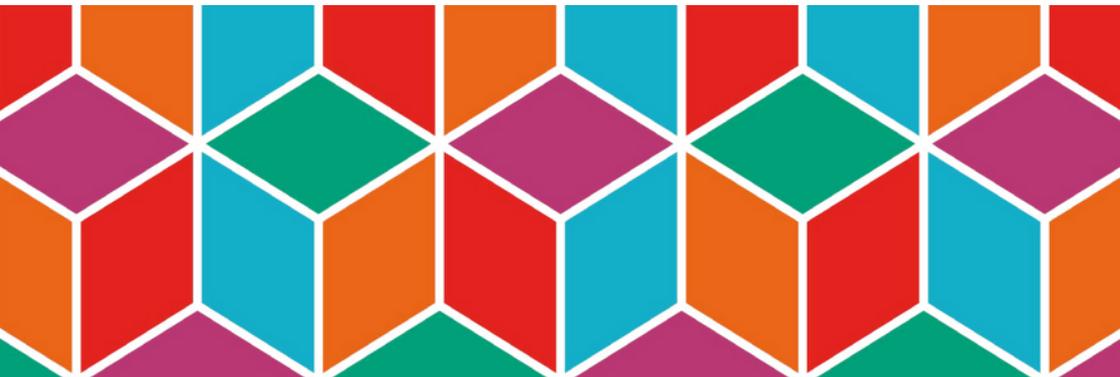




Annual Review 2022-23



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Welcome to our review of 2022-23 at Oxford Hub, where we reflect on what we have achieved, celebrate the impact we have had, and invite you to find out more about what we do and how you can be part of it.

This has been a tough year for Oxford, as the cost of living crisis has deepened inequality and brought huge challenges for Oxford's communities – but **we have also found plenty of energy in our communities for change and social action**. We are incredibly grateful to everyone who has worked with us this year and contributed their time, energy, skills, ideas, resources and passion to **making Oxford a better place for everyone**.

Special thanks go to Sara Fernandez, Oxford Hub's founding CEO, who this year moved on to a new adventure. Sara has had a long-lasting influence on Oxford Hub's growth and impact. More widely across Oxford, Sara's determination and ambition has brought together people, groups and organisations to make our city more equal, connected and resilient.

We also welcomed Becca Vallins, Millie Papworth, Jack Wands and Ciddy Gray as new Trustees, and the Board of Trustees appointed Lynn Featherstone, as the Chair.

Thanks to our community of volunteers, participants, partners and funders, the impact we have on reducing inequality in Oxford goes far beyond what we could do as a small charity on our own. **Come join us** – be part of this amazing community of people making positive change in Oxford!

A handwritten signature in black ink that reads "Amy Lockwood". The signature is written in a cursive, flowing style with a long horizontal stroke at the bottom.

Amy Lockwood
Chief Executive Officer

Our Vision and Strategy

Oxford is an amazing city; it is home to diverse communities, a rich history, thriving industry, world-leading learning and a vibrant charity sector.

But, it also has some of the highest levels of inequality and intergenerational disadvantage in the UK:

- + Nine neighbourhoods in Oxford are in the **20% most deprived in the UK** (1).
- + There's a life expectancy gap of **over 13 years** between men who live in North Oxford and those who live in Northfield Brook (2).
- + **26% of children in Oxford** live below the poverty line (3).



1. <https://insight.oxfordshire.gov.uk/cms/deprivation-dashboard>
2. https://www.oxford.gov.uk/info/20127/health/457/oxfords_health
3. https://www.oxford.gov.uk/info/20131/population/497/poverty_and_deprivation



Our vision is for a better Oxford:

- +** more resilient
- +** more connected
- +** more equal



We tackle inequalities around:



Health

Education

Opportunity

We do this through:

Community development

Support for local people and groups to put their ideas for change into action

Community volunteering

Structured ways for people to get involved in social action and support others to thrive

These help to bring about:



Thriving individuals



Community participation



Systemic change

Thriving Individuals

Through our programmes, we support people to improve their mental and physical wellbeing, develop a sense of agency, and fulfil their potential. We don't make change for people – they make it for themselves, with support from the Oxford Hub community of volunteers, participants and partner organisations.

Spotlight: Big Brothers Big Sisters

Big Brothers Big Sisters helps children experiencing multiple disadvantages to build relationships and access opportunities that help them fulfil their potential.

In collaboration with Oxfordshire County Council, **we match young people who are referred to us with dedicated volunteer mentors**, who commit to regularly meeting up with their 'Little Sibling' for fun activities and days out for at least a year.

Long-term positive mentoring relationships have been shown to **help young people build social capital and self-esteem**, increasing their resilience and opening up more opportunities.



In August 2022, the Big Brothers Big Sister programme marked its 5th anniversary! Over these 5 years:

- +** 86 Little Siblings were matched with Big Siblings for at least 1 year
- +** 53 matches were continuing to meet up
- +** On average, the current ongoing matches had been meeting for 26 months
- +** Between them, our pairs clocked up an impressive 3854 outings!



This year, an additional 13 Little Siblings have been matched. Together, our pairs went on 830 outings:

- +** 300 Active and Healthy Lifestyle (e.g. trampolining, swimming, cycle rides)
- +** 361 Just for Fun (e.g. summer fete, circus trip, board games)
- +** 133 Arts and Culture (e.g. national trust visits, scrapbooking, theatre visits)
- +** 36 Academic and support (e.g. reading, chess, science event)

86% of Link Workers (Professionals supporting the young person or their family) agreed that support from Big Brothers Big Sisters has contributed to stability for the child, and **79% of Link Workers** say that the Big Sibling has increased the young person's engagement in positive activities.

Thanks to the support of The Turville Trust, we have run summer residentials for many Little Siblings since 2018. This year we took 11 Little Siblings on a week-long summer residential. For the Little Siblings this is a really fun summer holiday and provides the opportunity to try new activities like horse riding, cycling and swimming.

Case study

Little Sibling C has been matched with their Big Sibling mentor for the past 2 ½ years. C was referred as a young carer, with the aim being to provide them with the chance to have fun for themselves, and the opportunity to do fun activities. Over the course of the past 30 months, the pair have done so many different activities - punting, classical music concerts, bike

ability, art classes, going to the theatre and so many more. The Big Sibling has also supported C to try holiday activities - C came on the 2022 Big Brothers Big Sisters residential, where they threw themselves into everything, made great friends, and tried new activities - horse riding, rowing, tennis. The Big Sibling has also been an incredible advocate for C and the family, supporting them to access school uniforms, and school holiday provision.



Spotlight: Schools Plus and the Twinning Programme

Oxford Hub helps tackle educational inequality in Oxford by matching local children with volunteer tutors. Through regular tutoring sessions, our pairs work together to help children to achieve their full potential.

This year, **we matched 96 children from disadvantaged areas of Oxford with volunteer tutors**, most of whom are Oxford University students. Together, they clocked up **1129 lessons – worth more than £28,000** at the average Oxfordshire private tutoring rate.

+ **89% of parents/carers** agreed that Schools Plus tutoring improved their child's academic expectations

“Tutoring has helped my child to break maths problems down into smaller problems which has improved her confidence and attainment” - Parent

+ **86% of parents/carers** agreed that Schools Plus tutoring improved their child's confidence

“It has given my child more confidence in approaching maths topics and not being fearful of getting answers wrong, as well as recognising that by approaching things in a step by step method she actually gets the answers right most of the time.” - Parent

+ **78% of parents/carers** agreed that Schools Plus tutoring raised their child's aspirations

“One [of my tutees] is talking of becoming a doctor” - Tutor

Case study

Claire (name changed) was referred to the Schools Plus programme for support in all subjects areas, with the goal to meet age related expectations. Claire is very vocal about not enjoying school.

In late 2022, she was assigned a tutor, and although the pair initially struggled to meet up regularly, with patience and dedication, they have now built a strong rapport. The focus of their sessions has been around building fundamental literacy and comprehension skills. When Claire initially started working with her tutor, she expressed with great vehemence that she hated books. Through trialling a variety of approaches and subjects, the pair have found a love of legends and have since made, designed and printed a book of Claire's own retellings of legends. Something Claire is very proud of and has shared with her wider family. She is now looking forward to making up a second book of stories!



Teaching Claire outside a formal school environment has made it possible to be very flexible and creative, and in particular I've found the enthusiasm with which she is responding to legends very thrilling, and a fantastic testimony to the universal power of literature. - Tutor



The Twinning Programme

This year, we have continued to twin five Oxford University colleges each with a local primary school, with the aim of tackling the attainment gap and improving access to extracurricular activities.

Twinning colleges have hosted **20 enrichment activities** for their primary schools, including **science workshops, cooking lessons, and trips to the Natural History museum**. Exeter College even hosted a **Year 6 Graduation ceremony** in their chapel for pupils and their families.



These events have given **over 633 pupils** opportunities they may not otherwise have had access to, including a chance to visit colleges and speak to current undergraduates – helping to demystify further education and allowing local children to explore parts of their city that might sometimes seem shut off or not for them.

78% of partners in the Twinning programme agree it is succeeding in building long-term relationships between primary schools and colleges, and **88% of partners** agreed that it is increasing academic expectations and aspirations for pupils.

““

A group of girls said that they want to study at Trinity when they're older! - Teacher



““

It was such a treat to host pupils from our twinned school St Frideswide for a treasure hunt featuring some fun Somerville facts, a tour, and, of course, a delicious lunch. Perhaps the most important part of the morning, though, was our talk about universities... By very gently introducing our young visitors now to the exciting, endless possibilities that await them, we hope we can broaden their horizons to include wherever their potential might take them. - Somerville college

Community Participation

We support people to get involved in their community and to build the friendships and connections that will help them to thrive. We also support people to realise their potential to make change in their local community and beyond.

Spotlight: Highlights from the Community Impact Zone

The Community Impact Zone (CIZ) aims to create more opportunities for children and families in areas of South East Oxford experiencing high levels of deprivation.

We're working with communities, organisations and local authorities to:



support local people to thrive



encourage people to participate in and shape their community



tackle inequality and increase social mobility

Some highlights of our CIZ activity this year include:

The Leys Community Grant Round - Participatory Grant Making

This year we have been funded by Lankelly Chase and Public Health - Oxfordshire County Council to deliver community grants to improve health and wellbeing in Blackbird Leys and Northfield Brook. We expect the impact of this work to be twofold; the impact of the project itself on building and diversifying health and wellbeing activities in the area, and also on empowering residents to invest in local infrastructure and projects and to make decisions about funding.

We recruited 7 panelists, all who live in The Leys and all with a passion for their local community! They have a wide range of lived and professional experience, for example one of our panellists works in health provision, another has a background in early years, another has experience with special educational needs and disability. One of our panellists teaches, coordinates swimming classes and also home-schools her 4 children! **Together they bring a wealth of knowledge about the local geography, services and activities, history, culture and communities.**

Over the first stage of the project, **Oxford Hub provided training** to the team including around the outcomes of the ward profile, what a good project looked like, unconscious bias and also consensus decision making - the approach we adopted. **Consensus decision making and participatory processes help us to share power**, build a stronger community, make more informed decisions and get things done with the emotional investment and backing of community members. It also helps to protect minority views and opinions.

“Consensus decision making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports – or at least can live with”



- Seeds for Change



"I got a lot more confident talking to people and asking questions. It helped me think more about what's going on in The Leys and think I could be more invested in some of these projects. I think it's better having local people making decisions as we know what the community needs. Someone from the outside might not recognise what the needs are even with all the data in the world."

- Ricky - Leys Community Grant Round panel member

Working with Lankelly Chase, Public Health - Oxfordshire County Council, and our community panellists, we received and heard presentations for 17 different health and wellbeing projects - double the number of applications we received in our last round. **The panel awarded £50,000 of funding to fifteen successful projects**, including ideas to provide robotics courses, fitness for minoritised groups, family summer holidays and cricket academies!

Oxford Hub has supported several of our applicants by **connecting them with existing local organisations** that have resources, space and expertise, such as Aspire's Business Hub and Activate Learning. We've also shared policies, procedures and templates to organisations just starting out to help them to set up as a constituted body.

Community Activities

Through our work in the Community Impact Zone, we identified gaps in provision in some areas of physical, mental and emotional health and wellbeing. We have been able to help address this need by supporting several underserved groups of people through developing community activities. As part of our Active Reach project we have facilitated **42 Family Fitness and 88 Roller Skating session engagements** over a 6 month period.

We have also **run a regular knitting group and Talking Cafe** and in response to the needs of our service users, **set up and run a weekly Digital Inclusion class**, regularly engaging up to 9 people a session. Through our legacy work on Ready Set Go and partnership with Trax we have also **provided families with a further 79 bikes** in 2023 as part of handing over the work to other local partners who will continue to distribute bikes to the local community.



“Lovely meeting the group today. You and the team make us all welcome and happy bless you all for caring about us all and making Roger’s birthday so special. I was so grateful to you all for making me so happy at this sad time. I try so hard to get by every day without Roger. 50 years together is a lifetime. Thank you for your wonderful laughs and enjoying our cup of tea and chat. You make us feel happy coz we know somebody cares about us. Many thanks for your care and concern, please keep the club going so we have somewhere to enjoy the company of you all. Bless you for your kindness, care and concern. You and the team are worth your weight in gold, you all deserve a first class medal, can’t wait for the next group session, it’s enjoyed by us all!”

- Knitting group participant

Systems Changers

Our intensive Systems Changers project - a collaboration about Early Help, between professionals and local families in The Leys - indicated a need and energy for lots of different areas of work. **These included three projects which we have initiated:**

1 Places and spaces

We have started to explore how to **better promote resources, spaces and places in the area**, through a joint project with Activate Learning. Activate Learning has a fantastic new campus in The Leys as well as a desire to engage local people in learning through more of their courses.

2 Changing the narrative

We are working on a project **collecting stories to help change the narrative of The Leys**. We'll capture great activities and services, stories about role models and stories that represent what works for families locally.

3 Schools as family hubs

We want to support schools to become family hubs - places where families feel comfortable getting holistic needs met. Excitingly, **Oxford Hub will soon move to the Windale Primary School site**, into a separate but adjoined space! Our vision to provide, in partnership, a range of family and community activities will kick off there, with the benefit of close partnership working with United Learning schools on the project.



Spotlight: Social Prescribing

We have continued to tackle health inequalities and social isolation by working with a local healthcare network and community groups in South East Oxford to support people to improve their health and wellbeing in a holistic way.

We support people through social prescribing, in partnership with the South East Oxford Health Alliance (SEOxHA) – this covers the health centres in the Leys, Cowley, Donnington and Hollow Way. **Social prescribing is an approach whereby GPs and other health care professionals help people to access activities or services that will improve their health and wellbeing**, with support from a link worker or connector. There's a whole range of things that people can be supported to access, depending on what's best for each person.

Over the last year we have seen several staff changes in our Social Prescribing team and are pleased to have both expanded and secured a great diversity of skills within our social prescribers. **We now have three Oxford Hub staff members working within the SEOxHA social prescribing team as link workers.** This enables us to strengthen connections between the primary care network and the communities we work with.

We're excited to see the emerging impact of social prescribing in The Leys. A recent study *The Impact of Social Prescribing at The Leys Health Centre* by the National Association for Primary Care concluded that:

- Social prescribing could account for a 0.9 point reduction in BMI and a 2.4% reduction in HbA1c (used to indicate risk of diabetes)
- Patients who have been supported show a drop in their reported levels of anxiety and depression compared to the previous year
- Patients who had social prescribing had 2.4 fewer GP appointments compared to patients yet to be supported

Our team has supported **103 new social prescribing referrals** over the last year and coordinated a **rolling caseload of up to 72 people at any one time**. The needs of this cohort are varied, mainly focussing on loneliness and isolation and often in older people. Our work has included:

+ Trail blazing a number of exciting opportunities for people and providing them with enough confidence to engage. Opportunities included a **trip to EWE Talk, a sheep wellness therapy**.

+ Empowering people to do more for themselves for the benefit of their health and wellbeing. Sometimes this includes helping to overcome immediate challenges, for example **financial problems or access to benefits**, or sometimes supporting people to **attend peer support groups** such as cultural social prescribing in partnership with Oxford University's Gardens, Libraries and Museums (GLAM) or gardening at The Clockhouse.

+ Other times our team **reduces systemic barriers** for people accessing local facilities, such as swimming, working together with the leisure centre to facilitate easy and anxiety free re-entry to swimming sessions.



Case study

Jude (name changed), 37, has complex needs including severe anxiety. She finds it hard to leave her house without her teenage daughter, who is her carer. Our Social Prescriber Debbie built up a trusting relationship with Jude, leading to Jude mentioning that she used to love swimming before her anxiety and epilepsy made her almost housebound. Jude and Debbie worked together to overcome the challenges to swimming, including the cost and regular epileptic fits. Debbie liaised with the Leys Leisure Centre manager for Jude and her daughter to have a free swim at the centre when the pool was quiet. The swim was a huge success - Jude went swimming for the first time in 9 years. Debbie has since secured free swimming sessions for social prescribing clients wanting to get back into leisure facilities, so Jude has been able to carry on swimming weekly.

Spotlight: Phone Links

Phone Links, our volunteer phone companionship programme, has continued to support its members. Beginning in March 2020, Phone Links has matched volunteer callers with people in need of a friendly voice on the other end of the line, to call regularly, check in, and be a companion. We have been working with Age UK Phone Friends to support our programme members with more joined-up support and to engage interested volunteers.



The programme has supported 50 ongoing matches this year, facilitating established pairs of callers to contact one another regularly, provide companionship, and benefit from one another's company. Volunteer callers have supported people through conversations covering everything from a simple "how are you" to life events such as illness and operations, family events, holidays, house moves, and more.

Spotlight: Parent Power

Parent Power employs a team of three parents from Cowley and Blackbird Leys as Parent Advocates, who support local parents one-to-one and in groups to access services and achieve their goals. As people with lived experience of parenting in the local area, and navigating the world of early help, our Parent Advocates are well-placed to support peers who are experiencing disadvantage to overcome challenges.

This year Parent Power has started to develop wider and stronger relationships with a broad range of local partners. By **working with a number of local schools more closely**, including Greyfriars, John Henry Newman, St Christophers and The Oxford Academy, **Parent Power has engaged more families from different areas** of the Community Impact Zone of South East Oxford.

We recognise that families face challenges in the transition between primary and secondary, so we have started working with Greyfriars and The Oxford Academy. So far we've engaged 253 families through Transition Evenings, providing an introduction to new schools, preparation for making



the move and peer advocacy. We believe this will help families to manage the move with their children, whilst building better relationships with the school. Parent Power helps with this relationship, supporting parents to feel more confident in communicating with schools around the support needed for their children.

We've been doing more complex work in response to the cost of living crisis. **55% percent of families we have supported have been referred into specialist services**, 33% have needed one to one befriending with a peer advocate and 12% have received help and support to advocate with their school. Overall **Parent Power has supported 66 parents on a one to one basis this year**. This type of work is complex but necessary to help parents overcome their initial barriers to engaging in further support and to increase their confidence.



Parent Power has delivered lots of peer support opportunities addressing a variety of family needs. **Our long term objective is to improve the wellbeing and confidence of our families** by promoting peer to peer networks and support. We do this in a number of ways, including this year through targeted groups and group activities or drop ins such as the Women of the World group, our pop up at the Syrian Food Bank, clothes and food bank pop ups, English language classes, and targeted SEND groups in partnership with Jigsaw.

We aim to engage families around areas of need (food or clothing poverty, language barriers, domestic violence, SEND) and to address this need through our strong partnerships with specialist agencies, whilst building support with other local families in similar situations. **Since January we have had over 867 conversations with parents and families** through groups, pop ups and satellites. Our regular groups often engage families on a repeat basis, and so these numbers don't mean we have engaged 867 separate families in group activities, but speaks to the number of overall engagements.

We've also got the word out about our support and **we've celebrated with 268 local families at one-off events**, like our Christmas Fair, Easter Party and International Food event.



In this last year **88 parents engaged in a new learning opportunity facilitated by Parent Power**. These ranged from courses on Managing Meltdowns, in partnership with Abingdon and Witney college, an introduction to Coaching with Activate Learning, introductory and intensive training for Community Organising through Citizens Uk, Woodworking classes and Digital Inclusion classes. Fourteen local parents and professionals engaged in an intensive Systems Changers course bringing together local knowledge and systems knowledge to help create systemic change of Early Help and this has led to a number of other locally informed projects that we are now working on.

Case study

What Parents said about our Managing Meltdowns and Behaviour, run in partnership with Abingdon and Witney College:

“I was in two minds whether to come to this as I felt like I knew a lot about this topic, I'm glad I went along I have learned a new things and have been using them, I'm also aware of my own feelings and naming my emotion”

“This has made me decide I want to go to college and I have now enrolled for september”

“It's amazing that we are all keeping in contact and I'm happy G made a whatsapp group chat for us all to be on, we send messages daily have a laugh and also support each other”



Case study

P started coming to our Parent Power Coffee Mornings over 7 months ago. She said she felt low in mood and reported feeling unconfident due to historic domestic violence in her relationship. With support from our Parent Advocate and other parents, P attended the sessions each week, slowly becoming more confident - encouraging other mums to come too and

helping to set up the sessions. P has now completed two different courses through Parent Power, Managing Meltdowns and the Confidence and Wellbeing course. She is now actively looking for volunteering opportunities in the community to get some work experience and develop her skills and interests.



How does our work help families - what's the impact? Of parents surveyed as a result of engaging with Parent Power:

- +** 76% said they often or all of the time **'feel more confident supporting their families'**
- +** 83% said they'd **learnt something** since engaging with parent power
- +** 90% said they are aware of **more activities or support** in the local community and sometimes, often or regularly attend.
- +** 83% said they sometimes, often or regularly 'have attended sessions that **improve their knowledge or skills** since working with parent power'
- +** 70% said they sometimes, often or regularly use **other local facilities more** since working with parent power (e.g. community centres, leisure centre etc)



Spotlight: FELLOW

FELLOW offers free language support for adult Oxford residents learning English as a second language. There are three ways to get involved: 1:1 English language pairings, community-based English classes, and regular language exchange community events.

Oxford is home to a huge international community. However, for many of Oxford's residents, and especially for refugees, asylum seekers and marginalised people, **English classes are either unaffordable or present too many obstacles** – bureaucratic, cultural or practical – to attend. Our FELLOW programme combats these challenges by providing **free, friendly, flexible English language support**, with community at its core.

1

1:1 language tuition matches

FELLOW matches learners with volunteers for regular meet-ups. Matches can choose to meet for planned lessons, conversation practice, or to use English practically together. There have been **72 matches this year, with an impressive 806 meet-ups** between them!

2

Community classes

FELLOW offers community classes for those unable to access college or private language school, or who wish to supplement formal learning. We aim for these classes to be volunteer led, meaning that volunteer teachers bring their own skills and enthusiasm rather than following a formal curriculum. This year there have been **60 community classes, totaling 824 learning hours**. This year we responded rapidly after a large cohort of people seeking asylum were placed in hotel accommodation in Oxford. We were pleased to start regular classes in January, to support them before they were eligible for formal education.

3

Language exchange

A weekly community meet-up for anyone interested in languages, with the majority of attendees coming to practise their English and meet other members of the FELLOW community. This year there have also been **four FELLOW socials**, including two trips to Oxford University's Gardens, Libraries and Museums.



72% of learners said their proficiency and confidence in English had improved “a lot” since starting FELLOW.

64% of learners said that FELLOW has enabled them to use English in their daily lives (e.g. shopping, using public transport, engaging with their children’s schools), and 72% said that learning English has enabled them to make friends and feel part of a community.

Case study

“Walking around Oxford you see people from diverse countries and hear many languages. These brief and casual interactions on our streets enrich us, but only a little. FELLOW introduced me to someone I never could have known in my ordinary life and for four months we have been meeting every week. I hope our talks have been useful for him, certainly I have grown in learning his culture and in the impossible struggle to explain my own.

- FELLOW volunteer



Spotlight: University of Oxford Students

We work with the University of Oxford to support students to contribute to communities across the city and step outside of the college ‘bubble’. They bring their energy and skills to volunteering programmes and they tell us that this helps them feel connected with Oxford.

As experts in volunteering, we have seen year after year the impact volunteers can have on making Oxford a better place – and the impact on volunteers' own lives, as volunteering helps them develop skills, gain confidence, and understand people and perspectives they may otherwise not have come into contact with.

We work specifically with **Crankstart and Lloyds Scholars** at the University of Oxford. This is part of a programme supporting low-income students with financial support and one-to-one support to make the most of the university experience.

This academic year, we engaged **132 individual Crankstart Scholars** in volunteering opportunities both across Oxford Hub’s own programmes and partnerships with other local organisations who benefit from student volunteers. **Our volunteering opportunities this year included:**

- **East Oxford Good Neighbours Scheme:** helping a local person to look after their garden
- **FELLOW:** free, friendly English language sharing with a local resident
- **One-off opportunities:** from admin support to making greetings cards
- **Placements (within the Hub):** eg. coordinating Schools Plus matches
- **Phone companionship schemes:** being a ‘phone friend’ to a local resident, either in-house or through Age UK

- **Ready Set Go:** supporting our project to get every young person in OX4 access to a bike
- **Schools Plus:** tackling educational inequality through free tutoring sessions for local pupils
- **Student Committee:** events and publicity for Oxford Hub as a whole
- **Community Enterprise Awards:** setting up their own projects, or volunteering with our Award winners
- **Language exchange:** weekly group language sharing sessions
- Blackbird Leys language classes: supporting a group of asylum seekers to learn English
- **College Ambassadors:** spreading the word about Oxford Hub programmes and events within JCRs
- **Youth work placement:** helping out at a youth club in Rose Hill



Case study



When I initially started at Oxford as a Crankstart Scholar I wasn't really sure how I was going to complete my volunteering hours, I had no idea where to start and was worried about how I would cope in such a tense academic environment. However, with the support of Oxford Hub I was able to not only find volunteer opportunities which well suited my time capabilities but were also well suited to the causes I care about. Volunteering has become something I really enjoy. - Crankstart Scholar

Getting involved in the Language Exchange is such a rewarding experience. Meeting people from all over the world and learning about their experiences and background is a beautiful experience, and one that I look forward to each week.

- Holly, a volunteer at our language exchange

It's really great fun volunteering there; the team is lovely and the kids are all very sweet. I joined their allotment session one of the weeks and we went down to their plot and did some planting, watering and picking. It was a very fun day and it was great to be able to apply my own knowledge/experience to help out there.

- A volunteer on the Youth Work Placement



Student Leadership

In the 2022-23 academic year, we oversaw a **Student Committee made up of six students** (five of whom were Crankstart Scholars). Getting involved with our Student Committee gives Scholars the opportunity to run their own events, communicate directly with fellow students about our volunteering programmes, and liaise with our team about how we work with students. We also recruited a **team of six College Ambassadors, all Crankstart Scholars**. This role also involved spreading the word about our programmes, through putting up posters, sharing leaflets, and posting on social media.



“Now in my fourth and final year at Oxford, I consider volunteering to have been one of the most enriching and fulfilling parts of my university experience. From tutoring students on the Schools Plus scheme to helping with the Oxford Hub summer schools and being part of the Oxford Hub student committee this year, I have developed vital skills that I’ll take forward with me, such as communication, organisation, and interpersonal skills. I feel empowered to continue volunteering and making a difference to people’s lives in the future.”

- A Student Committee member and Schools Plus volunteer

Spotlight: University of Oxford Student Enterprise Awards

We work in partnership with the University of Oxford to run the Student Enterprise Awards – support for University members to make their ideas for tackling inequality in Oxford happen.

This year, we focused the Awards on supporting Oxford-based social impact ventures in line with our charitable aims and Oxford Hub’s specific expertise. **We had 11 applications and 7 winners.**

Oxford Hub is supporting the diverse range of winners, from brand new ideas to well-established startups. These include **Therapy for All** - a new digital platform to connect therapists offering pro bono or subsidised sessions, **Bouquets of Hope** - community art classes making art for hospital patients, **Medical Herstory** - raising awareness about womens’ and nonbinary peoples’ health issues, and **Uncomfortable Oxford** - accessible tours which deal critically with Oxford’s ‘uncomfortable’ history.

“The Community Enterprise Awards have supported the purchase of diverse art materials to enable the creativity of local people, publicised Blossoming Wards’ workshops to those interested in social impact, and provided a bright and welcoming space where these workshops are held weekly. Taking part in the Awards via Oxford Hub has made me feel more connected to my community than ever before.”

- **Blossoming Wards**



Systemic Change

Through our programmes, we test alternative ways of doing things – like including people with lived experience in service design and delivery, and promoting community participation in, and ownership of, decision making.

We also work to **influence wider systems** to adopt these approaches – often by inviting people from partner organisations and the public sector into the work, and **sharing our learning** with a wider audience.

Spotlight: Marmalade

Every year we support Arts at The Old Fire Station with the delivery of a **huge arts festival called Marmalade** focused on social change big or small, including workshops on topics as diverse as climate change or community development. This is an open opportunity for local, national or international partners to contribute to the **broad conversations around sharing power, meaningful measurement and creating services for humans**.

This year, Oxford Hub co-hosted an event “Families, People and Communities in Blackbird Leys” to engage an audience of local people and professionals with work going on in the local area, to **increase understanding** of challenges and **generate momentum and ideas** for next steps.



Outside of the Marmalade festival, our work goes on all year round to support and **drive forward three inquiries in Oxford:**

1 Sharing Power

2 Meaningful Measurement (led by Arts at the Old Fire Station)

3 Creating services for humans

This year we have helped to lay the foundations for Marmalade to share power within its own decision making structures. With the support of Lankelly Chase, the Marmalade partners including Oxford Hub have created a handbook to **guide our shared decision making structure**. The key decision making group, the Planning Group, which includes community members, professionals and advisors, had its inaugural meeting in June 2023. We intend to **learn and refine this approach** to shared power and decision making over the coming year, to become more and more empowering to community members and local partners.



Spotlight: Learning Programme

As an organisation, we know we can't achieve our vision of a better Oxford alone. To achieve significant, long-term impact, we need to help Oxford develop a stronger, better skilled and more connected network of organisations and charities. We want to **play a role in building a stronger, more effective and better connected ecosystem** of organisations in the city - meaning we will be better placed to tackle inequality together, and make Oxford better for everyone.



That's why this year we've worked with **The Rank Foundation's Time to Shine programme** to develop and deliver a Learning Programme for early stage career professionals in the social impact sector.

Our programme, which started this September, will comprise of 8 sessions, bringing together **15-20 local professionals in the early stages of their social impact career**. It will cover a range of topics including EDI, Coaching, Communications, Community Organising and more, motivated by a thorough consultation in the sector. It also builds in peer support and action learning approaches. Our hope is for the participants of the programme to build **long-lasting relationships to strengthen Oxford's social impact sector** for years after the programme.

Thank Yous

Key individuals, volunteers, staff and trustees

Our staff and trustees; our Leys Community Fund panel and participants; the University of Oxford Social Enterprise Award winners; the FELLOW volunteers including Miyo Peck-Suzuki, Marianne Beranek-Stanley, Paul O'Hare, Robert Hughes, Katie McMillan, Mauricio Rios, Yasmina Brodie, Kelsey Monteith and Daniel Maani; Schools Plus Tutors; Hannah MacDiarmid, Tasha Vedgell and all the Big Brothers and Big Sisters.

Our wonderful student committees: the Oxford Hub Student Committee (2022-23): Nathan Ashby, Jardine Barrington-Cook, Millie Davidson, Kelsey Monteith, Charlotte Morgan, and Bianca Pasca; the Schools Plus Committee (2022-23): Ellen Salter and Somesh Sharma; the incoming Schools Plus Committee (2023-24): Suzi Darrington, Mya Basiime, Katie James and Someh Sharma and Schools Plus Tutor Support Officers (2023-2024): Anna Chow, Ellie Dennis, Inesh Sood and Ozan (William) Somyurek.

Community partners and supporters

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Be part of what we do!

Get in touch at hello@oxfordhub.org

Visit us at **36 Little Clarendon Street** or
Windale Primary School

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