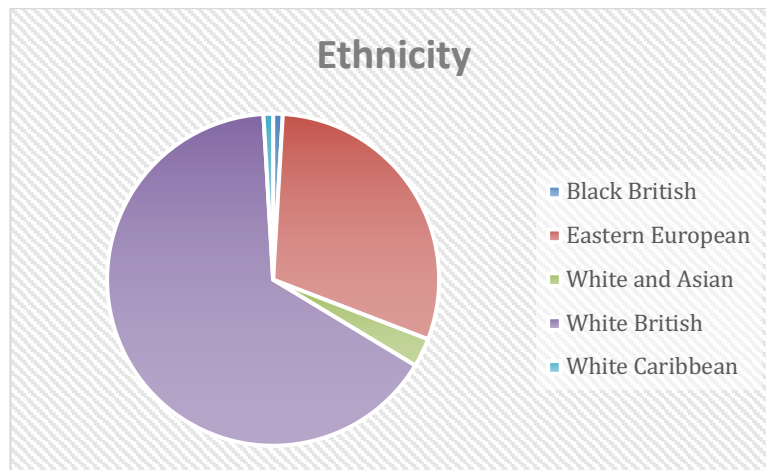
One more extended conversation was with a teacher with special responsibility for caring for the education of a child with SEND.

Age



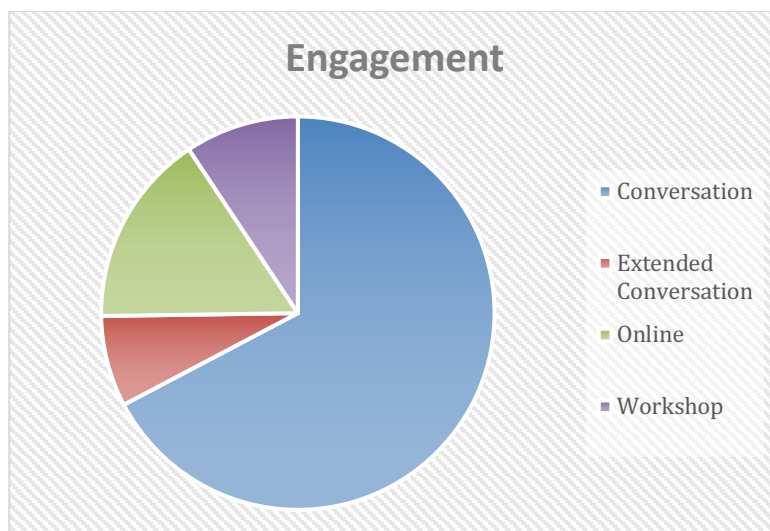
The age of those consulted excludes the young children referenced above. No people aged 18-24 engaged directly. However, there is a much younger profile engaged in this phase of the consultation than phase one. That was mainly achieved via the Active Fenland open day at Peckover House, the conversations at the Lithuanian Community organised open day as Wisbech Rugby Club.

Ethnicity



The difficulty of engaging with the significant Eastern European community was identified in phase one of 'Unlocking Peckover', however members of the community engaged with this phase online, at the Peckover open day and most especially at the Lithuanian Community organised open day. The link to an extensive conversation with chair Aidan Klumbys is below on page 11.

Engagement Mechanism



As stated above, the time window prohibited the delivery of more than one workshop and so this was compensated by a significant number of conversations, some of which were extensive (80 in total). Additionally, there were more people responding online (17) than in phase one (which was specifically targeted at local businesses, councillors and volunteers). Although only 17 people completed the survey, 93 people accessed the web link, 58 of whom were via the QR code. This indicates the method is strong, but a simpler survey in future may glean a greater response.



What makes a great day out?

This was the central question in the Appreciative Inquiry. When people are asked directly for their thoughts, they struggle to answer the question. They were therefore asked to remember a great day out and then unpack it in terms of what made it so memorable. This helps identify the most important aspects, the keys to success and also what values were important in their story. They were also asked if they could wave a magic wand, what would they change to make every day as good as the one they were recalling.

The following list is based on those insights and are prioritised based on both the number of mentions, but also the depth of feeling encountered in the personal conversations and workshop. That seeks to build in a qualitative perspective as well as the quantitative.

Higher priorities for a great day out (essentials)

- Company (friends and family)
- Tranquillity (personal space, peace and safety)
- Scenery
- Accommodating venue, parking, transport, welcome, comms
- Feeling Safe
- Open space for children
- Joy / Smiles / Children laughing

Medium priorities for a great day out (preferable)

- Free facilities
- Food and drink
- Meeting others at event
- Learning (as a family)
- Picnic opportunity
- Freedom to enjoy

Lower priorities for a great day out (added value)

- Special event (anniversary, birthday, first date)
- Hobby or Pastime focus
- Tour guide / book
- Live music / Drama
- Chance to walk
- Children expend some energy
- Romance
- Being part of the global village
- Chance of a new start
- Positive spiritual experience

Commentary

Essentials

There are no surprises in the list of what is essential for a great day out. Company is well ahead of the other criteria. Each of those criteria are within reach of the National Trust and many are already being achieved. The volunteers are often mentioned by people as being welcoming, which adds significant value to the visitor experience.

Areas for development maybe around communications (people get confused about opening times and some were unaware that there was free access to the gardens at all opening times).

Several people referenced that they struggled to find somewhere to park. This might have implications regarding access if the easiest place to park is adjacent to the playing fields at the rear of the property.

Accommodating children, and some with special needs, is a recurring theme. It's clear that people will not return somewhere if their children don't enjoy the experience – little more stressful than a miserable child!

Preferable

Perhaps it is a surprise to see 'free' access as on the second list. Free access to the gardens is very much welcomed, and would be essential for some families, however people recognise that it's not money that makes a great day out. There was comment about access to the house and making a payment for something that you couldn't see!

Having access to food and drink also adds to a great day out. This can be achieved through either the café or space for people to bring their own food and drink.

Learning as a family also included the aim of parents passing on learning to their children.

Added value

This list would seem to seem to capture more non-essentials, very much tied into individual circumstances. There is an aspect of wellbeing alongside that of entertainment at a trusted value.

What activities will benefit whom?

The following comments were also collected from the conversations, and they have been grouped according to whom they might benefit most especially. They are listed alphabetically.

Activities for all ages and groups

- Advertise more (not aware of gardens being free).
- Archery!
- Chance to exercise in great scenery.
- Coffee House.
- Craft activities (drawing, design, rubbings, etc).
- Experiencing history (interactive) Example from Victoria and Albert Museum.
- Greater links with library re heritage.
- Not much to do in Wisbech.
- Reed Barn as a meeting place.
- Some people like to wander.
- Some people would like guides.

Activities for families

- Create an accessible guide for all ages.
- Feeling safe - and knowing children safe.
- Guides not needed as could cut across family time.
- Headsets cut across the personal aspect and stop families talking.
- Old fashioned games.
- Picnic area next to safe play area for young children.
- Places to go as a family to enhance relationships (importance of excitement for children).
- Respite for those supporting families (elderly and children).

Activities especially for children

- Artifact finding.
- Exploration map.
- Make the most of half term and other holidays with families (it's when they need activity).
- Opportunities for children to dress up in historical clothes.
- Play area (explore, sandpit, etc).

Activities especially for children with Special Educational Needs and Disabilities

- Cambion school opportunities.
- Sensory (messy) play for disabled children, which support the parents.
- Space for teachers to access with SEND students.

Extended conversations

Extended conversations were possible with a range of people and three of those with strategic are summarised here.

Aidas Klumbys (Lithuanian Community Chair)

This conversation was recorded and is accessible via the QR code

- Nearly 5 years in existence.
- 20-30 on committee – regular turnover of members.
- Age range of community 18-60, average 45.
- "Need to involve every community not just Lithuanian community".
- "We want to be open to everyone".
- Want to work with Bulgarian, Polish, Ukrainian and British community.
- "We all live and work together - which enables strength".
- Have organised children's Halloween event.
- Needs around cost of living and other social problems (eg drug dependency, alcoholism, abuse).
- Looking for a 'home' where they can welcome services to support people.
- Great help from the Rosmini Centre.
- People still scared (suspicious) Eastern European Community - need to build trust.
- "We are happy because we make children smile".



Cllr Sidney Imafidon (Wisbech Mayor)

- Enjoys the gardens and nature.
- Peckover key to attraction to the town and its history.
- Play area would be valuable.
- Labelling plants and exhibits valuable.
- Synergy with National Trust through his renovation of his home (Ely House).
- Lithuanian Community more outgoing than other Eastern European communities.
- They take a lead on litter picks, community events and integration.



Cllr Lucie Foice-Beard (Town and District)

- Don't compromise of National Trust quality.
- Use councillors to convey message to the community- councillors' newsletters, social media.
- Very eager to support.
- Make information accessible.
- Keep the information simple; when, where, what etc. easy for people to understand.

Workshop

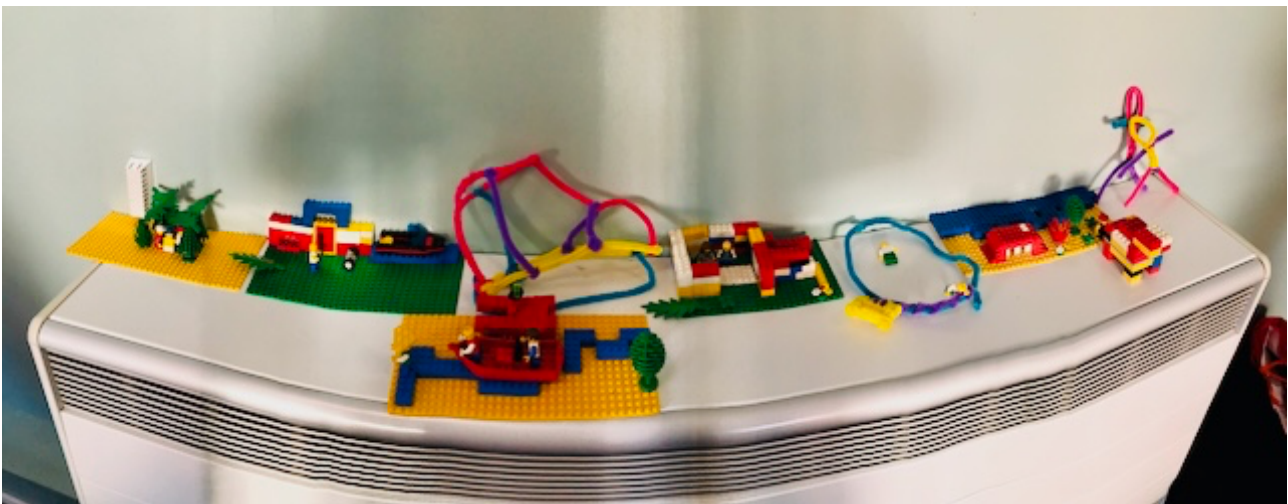
A workshop was held with young people (under 16-year-olds) at Whittesley youth club. About 10 young people took part in the workshop, who were described by the youth leaders as being on the SEND spectrum.

The creative approach (plus the 'reward' of confectionary) managed to capture the imagination of the group. They were asked to recall a memorable day out, whether it be as a one-off or part of a holiday.

Bearing in mind that some of the young people were vulnerable and some had behaviour issues, the way they interacted with the exercise was especially impressive.

Usually, workshop participants would work in pairs to share their stories, but it was more appropriate in this situation to work with the group as a whole. Some came up with ideas straight away, but most of the group became involved when the creative activity was introduced.

They were asked to represent their ideas using either building blocks or colourful 'pipe' cleaners, or both. They displayed their creations (and one of them tried to wear hers!).



The creations, left to right in the photograph, represented

- Enjoying outdoors and green space.
- Going to interesting places.
- The love of outdoors, including boating (front model).
- Getting the chance to go ice skating.
- Staying somewhere nice in a lovely environment.
- Going swimming.
- Being out and about near water.
- Being with his brother.
- A further group member talks about the special opportunity, which for her was horse-riding (but not pictorially represented).

The purpose behind using a creative activity as part of the 'Dream' stage of Appreciative Inquiry is to enable participants to access the creative part of their brains, and not just the logical part. In other context it might be called 'blue sky thinking' and is a tried and tested methodology used in many contexts for problem solving and development.

Survey

Three specific surveys were also included both online and in conversations. A list of 'other' suggestions from the conversations are referenced under each chart.

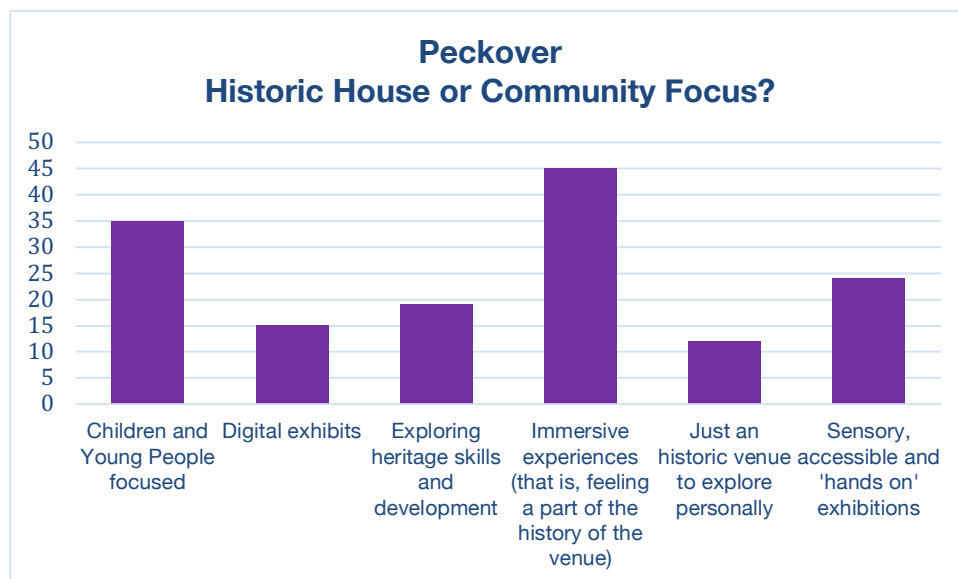
The responses reflect the significant number of parents engaged at the Peckover open day, and the community event organised by the Lithuanian community.

It would be inappropriate to respond to the feedback purely in terms of numbers of people responding to the options as this is a qualitative inquiry. Similarly, the ideas listed as 'other' may contain nuggets that a wider audience has not had chance to respond to.

Survey Question 1

Should Peckover House remain set out as a historic house or should it have a greater community focus (please choose up to three options)?

- ☐ Children and Young People focused
- ☐ Digital exhibits
- ☐ Exploring heritage skills and development
- ☐ Immersive experiences (that is, feeling a part of the history of the venue)
- ☐ Just an historic venue to explore personally
- ☐ Sensory, accessible and 'hands on' exhibitions



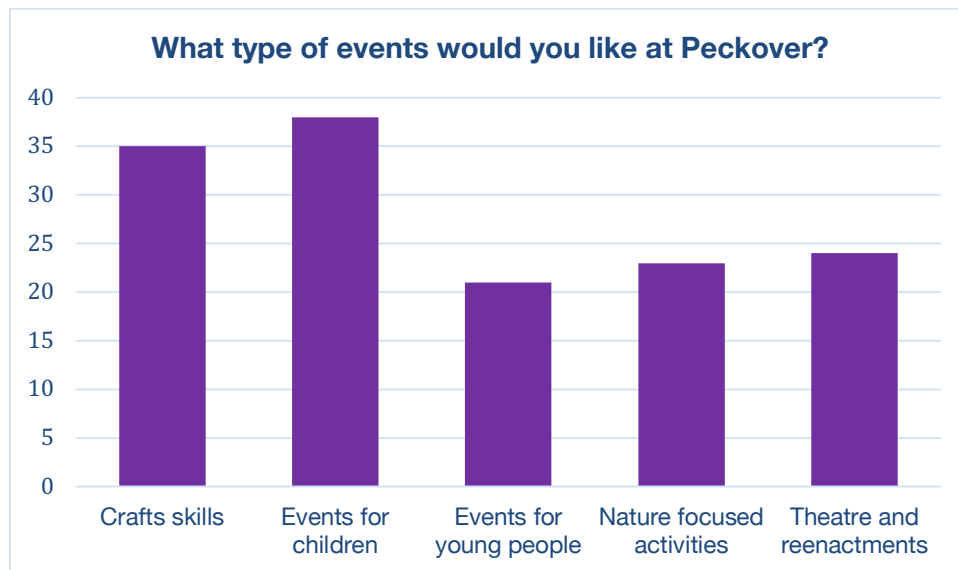
“Other” suggestions (arranged alphabetically):

- Bring new and old residents together.
- Bringing history alive by a trusted organisation (that is, National Trust).
- Butterfly Park.
- Create programme for nature and sports in a modern way.
- Give community free access to the house.
- Multicultural activities and events.
- Secure space for children with SEND

Survey Question 2

What type of events would you like at Peckover (please choose up to three options)?

- ☐ Crafts skills
- ☐ Events for children
- ☐ Events for young people
- ☐ Nature focused activities
- ☐ Theatre and reenactments
- ☐ Other



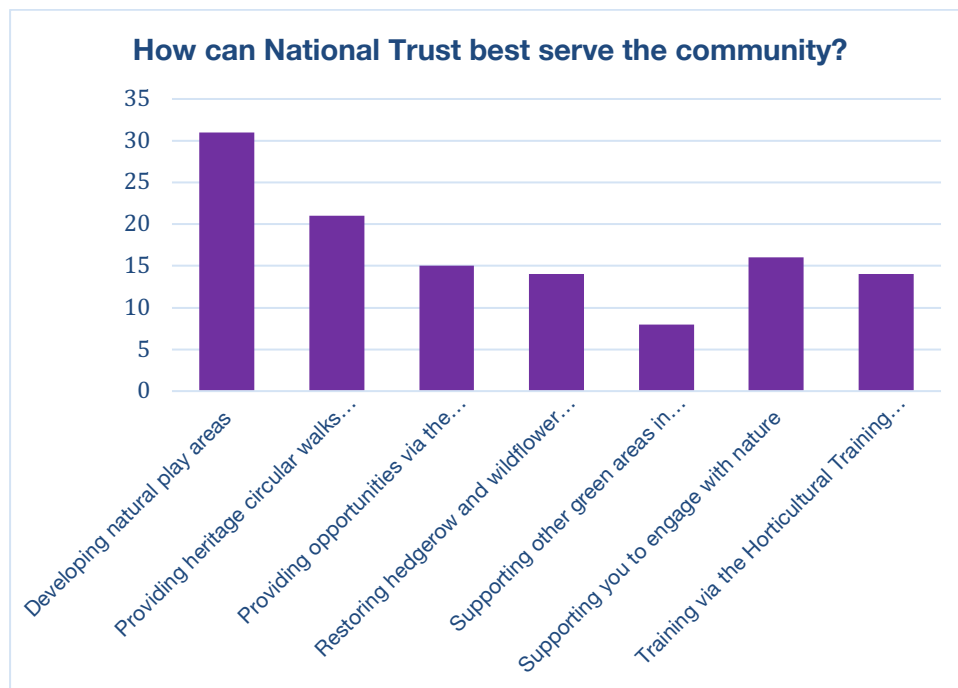
“Other” suggestions (arranged alphabetically):

- Activities for families to revive the old heritage using modern means.
- Indoor bingo.
- Parking and signage to parking.
- Picnic facilities.
- Puppets - dinosaurs?
- Seating spaces.
- Sensory 'messy' play.
- Small golf place.
- Support for parents.
- Water colour painting.
- Water Play especially for SEND children.

Survey Question 3

The National Trust is exploring the best way it can serve the community. Please choose up to three options from the list below.

- ☐ Developing natural play areas
- ☐ Providing heritage circular walks around Wisbech
- ☐ Providing opportunities via the outdoor Skills Centre
- ☐ Restoring hedgerow and wildflower areas
- ☐ Supporting other green areas in Wisbech (not owned by The National Trust)
- ☐ Supporting you to engage with nature
- ☐ Training via the Horticultural Training Hub



“Other” suggestions (arranged alphabetically):

- Children and family planting days.
- Cultural event.
- Educate horticulturally - label the plants.
- Encourage people to grow nature at home.
- Fundays where people can engage with others and learn more about Peckover.
- Gain knowledge and skills from NT experts.
- Invite volunteers from Eastern European Communities.
- More involved with Eastern European People.
- More park areas.
- Not expect people to pay for the unknown.
- Orchard.
- Picnic tables
- Quality tearoom.
- Revive old heritage.
- Share Wisbech beauty with everyone.
- Transferable garden skills.

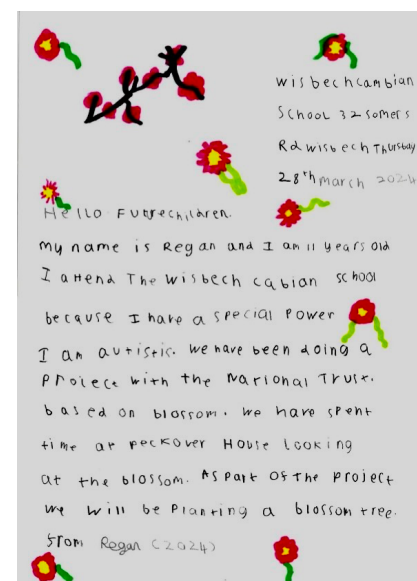
Case Study – The Blossom Project

The joint working with Cambion School is an excellent example of partnership working, making the most of the facilities in Peckover Gardens.

The project was enabled through partnership working with Octavia Hill Birthplace, Wisbech Community Hib CIC and made possible through funding from the People's Postcode Lottery.

The outcomes of the projects identified by Cambion School were

- To celebrate the Blossom Season
- To learn more about blossom
- To socialise with other students
- To engage with nature
- To improve our health and wellbeing
- To work as a team
- To have fun



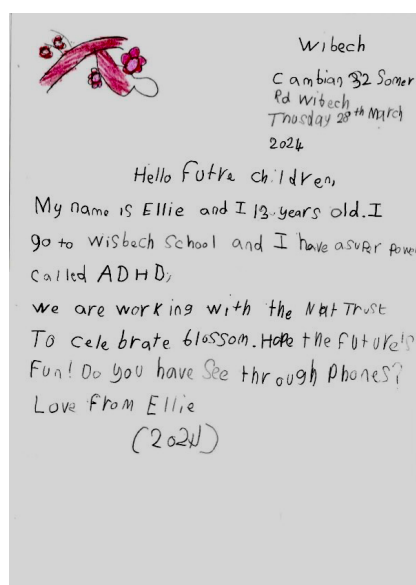
The activity made the most of the gardens at Peckover, giving the students the opportunity to identify their favourite colours, favourite trees and even favourite creatures in terms of frogs in the pond. They had the chance to work with local artists using various creative media.

The students also put together a Time Capsule, which included the letters highlighted on this page.

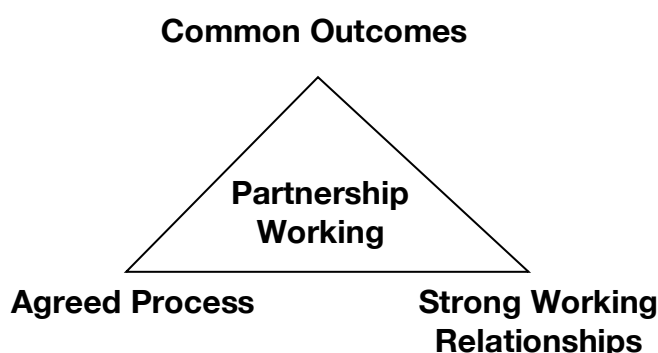
Only one or two students had ever visited the Gardens before, and most had never heard of it. One student returned with a grandparent.

The project's success would seem to be based on:

- Partnership working
- Clear outcomes
- Accessing external funding through a partnership approach
- Engaging expertise in the form of local artists via Wisbech Community Hub
- Strong working relationships and mutual value recognised by all parties involved



The success of the project reflects the essentials for partnership as identified in the NLP³ model as below, and is a useful template for future working.



³ NLP – Neuro-linguistic Programming particularly recognises the key role of relationships in partnership working

Findings and Recommendations

Strengths and Opportunities of National Trust at Peckover

Strengths	Opportunities	Recommendations
The extent of the two phases of consultation Over 250 people have been consulted during the two phases of the consultation (allowing for some overlap).	The list of ideas shared above arising out of the survey and categorised as ‘other’.	Working group to assess the viability of development.
Reputation The Trust is highly respected and thought of positively. The ‘Unlocking Peckover’ initiative has also demonstrated to local people that they are welcome to contribute towards development and the NT is interested in their insights.	Build on the established social capital so that consultation is ongoing. Make more of the positive comments on Peckover House and Garden Facebook and Peckover Instagram pages -reacting to those who are posting. The Wisbech Discussion Forum has over 45,000 followers.	Simple consultation (one question) via a QR code around the property). Build Social Media interaction as a responsibility for a staff member or volunteers. Look for training opportunities in Social Media. Regularly post on the forum re dates and opportunities. Also publicise developments arising from this consultation “You said, We did”.
Volunteers There is a team of dedicated volunteers in both the house and gardens. Their value is also recognised by visitors.	Encourage the team with the feedback from the consultation about their role. Keep them engaged through any future developments that will reassure regarding any apprehension around change.	Seek to build up volunteers and guides from the organisations where there are new or emerging relationships, to increase diversity. • CamSight • Lithuanian Community • Schools • Community groups
Staff The operational staff team have had their roles broadened as part of Unlocking Peckover to develop relationships with local organisations with a view to co-design.	Integrate the emerging ‘consultation culture’ into the thinking of all staff members, making sure engagement is joined up.	Train staff in Asset Based Community Development engagement techniques (such as Appreciative Inquiry) to build skills and confidence and enable the desired ‘co-design’ outcomes.
Lead Partners (alphabetically) National Trust Peckover has engaged with a range of partners previously⁴. These partners have indicated they will work with the National	Joint working regarding awareness raising, co-designing, co-production, etc. Build on initiatives such as the Blossom Project. Teachers are looking for learning space to work	Use the progress with CamSight as a model of co-design access to Peckover for disabled groups. Use Open Days (as with Active Fenland) as creative

⁴ See Appendix 2

Trust in Peckover in co-design. • Active Fenland • Cambion School • CamSight • Lithuanian Community • Local councillors (Town and District) • Rosmini Centre • Wisbech Mayor	with small groups and SEND children. Schools are struggling funding wise to arrange days out due to transport costs.	listening days with the community. Co-create 'learning space' for small groups and with the schools (see below for small school groups currently). Invite the Lithuanian Community to view buildings at Number 19.
Visitors Those who discover Peckover, and especially free garden access, love the space.	If not Peckover itself, the regular free access is unknown to people. Many families with young children are struggling from a cost and mental wellbeing point of view. There are several places where picnic benches could be placed.	Regular and repeated social media posts on Wisbech Discussion Forum. Seek funding to create a play area in Number 19. Some of the evidence of this consultation makes the case. More could be collected through the relationship with local schools. Raise funding for picnic tables (see potential space below).
Lithuanian Community Group This group is separated as a partner as they form a bridge to the wider Eastern European Community.	Build on the interaction during this consultation. They have a very positive outward looking attitude. They are looking for a "home". Engagement with other Eastern European Communities via the Rosmini Centre.	Co-design an Open Day with them for all the community. Explore whether there is accommodation on the estate that might serve as their "home" at Number 19.
Local Youth Groups The lack of engagement with 16-25 year olds was identified from Phase One. Groups are willing to engage given notice and appropriate activity.	Engage with Youths of Fenland C.I.C. (via Debbie King). They were keen to engage but had to cancel due to half term.	Engaging with the 16+ age group is very resource intensive. Using an established network is essential. Looking to engage with young adolescents (11-14) especially at the time of school transition, can develop relationships to lead to longer term engagement.
The beauty of the gardens It is impossible not to be impressed and inspired	There is some appetite for learning in the two phases of the consultation.	Label the plants and trees. The virtue of learning may be greater than that of leaving the gardens as they were for the Peckover family.

		Start small. Run a learning open day led by the gardening team (professionals and volunteers).
A Safe Venue Peckover House and Gardens does not have a history of any criminal or anti-social behaviour during its opening hours.	Parents access the venue because they feel it is a safe place to be. Expressing this as a stated priority will enhance the experience further.	Publicise that staff and volunteers undergo annual safeguarding and that all staff interacting with children and vulnerable adults are DBS checked (notice board, etc). Make available a summary of any risk assessment in place for young children (on request).
Number 19 The buildings and space are an asset to the estate	To develop, using extensive evidence of need from this consultation. To locate a natural play area (sometimes now called a Pocket Park) in the open space.	To co-design with different groups (CamSight, schools, Lithuanian families, etc). Explore funding opportunities for the park area.
Success in project delivery The case study above (p 16) regarding the Blossom project demonstrates National Trust as a valued delivery partner by other local bodies.	Use the experience of this project as a template for other initiatives, reflecting the NLP methodology. The understanding on why a project is successful enables replication.	Focus on people and organisations where there are strong relationships already established when seeking to develop new initiatives (see lead partners above).

Photographs

Potential 'Learning Space'



Potential 'Picnic Table Space'



Appendix 1: Questionnaire to enable conversations

Tell me about one of the best days out you have ever had in your life

(Listen – no need to record)

What made it such a special day?

(Tick any that apply and record other)

- | | | |
|---|--|--|
| ☐ Friends | ☐ Family | ☐ On my own |
| ☐ Environment | ☐ Weather | ☐ Views |
| ☐ Feeling peaceful | ☐ Food and Drink | ☐ Free facilities |
| ☐ An activity | ☐ Free from worry | ☐ Feeling safe |

Other:

What was the key to success in your story – why do you remember that day?

(Tick any that apply and record other)

- | | | |
|--|--------------------------------------|------------------------------------|
| ☐ Transport | ☐ Experience | ☐ Nature |
| ☐ Company | ☐ Tour Guides | ☐ Time away |
| ☐ New opportunities | ☐ Meet people | ☐ Weather |

Other:

What do you most value about the day (include yourself)?

(Record answer)

If you could make every day as good as that day – what would you wish for?

(Record answer)

Should Peckover House remain set out as a historic house or should it have a greater community focus (please choose up to three options)?

- ☐ Children and Young People focused
- ☐ Digital exhibits
- ☐ Exploring heritage skills and development
- ☐ Immersive experiences (that is, feeling a part of the history of the venue)
- ☐ Just an historic venue to explore personally
- ☐ Sensory, accessible and 'hands on' exhibitions

PTO

What type of events would you like at Peckover (please choose up to three options)?

- ☐ Crafts skills
- ☐ Events for children
- ☐ Events for young people
- ☐ Nature focused activities
- ☐ Theatre and reenactments
- ☐ Other

The National Trust is exploring the best way it can serve the community. Please choose up to three options from the list below?

- ☐ Developing natural play areas
- ☐ Providing heritage circular walks around Wisbech
- ☐ Providing opportunities via the outdoor Skills Centre
- ☐ Restoring hedgerow and wildflower areas
- ☐ Supporting other green areas in Wisbech (not owned by The National Trust)
- ☐ Supporting you to engage with nature
- ☐ Training via the Horticultural Training Hub

Demographic information

Asian / Asian British	Bangladeshi	☐
	Chinese	☐
	Indian	☐
	Pakistani	☐
<i>Any other Asian background:</i>		
Black / African / Caribbean / Black British	African	☐
	Caribbean	☐
<i>Any other Black / African / Caribbean background:</i>		
Mixed / Multiple ethnic groups	White and Asian	☐
	White and Black African	☐
	White and Black Caribbean	☐
<i>Any other Mixed / Multiple ethnic background:</i>		
White	British	☐
	Eastern European	☐
	Gypsy or Irish Traveller	☐
<i>Any other White background:</i>		
Any other ethnic group		
Prefer not to say		☐

What gender do you identify as?

- Female ☐
- Male ☐
- Prefer not to say ☐
- Or do you describe yourself in another way (write in gender identity)

Age

18-24 25-34 35-44 45-54 55-64 65+ Prefer not to say

Appendix 2 - Stakeholders consulted previously

Stakeholders	Relationship
Active Fenland (FDC)	Partner
Angels Theatre	Consulted
Arts Council	Consulted
Babylon Arts – Marketplace (Creative People and Place)	Partner
Blackfield Creatives	Partner
Cambridgeshire County Council	Partner
Cambian Wisbech School (providing specialist education for up to 40 students)	Supported
CPL Learning Trust, Fenlands Orchard Project	Partner and officer sits on project board Consulted
Elgood Brewery	Partner
Fenland District Council	Consulted
Heritage, Culture and Community Projects CIC	Supported and partner
National Gallery (Art Road Show project with Marketplace) Oasis Community Centre	Partner
Octavia Hill Birthplace House Orchards C of E Primary School Peckover School	Consulted
Rosmini Centre	Partner
Shedders and Fixers	Partner
Wisbech and Fenland Museum	Partner
Wisbech Castle	Consulted
Wisbech Corn Exchange Conservation Trust	Consulted
Wisbech Community Farm / People and Animals UK CIC	Consulted
Wisbech Community Hub	Partner
Wisbech Grammar School	Consulted
Wisbech in Bloom	Partner
Wisbech Primary Care Network	Partner
Wisbech Rugby Club	Consulted
Wisbech Society	Partner
Wisbech Street Pride	Partner
Wisbech Town Council	Consulted
Wisbech Town Cricket & Hockey Club	Consulted and offered Support