



THE FULL EFFECT PROJECT ST ANN'S, NOTTINGHAM

FINAL EVALUATION REPORT



DMSS Research

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Introduction

Background

The Royal Foundation initiated the Full Effect project in 2013. Prince Harry was keen to do something positive for young people at risk of gang involvement and Nottingham has a long history of concern about gangs, particularly in the St Ann's area of the city. Consultation and intelligence gathering by the Royal Foundation confirmed the need for more preventative initiatives and identified some grass-roots organisations and individuals with the potential to create a new approach to the issue. Over the next few months, the Royal Foundation took a proactive approach to developing the project in St Ann's, including brokering relationships between partner organisations. The project (subsequently named Full Effect) got underway in April 2014 and the Royal Foundation has remained actively involved ever since, with Prince Harry maintaining his personal commitment and making regular visits.

Project aims

The Royal Foundation's investment into St Ann's had the ultimate aim of reducing gang and youth violence in the area. The project was underpinned by two core beliefs:

- 1) Early intervention (at Primary school level) can have a significant impact on reducing the risk of children becoming involved in gangs and crime; and
- 2) An effective approach is to invest in the young people from communities, to better equip them to tackle the problems they face.

The Royal Foundation therefore agreed to invest in a two part programme:

Part 1: Work with young people from the community in order to build a generation of aspirational young leaders in St Ann's and help them to create alternatives to gang culture and violence.

Part 2: Early intervention for primary aged children, working with schools to identify those at most risk, and provide them with intensive support both in school and through diversionary activities in the community.

Project partnership

The project, which became known as Full Effect from September 2014, brought together two St Ann's based organisations:

- **Community Recording Studio (CRS):** has been providing young people in St Ann's with opportunities to create, record and perform for the last 25 years. For most of that time it has been run on a very small budget by two dedicated individuals (often unpaid) who share a passion for music and a belief that fostering young people's creativity can provide a compelling alternative to involvement in crime and violence.
- **Epic Partners:** has been working with schools in St Ann's since 2002, providing holiday clubs, community play, sports programmes and school attendance support. It was established by a partnership of Nottingham school heads to provide additional support to disadvantaged children and families to raise aspirations and help them to realise their potential.

Full Effect is mainly a shared project of Epic and CRS, but was also developed in close partnership with a number of other organisations, in particular three St Ann's primary schools, St Anns Well, Bluebell Hill and Huntingdon. Over the three years of Full Effect there have been many other partner organisations including: Latimer Creative, Confetti Institute of Creative Technology, Nottingham Academy, Mixed Foundations, Dance 4, Vanguard Plus, Birmingham Royal Ballet, the Renewal Trust and Place2Be as well as a range of local businesses, such as Capital One and Intu.

The evaluation

DMSS Research was appointed as independent evaluator in May 2014. We were commissioned to work collaboratively with the partners to provide ongoing feedback to support project development, as well as evidence the impact of the programme.

In carrying out the evaluation it has been important to understand the context of St Ann's and the range of partners involved, as well as the reality of young peoples' lives and the factors which influence them. Our methodology has therefore emphasised qualitative data collection, including individual and group interviews, alongside the tracking of cohorts of children and young people supported by Full Effect over the three years of the programme.

The evaluation was structured around a theory of change approach which has its roots in the evaluation of complex community based initiatives. It starts by engaging all relevant stakeholders (including those intended to be beneficiaries) in clarifying the intended outcomes of a project and their beliefs about how these will be achieved. A theory of change approach supports ongoing reflection on what is being achieved and why, and aims to generate

learning for future development. It pays attention to the processes of a project and takes full account of the context in which it is working.¹

Following some informal intelligence gathering interviews, a theory of change workshop was held involving managers and staff from CRS, Epic, young people, representatives from the partner schools and from the Royal Foundation. This was a deliberate strategy, not only to clarify the objectives against which the project could be evaluated, but to help forge a shared ownership of outcomes and a common language for discussing the progress of the project. This was not an approach that was familiar to most participants, involving as it did such a range of participants working together, including young people with little experience of meetings or project planning.

The theory of change framework which emerged from this workshop represented the 'road map' of the intended project journey showing the planned contribution of each element of the programme and how they link together. The framework set out the programme's ultimate goals, the outcomes to be achieved by April 2017 and the milestones to be reached each year (appendix 1). Our linked evaluation plan set out the data to be collected to evidence the achievement of each outcome (see appendix 3).

¹ Theory of Change is one of the approaches to evaluation recommended in HM Treasury 'Magenta Book guidance for evaluation', April 2011

From Theory of Change to Full Effect Model

Full Effect's Theory of Change

Young people are more likely to be drawn into crime where there is a lack of more positive options. Given opportunities to gain skills, experience and qualifications they will develop higher aspirations and confidence. Such young people can become good role models and mentors for younger children and active and respected young leaders in the community.

Early intervention to support primary aged children at risk can divert them into positive activities and increase their chances of doing better at school and becoming role models themselves.

As more good things happen in St Ann's, the area will be viewed more positively and the changes will be valued and sustained by the community.

The project is underpinned by a number of principles, including the importance of: Communities growing their own role models and leaders; Building relationships based on trust, respect, honesty and commitment with young people, children and their families; Recognising and building on the strengths of the community and individuals; Building positive pathways for children and young people from an early age into adulthood; Good communication and partnership working based on common goals and values; Being creative and finding new ways of working; Being there for the long-term.

The above theory of change was articulated at the first workshop. Review workshops have taken place each year attended by a range of staff, young people and local stakeholders, where the findings of the evaluation have been fed back and the successes and problems of the year discussed. Adjustments to outcomes have been minor and the overall theory of change has remained more or less unchanged. However, each year learning from the project led to a number of new milestones and planned activities and greater clarity in describing what the project does and how it achieves change for children and young people. By the end of year two, this learning culminated in us being able to describe a Full Effect model which expands on the above theory and sets out the core principles and ways of working that Full Effect uses to promote the well-being and resilience of children and young people (appendix 2).

Full Effect model – Core principles

The Full Effect model is based on ten core principles. These reflect current evidence on the factors which promote resilience² as well as Full effect's own practice experience. Children and young people need:

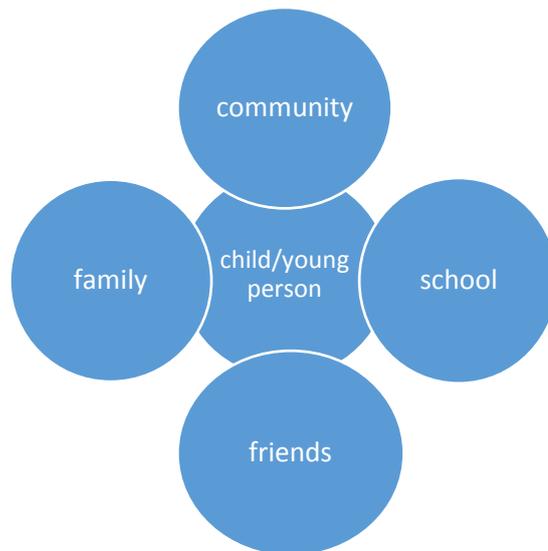
1. At least one trusted adult who they know cares about them and who helps them through life
2. Support with the basics of food, clothes, transport and housing
3. Access to activities that offer fun, excitement and creativity
4. Opportunities to practise problem-solving in different situations
5. Places and spaces where they feel safe and can be themselves
6. Support to understand and manage their feelings
7. A chance to find things they are good at and that make them feel proud of themselves
8. Opportunities to help other people
9. Support which recognises their whole lives: at home, at school and in the community
10. A sense of hope and ambitions for the future

The model emphasises that whilst children and young people are part of families, and families are really important, they are also individuals in their own right and are entitled to have support and opportunities to make their own choices. It also recognises that although children are part of schools, and schools are really important, they are also part of communities and supporting children in school life alone is not enough.

Children are not the property of their parents. They need to have support for their own journeys and you can plant seeds to show that life can be different.... The key things are that the support is personal, persistent and over-rides their anxieties – giving them certainty and example. What's important is to believe in them when they don't believe in themselves. Project partner, year 2

² See Hart, A. and B. Heaver. 2015 Resilience Approaches to Supporting Young People's Mental Health: Appraising the Evidence Base for Schools and Communities Brighton; University of Brighton/Boingboing

Full Effect provides children with both anchors and pathways. The anchors are the relationships with an adult they see as ‘theirs’ – someone who is part of their world and community and who wholeheartedly cares about them. The anchors keep them safe when the seas gets rocky but also make them feel brave enough to try some new paths in life. FE worker, year 2



The model also sets out what Full Effect aims to achieve and what it does to achieve these aims.

What Full Effect aims to achieve

We work with children and young people to help them develop themselves in all of the following areas of their lives:

Enjoying and achieving

We work with children and young people to learn and enjoy. This includes acquiring new skills and discovering things you can be good at. But, just as importantly, it involves encouraging children and young people to try new things, to enjoy activities even if they're not very good at them, to be brave enough to go outside their comfort zone and to have adventures!

Looking after yourself

We work with children and young people to develop the knowledge and skills to make good choices about their own health and wellbeing. This includes the choices about physical health and opportunities to be more physically healthy. But, just as importantly, it involves working with children to understand

themselves, to recognise their emotional responses, to talk and share and develop control and manage difficult feelings.

Getting on with other people

We work with children and young people to help them develop good relationships with others and to make and keep friends. This includes helping them to understand other people and the impact of their behaviour and responses on how others respond to them. It includes developing the skills to resolve conflicts, to negotiate and to work and have fun with others in groups.

Playing a part in the community

We support children and young people to play a part in their communities (including their school community, neighbourhood and in society). This includes taking responsibility as part of the community and doing things to make a positive difference, such as volunteering, peer mentoring or playing an active role in a team or club.

What we do

There are a number of core elements to the way we work:

Identifying the children and young people who will benefit from our support:

We think all children and young people benefit from having this kind of support in their lives. Many have it already so we try to provide it for those who may not get it from other sources. We prioritise work with those who don't currently have a trusted adult in their lives, who may be feeling unsafe and not able to be themselves, who struggle to manage their feelings and behaviour and have difficulties in their relationships with others.

A combination of one to one and group support: All children and young people need individual attention from an attentive adult so one to one support from a consistent worker is part of our package. But we also believe children benefit from learning and supporting each other, so we work in groups to enable children to forge peer relationships in a safe environment.

Learning by doing: Our experience has shown us that most of the children we work with learn most by doing and experiencing. That is why much of our work is activity based. We use activities to give children and young people new experiences, enable them to develop skills, to practice problem solving, relate to others in collaborative effort and to give them a different view of the choices available to them.

Developing role models: We work alongside older young people and other members of the community who can provide positive role models and we support children to become good role models for their peers.

Involving parents and families: Our primary focus is direct work with children and young people. However, we recognise the importance of their families and we endeavour to build trusting relationships with parents and carers and support them to get involved with their children's progress.

Being there for the whole journey: Our commitment is to see children through their primary years, through their teens and into adulthood. We stick like glue and are there for the downs of life as well as the ups. We understand that getting to adulthood is a trickier process for some children than others and the journey rarely goes in a straight line!

Well-being and resilience assessment tool – the WART

Full Effect recognised the importance of being able to measure the impact of their work on children's well-being. Having reviewed standard tools in the field we concluded that none were fit for the nature of the intervention and specific impacts it was intending to achieve. We therefore worked with project staff to design a tool with clear links to the FE model and aims for the project. The tool includes a children's self-assessment form and a workers' assessment and planning tool. It has been piloted with children in two schools and a full report of the pilot is included in Appendix 7.

Delivering the Full Effect model for children aged 8-13

Full Effect provides the following for children aged 8-13:

- targeted support for children identified as at risk
- community based activities open to all children in the area
- the development of whole school resources to address issues around gang involvement and violent crime.

Targeted support

Full Effect's targeted support is delivered by FE engagement workers employed by Epic. They provide one to one and group sessions for children identified as being at risk of anti-social/gang related behaviour. The workers engage them in school life and in the community, providing them with a reliable source of support to deal with their difficulties in and out of school.

In the first two years, Full Effect's targeted support focused on three primary schools: Huntingdon, St Ann's Well and Bluebell Hill. In year 1, eight children were identified in each of these. As children left, the cohort was 'topped up' so that at any one time the project supported 32 children. As far as possible we collected initial information on each child and updated their progress each year. Appendix 2 provides information on 48 children.

In addition to the targeted children, the FE workers also support a number of 'peripheral' children. These receive less individualised support, such as the 1-1 support in school, but are involved in a range of after school activities, invited on the walking / biking bus or on trips during the holidays. In year 2, for example, a group of girls were identified as in need of additional support. The FE worker in their school ran weekly sessions for this group focusing on caring for themselves and self-esteem and has continued to support them through their move into secondary school.

By the end of year 2, the project's experience and the evaluation were both flagging the importance of support to children moving to secondary school. It took time for the project to establish relationships with secondary schools but in September 2016, Full Effect started working with Nottingham Academy, initially with existing cohort children who had moved up from partner primary schools. This coincided with Bluebell Hill opting to maintain the support to their children in-house, thus enabling Full Effect to use their resources for transitional support. Over the course of year 3, Nottingham Academy has increasingly identified additional children for FE worker support.

About the targeted children

By the end of year 3, FE had provided targeted support to 48 children. Of these, 26 children had received support for at least a whole school year and we regard these as the 'core cohort' for evaluation purposes as these are the children we have been able to follow up over time. 14 were continuing to receive targeted support in either their primary (11 children) or secondary school (3 children) at the end of year 3.

There were no set criteria for selecting Full Effect children and they have been identified through a combination of school-based information (e.g. behaviour and attainment records) and the knowledge of school and FE staff. Factors include the child's behaviour in school, their relationship with their peer group, family involvement with social care and other considerations likely to place a child at risk, such as known gang/criminal involvement of family members.

The children selected were mainly in years 5 and 6 when the project started but some younger children were included if they were seen as having particular needs (e.g. one of the Huntingdon children was only in year 2). The cohort is predominantly male, reflecting the tendency for boys' behaviour to generate higher levels of concern.

Profiling of the cohort children has consistently highlighted the following issues:

Behaviour: One of the strongest predictors for becoming a young offender is behavioural problems in childhood. Behavioural issues, particularly in relation to outbursts of anger in response to disappointment or frustration, were frequently referred to in the profiles.

Family difficulties: The FE children lived with a wide range of issues in their family life including parental illness, mental health issues, one or more absent parent, problematic alcohol and/or drug use, family involvement in crime and gang related activity, including having fathers or older brothers in prison. Evidence shows that parents have the strongest influence on the educational progress of primary age children. For the cohort children, the level of family engagement with school was often very limited. In some cases, parents' own needs and difficulties were barriers to engagement. Several FE children relied strongly on family members other than parents to engage with the school – grandparents, sisters and aunties.

Communication and social difficulties: All FE cohort children have been described as having difficulties in these areas. Some children were described as having extreme shyness so they found it almost impossible to speak to adults.

Others found it difficult to express themselves and quickly got frustrated and angry. Many struggled to make and maintain positive friendships within their peer group. The development of social skills and emotional resilience is widely recognised as impacting on life chances.

School attendance: Erratic school attendance is linked to poorer educational attainment for children, and being out of school places children at higher risk of criminal and anti-social behaviour. In the FE cohort, attendance was an issue for some children (including lateness), but by no means all. Whilst there were examples of chaotic home life leading to poor attendance, schools pointed out that many parents were very keen to get their children to school.

Strengths and difficulties of the targeted children

In June 2016 (end of year 2) we asked the FE Workers to administer a standardised assessment tool, the Strengths & Difficulties Questionnaire (SDQ)³ with the children they were supporting in order to ascertain the extent of cohort children's problems. The SDQ is a brief behavioural screening tool widely used for clinical assessments and evaluation studies. It consists of a short questionnaire for practitioners, carers and teachers, and a self-report questionnaire for children and young people. As well as the overall level of difficulty or stress, the SDQ highlights three of the most common problems or disorders among children and young people:

- Emotional difficulties – depression, anxiety
- Conduct / behavioural difficulties – aggression, rule breaking
- Hyperactive difficulties – poor concentration, over-activity

In addition, the assessment can identify difficulties with social relationships and behaviour:

- Difficulties with peer relationships – getting along with other children
- Pro-social behaviour – being kind and helpful

The SDQ was completed by FE workers and the children's teachers for 16 Full Effect children in Huntingdon and St Ann's Well primary schools. In one school, 8 children also completed the self-report version of the SDQ form.

The results highlight the high level of difficulties and support needs of this group of children. As Figure 1 shows, the FE workers assessed 12 out of the 16 children (75%) to have an 'abnormal' (elevated) score for 'total difficulties' or

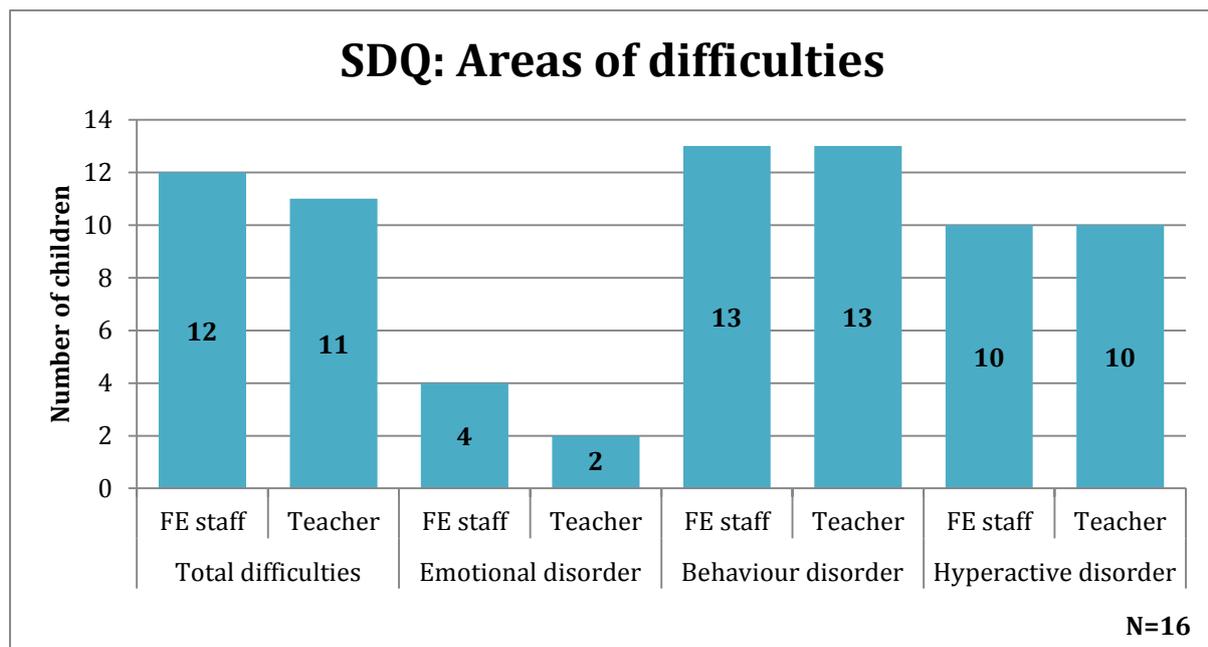
³ Goodman R (1997). The Strengths and Difficulties Questionnaire: A research note. *Journal of Child Psychology and Psychiatry*. 38: 581–586. Goodman R, Meltzer H and Bailey V (1998) The strengths and difficulties questionnaire: A pilot study on the validity of the self-report version. *European Child & Adolescent Psychiatry*. 7: 125–130

stress (another two children were borderline). Their assessments were similar to those of the children’s teachers, who assessed 11 out of 16 children (69%) as having a high level of total difficulties, while another three children were borderline. In the general population, only 10% of children would be expected to have an ‘abnormal’ score for total difficulties.

Figure 1 also shows that a large proportion (13 of 16) of the FE children scored high on behavioural / conduct difficulties (e.g. anger issues, fighting with other children, disobedient, lying, stealing) and 10 of 16 scored high on hyperactivity difficulties (e.g. easily distracted, fidgety, restless, acting before thinking, struggling to finish tasks), although as a group they experience fewer emotional difficulties. Of the 8 children who completed the self-assessment form, 5 self-reported an ‘abnormal’ (elevated) total difficulty score, supporting the overall assessment by FE staff and teachers.

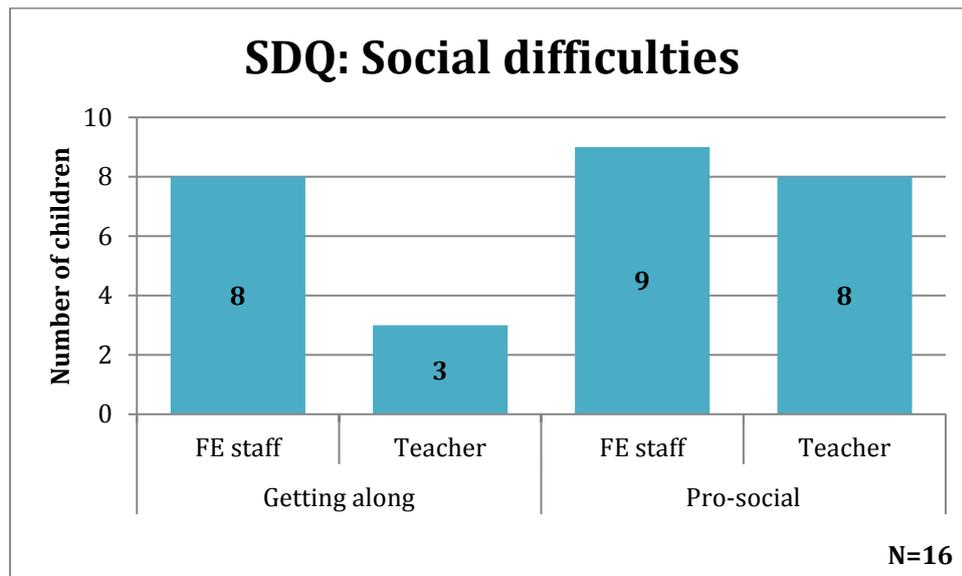
FE workers scored half of the children (8 out of 16) as having considerable difficulties with getting along with other children. These assessments are based on the FE staff’s knowledge of targeted children within their school (e.g. in the classroom, dinner hall and playground) *and* outside of their school environment (e.g. during the walking bus, community-based activities, holiday schemes and at home). This may explain the different scores on this scale made by teachers and FE workers. The teachers assessed only three children (out of 16) to have difficulties with getting along with other children.

Figure 1



Both teachers and FE staff assessed half of the children to have low scores for pro-social behaviour, such as sharing, being considerate to the feelings of others, helpful if someone is hurt, volunteering to help or kind to younger children. Four of the 8 children who completed the self-assessment form also considered themselves to have low scores for pro-social skills, which again supports the adults' assessments.

Figure 2



In conclusion, the overall SDQ scores confirmed earlier profiling assessments and the views of people gathered in interviews, that the children supported by FE have complex needs and high levels of difficulties.

Case example: 'Denell'⁴

Full Effect started supporting Denell in year 5 in September 2015. At the time the main concern was not his behaviour at school, but rather his difficult home life and vulnerability within the community. He was spending time on the streets often late at night with people older than himself. Vanguard Plus was involved with his family, including his uncles and older brother.

Denell lives with his Grandma and his younger brother. Mum is a known substance misuser, but he rarely sees her, and Denell has no contact with Dad. His older brother used to live with grandma too before he went to prison. Granma is described as a kind lady, but she has an alcohol problem, and finds it difficult to supervise the boys. The FE Worker has worked with Denell in school and supported him to attend various activities either on his bike or by bus.

⁴ All names have been changed in these case examples

At the end of year 5, social services were reassessing the family and Full Effect was supporting the paperwork to get them priority support. His behaviour in school deteriorated markedly, he was guarded towards adults and would often disappear from sessions if anyone asked any questions.

I am concerned, but most of it is beyond our control. We can only support him to see that he does have choices and options. He is a long-term project. I can see him be involved with Full Effect from age 9 to 29, come out of the project and be involved as a mentor, because he will always have needs. I can see him as one of Trev's lads. FE Worker, year 2

His FE worker and teacher completed the Strengths and Difficulties Questionnaire in June 2016, and the results suggest that Denell has a very high level of difficulties overall, as well as in the area of behaviour and hyperactivity. He also scored low for pro-social behaviour (being kind and helpful).

At the end of year 6, Denell's family situation continues to be precarious. However, he likes school better and he has got his FE activities keeping him busy. Denell is a creative boy and particularly enjoys music, singing and song writing. The FE Workers recently made him their music apprentice, so he helps with music sessions, learning important social skills in the process. Together FE and school are preparing his transition to secondary school, with additional transition days, as everyone recognises that Denell is going to need all the ongoing support he can get to steer him in the right direction, away from the pressures of the streets.

I can see us employing him in 4-5 years. People listen to him, he has good leadership skills, but it's about bringing out the good stuff, the potential. FE worker, year 3

The impact of Full Effect work on cohort children

At intervals throughout the evaluation we have collected information about each cohort child to explore their progress with regard to their behaviour, involvement in activities, level of family engagement, relationships with adults and peers, their communication and social skills, self-confidence and wellbeing. Sources of evidence have included interviews with Head teachers, lead teachers, FE workers, parents and some children themselves, as well as school records of attendance and behaviour logs, and attainment.

Appendix 2 summarises information on each child, while below we provide a summary of the main areas of impact.

Managing behaviour: At the end of years 1 and 2, school records showed major improvements in the behaviour of Full Effect children. For example, Bluebell Hill reported that 7 of their 8 cohort children had fewer behavioural incidents compared to the same period in the previous year. For some, this was a dramatic improvement e.g. one boy went from 52 incidents to 10 and another from 36 to 5.

Even for those children whose behaviour remained problematic, the schools noticed that the scale of incidents diminished:

He is just better at moving on [from bad behaviour]. The speed with which he moves on from those incidents... You can say 'how do you feel now?' when he has tipped a table up and he will tell you 'I wish I hadn't done that'. We almost don't have to tell him to turn the table the right way around, before it was with a huff. He is not a child you can fix like that, but it's getting better. FE worker, year 1

And for some children the improvement in behaviour was dramatic:

This last term has been the best he has had in the last 2 or 3 years...His behaviour has turned round incredibly...He will always be a struggle but he is not shouting at teachers, telling them to shut up and answering back, threatening other children, being violent. Every single day there was a row at lunchtime. He was throwing things and it was a real chore having him in the room. But he is much happier and more relaxed now Teacher, year 1

By year 3, school staff confirmed that the impact on behaviour of children across the cohort – and across the three years of Full Effect support had been considerable:

There's a feeling of calm [within the school] and behaviour records show a significant reduction over the period. I used to have a significant behaviour incident once a week – now it's once a half term. The investment of time in individual children in the cohort has paid off. If one of them is going to 'have a moment' now they can take time out and make a better choice. There's a child who now apologises for being unkind – doesn't always make good decisions in the moment, but can step back from them. Head teacher, year 3

Communication, social skills and confidence: There were improvements in children's confidence, communication and social skills. For some children, disruptive behaviour may stem from a need for positive attention from adults and peers:

He has settled down and is like a different child. His confidence has improved enormously and he is much more relaxed and thoughtful about replying to things. Saying things that have value - not for a cheap laugh. He doesn't need to be heard or prove himself in the same way. Consequently he is not mixing with the same children. He's making wiser choices with his friends and not in trouble at lunchtime. Teacher, year 2

Some children do not exhibit bad behaviour but may be withdrawn and struggle to cope with other children:

He was painfully shy - too embarrassed even to answer his name for the register. Now he is so funny, will stand up and tell a joke. He can hold his own now in a group where before he would never have said anything. Teacher, year 2

School attendance and attainment: Attendance is not always a major problem for the Full Effect children. As one worker commented:

All these boys are excellent attenders and are generally punctual... Attendance is not their issue - it is what happens when they get here. Their parents find them so difficult that they are keen to get them to school. FE Worker, year 1

However, schools noted some individual improvements in attendance, particularly fewer incidents of lateness.

Evidence provided by school leads at the end of year 2 also showed that educational attainment had improved markedly for some FE children. As one primary school interviewee pointed out, many of these children are well below their peers in educational attainment and progress needs to be assessed by the extent to which that gap is being narrowed:

They are making outstanding progress, but they are still below what is expected for their age group. It is brilliant though, because it's closing the gap. Better than expected. All made good or outstanding progress, except for one. ..It's due to all the hard work, and the support they have received. It's a team job, I don't know if it's just down to FE, but without the support it is unlikely. School lead, year 2

Outcomes for schools

One important determinant of Full Effect's success is the extent to which it is understood, accepted and supported by schools. In year 1 the FE workers hit the ground running in partner primary schools, engaging children, running groups and 1-1 sessions and setting up after-school clubs. While their

enthusiasm was appreciated the project was not instantly embraced by school staff. One issue was:

Teachers sometimes find it hard to have children taken out of class because they are under such pressure to achieve results. FE worker, year 1

Another issue initially reported was the concern of some school staff that the project could be seen to reward the 'naughty' children:

Sometimes they struggle with the concept of the project. These are the children who are 'trouble' and they get the goodies. FE worker, year 1

These concerns were partly addressed by the project offering more activities to children other than those in the FE cohort. As a result there were many more children 'on the periphery' of the cohort who were able to join in with activities.

During the course of year 2, the project became more embedded and both teachers and school leads developed a better understanding of the project. Within the schools there was a growing sense that it was making a difference and that it was achieving positive outcomes for the targeted children. The issue of FE 'rewarding' bad behaviour seemed to have entirely disappeared:

Full Effect used to be seen as a soft touch – the naughty children having a nice time – but it is no longer perceived like that. Head teacher, year 3

When we interviewed partner school leads in year 3, the Full Effect project had very clearly become an integrated and very highly valued part of the schools' strategy for supporting challenging children, and the FE Workers were much appreciated for the support they provide. In addition to outcomes for individual children head teachers were able to identify the following benefits for the school:

Freeing up other staff resources: *[The FE worker] spots issues and provides emergency input as well as constant support of the FE cohort. [It means our behavioural support lead] has therefore been able to step back and do other behavioural support stuff across the school rather than being taken up by the 'most troubled' small group. Teacher, year 3*

Enabling non- FE children to have a better classroom experience: *The knock – on, domino effect is huge – particularly the impact on afternoons where children are calm and teachers are able to concentrate on teaching and learning rather than managing behaviour – so the knock-on benefit for other children is huge. Teacher, year 3*

Helping schools to avoid exclusion: *There's no bad news re last year's cohort since they've gone to secondary. It was the hardest group I've ever known in 20 years at this school and I didn't have to exclude any of them. Three were 'risk of exclusion' from other schools. Only when you understand how bad it was does holding onto them seem such a success – but it was.* Head teacher, year 3

How these impacts have been achieved

In year 3 there was clear mutual respect between school staff and FE workers, and they were in constant communication about individual children. Schools highlighted a range of features they particularly value about the project, reflecting many of the elements highlighted in the FE model. Key factors noted by schools included:

Providing knowledge of the whole child: FE workers know the children in the outside of school and have knowledge about individual children's changing home environments. For example, knowing when a father has been released from prison can help the school better tackle any behavioural fall out more effectively and with greater empathy.

[The FE worker] has 'the word on the street' and knows the kids in the context of home and community. Basically, risk out of school triggers behaviour in school and after school stuff minimises the risks. Head teacher, year 3

Bridging relationships with families: The relationships FE workers have with parents and carers and their ability to act as intermediaries between families and school, and also to advocate on behalf of schools is seen as extremely helpful:

[The FE worker] has all their numbers! Liaises with core parents a lot. Means I don't have to contact them so much – so it's a relief for them too. She also advocates for the school to parents e.g. re sex education – explains and calms things down. She has educated parents how to behave too: 'Come in and speak to Mrs Thorne', 'Attend parents evening: don't shout'. It's made a huge difference. School leader, Year 3

FE links to families are important as parents also distrust teachers and are defensive – but they trust these guys. School leader, Year 3

The flexible way of working: There is no formal referral process, strict criteria or waiting list and the process of identifying children is done in partnership between the school and Full Effect.

It's very informal and non-bureaucratic compared to other options for referral (e.g. CAMHS) we say 'can you just have a chat with this kid?' It's just great being able to do that....On Thursday or Friday when they [FE workers] arrive I feel relieved – as I know the kids will get a chance to ventilate and issues will be picked up. School leader, year 3

Secure relationships: The continuity that having a long-term relationship with a trusted adult offers children who struggle with new relationships was recognised by schools.

*Dads appear and disappear. Teachers change every year. If they've got a social worker they'll be lucky if they don't change too. And to the kids we are all aliens.... The kids perceive St Ann's as very special and people who come from **anywhere** else as really posh. I don't know what kind of training they get but whatever it is it works! It helps hugely that they're part of the community. School leader, year 3*

The FE workers who have made these trusting relationships with very troubled children, who work so flexibly and build bridges with alienated parents are very special individuals. They are very much part of the community they serve and what they do is not so much a job as a continuation of their own lives. As one worker put it: 'We are the Full Effect children grown-up'.

Their individual qualities and the particular contribution these made to their work were recognised by the schools:

Chan is a very effective member of staff who is proactive in identifying the issues and the work that's needed to address them. She is very much part of the [school] team and has huge respect, and people go to her for advice. School lead, year 3

[As a new Head teacher] I've sought to build my relationship with Mick because he has 'the word on the street' and knows the kids in the context of home and community. ...Mick constantly shepherds them around during term and into the holidays and has a very strong relationship with key parents. Head teacher, year three

In fact Seren could be [name of child]'s lifeline, definitely. Seren is great, the kids love him, he is the perfect role model as he has been there himself... He is so laid back, but he is so committed. SENCO, year three

Case example: A primary school

Huntingdon Primary has worked with the Full Effect project since April 2014. As with other new projects, the school experienced a few teething problems in year one, especially around communication and getting school staff to understand the purpose of the project. By the end of year two, both teachers and senior school staff had fully bought into the Full Effect model of work, as the benefits to both targeted children and the school had become were apparent. Having FE workers to support the most challenging children, have eased pressures on school staff, but also allowed targeted children to access school-led activities, such as school trips that they wouldn't otherwise be able to join, as the risk would be too great (e.g. of running away from the group). According to senior staff the project have freed up existing resources, ensured teachers feel supported and kept children in education:

Without [FE worker's] on-going support, F wouldn't be in school. He would be almost un-teachable. It's this kind of additional support that has kept him in school. Head teacher, year 2

In year 3, the new head teacher identified lunchtimes as particularly problematic, with fewer than 20 children accounting for over 300 behaviour incidents. The school asked the FE workers to target these challenging children four lunchtimes a week and the effect has been remarkable:

I can't remember the last time I had to send a letter home about lunchtime behaviour. Head teacher, year 3

The FE workers' close contact with both school and with home, is a tremendous benefit, as school staff have developed a better understanding of children's home environment and what triggers their challenging behaviour, and can consequently support their learning better.

For this particular context we can't imagine being without them – we'd like them full-time. They are not members of staff, they are not working for the school, but for the kids – they see them out of school – they are local. They are part of the community and have relationships with parents and siblings. Head teacher, year 3

Engaging families

The FE project has always been aware that its work with children will succeed best if their families are supportive. In years 1 and 2, we noted that workers were maintaining regular contact with parents and there was good evidence of increasing support of the project's work by families. In year 3, parents continued to value the extra support provided for their children but were also increasingly turning to FE workers for advice about how to best deal with difficult behaviours or how to discuss distressing issues with children.

Across the three years there have been numerous examples of FE Workers working with parents in an informal and flexible manner to benefit the children they work with.

One FE Worker encouraged a grandmother to be more open about Dad's imprisonment, as the secrecy surrounding his absence was confusing the child. Together the FE Worker and grandmother sat down to tell him the truth, which in the short term upset him, but increased his understanding of the family situation.

The FE Worker was having limited success in convincing his Mum to send Ryan – a FE child – to out of school activities he wanted to attend. Due to her own anxiety and other needs she preferred to keep him at home. The FE Worker contacted his Dad, who while separated from his Mum was able to help her see that the activities would be good for Ryan and he now regularly attends more sessions.

On occasions the FE workers have had to deal with very sensitive issues (e.g. domestic violence, child abuse allegations) where they have acted as a bridge between the school, the family and statutory services. For example, a FE worker was involved in family sessions alongside a therapist to help address some serious issues which had emerged in school. On another occasion, the FE worker was the main point of contact with a family over a child abuse concern and was able to work with parents, the child and an older sibling.

As the project has become more embedded in partner schools, FE workers have adopted an intermediary role between school and families and will, for example, phone parents to tell them about incidents in school.

[Full Effect] helps us with what can sometimes be very difficult relationships with parents. They have an intermediate role. The strength

of the project is that they are inside and outside of school – it opens communication channels. Many of our parents had bad experiences at school themselves – school or teachers are scary, and they are often scared of us. It’s hard to be called in for a meeting with the head or deputy head. FE can make us more accessible. Head teacher, year 2

To communicate with a trusted and non-judgemental person, who works in school, but who is also outside of the school hierarchy is clearly valued by families.

When he got into trouble at school, [name of FE Worker] was more or less on the scene, so he would ring me and I would make my way to school if I were needed. Grandma, year 3

However, the FE project has also become aware that certain aspects of the project could potentially create dependency on support, where for example parents rely on FE workers to take their children to sessions, rather than do it themselves. Consequently, the project has stopped picking children up from their houses, and they now meet at school instead.

We still do the biking bus from school, but we don’t pick up from houses anymore, as that was creating a dependency culture. The biking bus is not about dependency, but about removing barriers. Without the biking bus the majority of these kids would not be allowed to make their way over there. FE Worker, year 3

Case example: ‘Sam’

Sam was only 6 years old (year 2) when he was selected for targeted support in 2014. While he was younger than the rest of the cohort, but the concerns identified were very similar to those of the older FE children. At the time the family – Mum, Stepdad and 2 older siblings, was at risk of being evicted from their home because of Sam’s anti-social behaviour in the community. The local PCSO and housing manager were involved, as Sam, for example, had thrown stones at their neighbour. Despite these incidents, Sam was reportedly very shy, with a diagnosis of ADHD, and very unwilling to take part in any activities except for football. Since working with the FE project, receiving 1-1 support in school, and being supported in attending out of school activities, he has become more confident around other people and willing to take part in a range of FE activities, including a trip to London – something no one could have imagined before.

Part of the FE work with Sam has been to support Mum with her parenting skills, as inconsistent boundaries were confusing Sam. Building trust took time, but regular contact with Mum every time Sam got picked up and dropped off from FE sessions forged a strong and trusting relationship. There was a breakthrough when Mum was able to ask for help with parenting 18 months after Sam was first targeted for support, and the FE worker referred her to a local parenting counsellor. Unfortunately, Mum was not yet ready to trust another professional, but she continues to highly value the FE worker:

I just think he is really good with kids, I do think he should have something for all the work he does, we all say that, but he should have something to recognise all he does, because he works really hard. They properly don't get a lot of funding, although we think they should have a lot of funding, because what they do with the kids is brilliant. Keeping them out of trouble, a lot of the kids here tend to get into trouble. It's keeping them out of trouble and on the straight and narrow. Sam's Mum, year three

Now in year 4, Sam is doing well, both at school and in the community. He is likely to experience on-going difficulties, in part because of his ADHD and in part because of his family situation. However, Full Effect's early intervention helped the family avoid eviction and it has enabled them to rebuild relationships with neighbours. The FE worker is now taking a step back to encourage Mum to be proactive in helping Sam access his football training and other FE sessions, while remaining accessible as a positive role model:

He has looked up to Mick as a role model, he really has. Mick has played a big role in helping him, because he was very disruptive and that, but he has calmed down a lot... Mick says to Sam 'you could do my job'. That's the sort of thing that Sam could do in later life. We always say that 'Sam is going to take over your job when you are old Mick' [laughs]. Sam knows it well, because what Mick does Sam watches. Sam's mum, year three

Support for transition

By the end of the first year, 13 of the original cohort of targeted children had transferred to secondary school. Research shows that the period of transition from primary to secondary education is a critical one for children at risk, and is often the point at which young people start to become disengaged from education and may drift into anti-social activities⁵. The theory of change review

⁵ For example Rice et al (undated) Identifying factors that predict successful and difficult transitions to secondary school http://www.nuffieldfoundation.org/sites/default/files/files/STARS_report.pdf.

workshop discussed the importance of FE children making a successful transition and maintaining their access to support. The project team therefore set themselves additional milestones in year 2 to enable year 7 children to continue to access the FE programme of activities and to work with secondary schools to encourage their engagement with the project. This was challenging at first and the project struggled to get the local secondary schools engaged. They also found that as children moved from primary they were harder to keep in touch with outside school. Year 7 children were busy settling into their new school and its activities, and also tended to distance themselves from clubs and activities associated with their primary school.

However, by April 2016, the project was having success in engaging the main secondary school in the area, Nottingham Academy. Relationships between the FE project and the secondary school were enhanced when efforts by FE staff to communicate with the school coincided with some changes in the school's approach to external partnerships. In September 2016, the Full Effect project started working in the Academy to introduce the Full Effect model into their first partner secondary school.

FE workers worked with secondary school staff to devise a relaxed transition process for the FE children moving from primary school to the Academy that summer. This included extra transitions days in the holidays where a small group of targeted children played football, made music and were introduced to school staff in an informal manner – a process that was instrumental in forging early positive relationships with key secondary staff.

They have heard stories about horrible secondary teachers, but straightaway it was like they were real people. [Name of child] was taken aback how nice [senior teacher] was to him. And because I knew the teachers I was vouching for them - 'yeah, I know they are secondary school teachers, but they are nice people really'. FE Worker, year 3

During term time the FE Workers now work in the Academy two days a week,

The FE workers are like celebrities – they walk across the yard and the kids flood towards them to tell them about their week ... On Thursdays or Fridays when they arrive I feel relieved – as I know the kids will get a

Evangelou et al (2008) What makes a successful transition from primary to secondary school
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR019.pdf>

chance to ventilate and issues will be picked up. Secondary School Leader, year three

For individual children the continued targeted support has significantly improved their ability to settle into secondary school. For some, the on-going relationship with FE Workers has, according to secondary school staff, been instrumental in keeping them in education:

The 6 to 8 kids they came in with were the most problematic or high profile and 2 or 3 of them definitely wouldn't still be with us without Full Effect. The workers built the bridges very quickly, before they [the kids] blew the bridges! Full Effect bridged the trust gap, these kids are very wary about trusting anyone new – that's why they take the transition so hard. They knew the kids trigger points and how to calm them down and could communicate all that to teachers. Secondary School Leader, year 3

For the Full Effect project itself, this new partnership has also had a major impact on workers' ability to offer on-going support to targeted children as they grow older. Being able to work and be seen in secondary school by the FE children and their peers has meant that this is the first group of FE children who have continued to access community-based activities since their transfer to secondary school. This is a very positive development that has been welcomed by all partners.

We always said that the gap was the secondary age group, we have the young adult part [at CRS], the primary part, but that middle bit was always the part that was missing, which is why I think we had limited impact with the cohort that left [in summer 2015, at the end of year one]. I know T has really struggled, I am not saying that he wouldn't have anyway, but he would have had a better chance. S struggled. While there was a tighter package around the children who left last year [September 2016]... and yes it makes a difference, they are examples of it making a difference. SENCO, year 3

Case study 'Achim'

Achim was targeted for FE support in April 2014 when he was 9 years old and in year 4. His behaviour at school was characterised by angry and violent outbursts, where he often had to be restrained and placed in isolation. In the community he was socialising with older children known to the police – children whom he seemed to idolise. Although he was described as a lovable

sweet little lad, his concentration was poor and he struggled to deal with his emotions.

Achim lives with his Nanna and older brother. Mum is a known substance misuser, while dad is in and out of prison for drug and driving offences. It quickly became clear that Achim's behaviour was closely connected to his Dad's spells in prison. When Dad was inside, everything would calm down and Achim would have his most stable periods.

Initially the FE Worker found it difficult to engage Achim in one-to-one and group sessions at school, as he was spending a lot of his time in isolation, but he quickly began attending all of FE's out of school activities and has continued to do so over the past 3 years.

Building trust with Achim and his Nanna took time, but the FE Worker has become a stable influence in their lives, helping Achim deal with his anger and taking him to activities up to 6 days a week. The FE Worker also supports Nanna, keeping in touch with her on a weekly basis:

[Achim] got a bit of attitude and behavioural problems, so [the worker] was there to support him at all time... It was really good. Just to know that there was someone else there, to take the pressure off me a bit. To know that there was someone helping... (Granma, year 3)

In year 6, Dad was out of prison again and Achim's behaviour dipped. He used to boast of his gangster dad, his fast cars and getting into trouble with the police, but now he just wanted his dad to be there and to take him to football on Saturday mornings. Using their contacts in the community, Full Effect was able to refer Achim and his dad to a local organisation, Mixed Foundations that works with local black young people addressing issues around knife crime, anger management and substance misuse. The result of this intervention was very encouraging - Dad began taking him to football and Achim's responses to provocations became more mature. Meanwhile, the FE Worker continued to be a positive presence both in school and in the community, for example supporting Achim through his SATs tests. At the end of year 6, Achim's head teacher described Full Effect's work with Achim as instrumental in making the 'un-teachable teachable'.

Achim is now in year 7 and his transition to secondary school has gone better than anyone could have hoped. Having Full Effect staff coming into his new school at lunchtime has played a massive role in 'keeping him in the building'. Achim's family life may be volatile but his on-going relationships with the FE workers continue to be a stabilising factor in his life.

Preventative and diversionary work with all children

Targeted children may be at high risk of been drawn into violence and criminal activities, but even children with few risk factors can be vulnerable to peer pressure and the attractions of gang culture during the volatile teenage years.

In addition to the targeted work, therefore, Full Effect helps provide community based activities for all children (aged 7-12) in St Ann's. This work is not directly funded by the Royal Foundation, but it helps to underpin the project by ensuring that a range of diversionary activities are available.

In year 1, Full Effect reached over 200 children through its activity sessions and in years 2 and 3, the project has continued to meet its target of reaching 250 children through Community Games holiday provision and weekly activity sessions.

At our Theory of Change review meeting in July 2015 we discussed how the project might extend its range of activities to reach more girls and less sporty boys (many of the FE activities are sports-oriented) and in years 2 and 3, the project met this challenge by adding more creative, drama, dance and music activities to its programme along with the sports.

Feedback from parents and carers about Full Effect's community activities is very positive with most highlighting that community based activities keep their children off the streets and out of trouble.

I like everything about Full Effect, it was really good. I felt calm when he was with [FE worker], I knew where he was, I knew who he was with, I knew he wasn't getting into trouble or starting a fight. Grandma, year 3

The importance of holiday activities – A parent's perspective

Monica has four children, two girls aged 3 and 4, and two boys 8 and 11. The fact that Mick has been picking the boys up on their bikes and taking them to CRS has been crucial in them going to the summer holiday club. If she had to get them there and pick them up again, she would have to get the girls ready in the morning too, and she might only have done that once, max twice, a week. So it's a great relief not to have to do that. It makes her feel like a bad parent, but it's the reality of family life. This way she and the girls can do what they need to do during the day and she can pay the boys more attention when they get home.

Monica is really positive about the project. She's particularly impressed that it seems to be ongoing, as often it's just a 6 weeks project and then it stops. Her eldest has done the bike project with Mick previously and chose to come on

the Epic/CRS Community Games rather than the one attached to his new school. Her son has also been saying that he might be able to get involved in volunteering at CRS when he gets older, which his mum believes is really positive. He has issues with controlling his anger, but Monica says that since he has been doing the bike project he has been getting better with his temper, and is better able to deal with things when everything doesn't go his way.

Activities are important in themselves, but they also provide opportunities for a wide range of children to develop new peer relationships and access guidance and support from FE workers. They simultaneously provide workers with opportunities to build relationships with a wide network of children and therefore be in a better position to influence their behaviour and choices.

Whole school resources

Full Effect has developed whole school resources to raise all children's awareness of the dangers involved gang culture. In year 2 they produced a film, 'Secrets in Boxes', about the dilemma of a child finding a weapon belonging to his big brother. In year 3, workshops incorporating the film were piloted in St Ann's Well and then rolled out to three other schools. It has been well received and a promotional trailer is being made to market the resource to other schools.

Plans to produce a Full Effect toolkit for use in schools have not progressed as intended in year 3 due to staff illness and the Epic director moving on. However, the development of the FE model has provided a good foundation and elements of a toolkit have been identified. FE has commissioned some support to develop this further and create a comprehensive resource to attach to the model.

For a summary of project delivery in the primary strand see appendix 3.

Delivering the Full Effect model for young people

Young people are more likely to be drawn into crime where there is a lack of more positive options. Given opportunities to gain skills, experience and qualifications they will develop higher aspirations and confidence. Such young people can become good role models and mentors for younger children and active and respected young leaders in the community.

Extract from Full Effect's Theory of Change

The young peoples' strand of the Full Effect project has been led by the Community Recording Studio (CRS) and whilst it has evolved over the three years of the project, the three main elements of the work have been:

- The development of 'showcase projects'
- Opportunities for young people to gain work experience and qualifications
- Regular studio based and outreach sessions

Showcase projects: the Guillemot experience

In year 1 CRS worked with Latimer Creative, a London based social enterprise who use creative media as a vehicle for providing young people with training, work experience and opportunities to co-produce film about their lives and aspirations. Latimer was commissioned to work with CRS to produce a film, provide training and organise work experience placements for a cohort of young people identified as 'at risk' of crime and gang involvement.

The young people's cohort

Many of the young people were already known to CRS, others learned about the opportunity via social media. There was considerable interest – initially 60 young people applied, 29 turned up on the first day and it was only after a couple of weeks that the group was reduced to a workable size of 17. Each young person was allocated an engagement worker from CRS to support them through the programme.

At the start, the young people completed a short 'About You' form to provide us with some basic profile information. We collected further information through interviews during the course of the workshop programme and have continued to gather information about these young people over the whole three years (see Appendix 4).

The group was composed of composed of 11 young men and 6 young women. Most were aged 16 to 18 although two of the young women were slightly older (aged 19 and 22) and one was considerably older at 26. Most had lived in St Ann's all their lives and were living with parents or other family at the start of the programme. One was living with foster carers and one on her own. Many were described as having supportive parents who encouraged their involvement. However, as we got to know the young people better, we became aware of more of their difficulties e.g. one young woman became homeless during the workshop programme and had to be supported into alternative accommodation.

At the start of the programme, 9 of the young people were at college either full-time or part-time, one was in the 6th form and one still at school. Only one was in employment (30 hours). Five were not in education, employment or training (NEET). As a group they had a limited amount of prior work experience although most had done short work placements and some had done part-time jobs.

Although the young people had obvious strengths, they were also young people who were vulnerable and at risk of (further) involvement in crime. Some of the young men were inclined to draw each other into trouble (for example, a few of them were arrested for affray and ended up on tag). Amongst them were those with criminal convictions, including for serious offences (such as robbery, assault and dealing in Class A drugs). A couple were on bail or serving community orders during the course of the programme. Other young men did not have previous convictions although for some, their association with known gang members meant they were described as 'on the brink' of being drawn in to criminal behaviour.

Case example, M

M, aged 17 when the film finished lives on the edge of Brewsters, an area based around just a few streets well known for gang activity. His situation was described by the CRS worker:

He is on the fringe. A year ago there was a lot of targeted intelligence to say that he was likely to be arrested soon. There are lots of young people there who don't want to work, just hang about. When he was at college he would just

hang out too and was associated with all this.... He has found himself between a rock and a hard place with a friend who has been thrown out by his mum for selling drugs and is involved in serious crime. Wanting to be loyal to his friend. There have been a couple of incidents where we have had to stop people looking for him and attacking him.

There were times on the film course that I thought we were going to lose him. He has had issues with his stepfather. He was only 16 at the time but he was having to be a kind of role model for his family. Difficult for him as he was so young. It is sad that he has been through so many difficult experiences.

Now he is getting more confident. Recently he came with me to a meeting with the Board of the Metropolitan Housing Association. He spoke really well and the board members were impressed that he was speaking for young people. The film course has allowed him to become more confident. He says: 'I can't even walk into town any more without people recognising me from the film and saying, Wow, your mum must be very proud of you.' All this has changed him as a person. The course has levelled things for him. He doesn't have to hang out with others. Before he would say he couldn't come to things. Now he has taken on developing himself and is involved with all the talks and discussions.
Interview with FE worker, year 2

Criminality was not generally an issue for the young women (although they could sometimes be on the periphery of offending behaviour, victims of exploitation or 'bystanders'). While disadvantaged boys and young men tend to externalise their difficulties through behavioural problems as children and criminality as they get older, girls and young women are more likely to internalise their distress and present with social and emotional difficulties (e.g. being withdrawn, having an eating disorder). They may be vulnerable to involvement in abusive relationships - including with troubled young men. The young women who joined the course came from a range of backgrounds and had different challenges in their lives, sometimes these were not immediately visible.

[This girl] looks like Julie Andrews! That is her style. She looks as if she would have a straight journey but I misjudged this. A month into the course her mother refused to let her come any more. Mother has history

of mental illness and was restricting her life, not letting her have a phone. She was at risk and had to be rehoused. FE manager, year 2.

Of the young people who completed the course, we are aware that: five had criminal convictions including those associated with gang violence; a further four had family members involved in crime and/or anti-social behaviour and/or serious alcohol/drug misuse; two had backgrounds in local authority care; several had caring responsibilities at home e.g. looking after younger siblings or caring for a parent with mental health problems; some were estranged from one or both parents and two left home at a young age because of family difficulties; several had had very disrupted education including three who were excluded from school.

In addition, almost all the young people shared some common personal characteristics when they joined the course. Several interviewees talked about the level of trauma that young people had as part of their histories (and which was described as common across St Ann's) - including experiences such as 'dawn raids' by police officers, family members being arrested and imprisoned, domestic violence and even murder. For some, responses to early trauma had become embedded as coping strategies and in the face of anything challenging their default reaction was that of 'fight or flight'.

Young people were commonly described as having low self-esteem. Many had very limited experience of anything outside their neighbourhood or networks and an extreme lack of confidence in dealing with anything unfamiliar. Their aspirations were generally restricted to what they had experience of – and they lacked the knowledge or confidence to pursue their aspirations (or access the help all young people need to do this).

These lads have no confidence whatsoever. They can be terrified in the face of a form – but it's not just that they can't fill it in, they've got no-one around them who can do it either and they find it really difficult to go ask somebody else for help. Stakeholder, Year 1

Personal confidence and aspirations exist within the context of young people's lives. If the reality for most young people is the prospect of low paid work or unemployment, then they may have *aspirations* to successful careers, without

any real *expectation* or belief that they can achieve them. Interviewees described the expectations of young people in St Ann's as being very low:

The story of St Ann's is part of the problem. You're in an area, you're never out of the area and you're told the area is crap. They say CRS is all we have. Expectation levels are beneath zero. FE worker, year 1

Many of the cohort started with very little trust in outsiders. For some young people low expectations, low self-confidence and little trust in others combine to make it much harder to invest in something new in the first place and to stick with it in the long term – especially through boring or difficult bits - or to believe that it really matters whether they give up or not.

In fact, of the 17 young people who started the course, 15 completed it and 13 also had work experience placements. This was a major achievement for them and for the project.

Work experience and qualifications

The Guillemot film project included work placements for the young people intended to provide young people with networks, work experience and industry exposure that could help them continue into further training or employment. Planning the work placements required effective joint working between CRS and Latimer to meet young peoples' needs and interests and to give them the support needed for their placements to be a positive experience. Latimer had promised in their initial plan that they would use their high profile contacts in the film and TV industry to set up 'truly inspirational' work experiences – and they did. The work placements were a great success and were clearly inspirational for the young people.

Two of them do music sessions at CRS – they enjoy them but they lack focus – they're more up for having a laugh. They came back from their London placements with energy and confidence but also with musical focus and plans for what they want to do. They'd got that from talking to professional musicians. FE worker, Year 1

These two young men have subsequently made a successful start on a music career and have been signed up to a recording contract by Sony.

Another young man did his placement with Telegraph Hill:

I got great insights into how to work in the industry. It's a great place mainly run by really young people using similar kit that we use in college. It made me feel 'I could do that' ...I worked with them on the social media campaign [for the film] – and got loads of insights into what they do. That's like gold-dust – I can use that forever. Young person, Year 1

This young man is now at university and has developed a range of promotional materials for FE events.

The course was accredited through Confetti/Central College as an AIM level 2 Award (Certificate in Employability Skills/Media). This was not an easy process as the accreditation is a binary pass or fail and the requirements are very prescriptive and worksheet based. Many of the young people struggled with the paperwork and sense of being 'back at school' but despite this, 13 young people obtained the award.

Outcomes for young people

Guillemot was a 6 month project in the first year of Full Effect but we tracked those involved from 2014 to 2017 (appendix 4 provides an overview of their journeys over the three years). Our key findings were:

- At the outset five young people had committed serious criminal offences and a further 4 were on the brink of getting involved in anti-social behaviour related crime, and were associated with gangs in the area.
- The four young women in the cohort- along with most of the young men had troubled family histories which included growing up in care, parents with substance use and mental health problems, being young carers and being at risk of abusive relationships and sexual exploitation. They had no offending histories but were associated with 'risky' peers.
- The five young people who were not in education or employment at the start of the course were all in college, work, or apprenticeships 6 months later.
- None of the cohort have subsequently become NEET and although some young people have changed jobs a number of times all have moved quickly into new employment.
- Several of the cohort have been involved in voluntary work and have undertaken sessional paid work within the community.

- One of the trainees has since become a highly valued FE worker, and three have held DWP apprenticeships with the project.
- Only one of the cohort has been convicted of any further crime in the three year period. (This individual spent 28 days in a YOI for non-payment of his fine.)
- All the young people have settled living situations, with a number successfully moving to independence and maintaining their own tenancies for over two years.
- For some, the Guillemot experience provided an immediate ‘springboard’ to gaining other experience. One young man accessed further acting workshops, another developed his graphic design skills by producing promotional materials for the project and one young woman won a national competition for a week’s scholarship with The Voice.
- Five of the cohort have moved on creatively over the last three years and are now set upon pathways as performers, musicians or elsewhere in the music business. Three are building a national profile and following for their work. The confidence and experience gained through the Guillemot project has opened up new possibilities for them and – with continuing support from CRS - they have made the most of all opportunities.

The impact the project had on young people’s confidence, attitudes and the choices they feel able to make is illustrated by one young man who although only 16 when he joined the project, was at that point described by an interviewee from Vanguard Plus as *‘almost on the too late pile’*:

An interviewee from CRS explained that when L got involved with the project:

‘People were saying that he would be in prison by the end of the year and his mum was very worried. Everything was going wrong for him and none of the support and education was working... He never really believed in himself. From age of 11 he has been on every programme for excluded children and has been thrown off. He has never finished anything. We had to get special permission to take him to London as he is tagged. Recently in London he was organising, talking, representing the organisation. People who did not know who he was

were saying: 'What a talented young man'. In Nottingham he has always been put into a box that says: ' You are a criminal, this is all you can achieve'. He has been labelled. Sometimes he has confidence, sometimes not, but generally he believes in himself much more now. FE worker, year 1

Following the launch of Guillemot, L himself told us:

The whole way I think is different – I think through the options. Told myself I wouldn't get arrested again and I haven't. If I do that I'd sacrifice too many things. I can't lose this. If this project wasn't here I'd be in a negative crowd and probably in jail.... It's hard cos people don't think I've changed. They automatically assume things about me. But I'm not hanging around with people I used to. Young person, year 2

At this stage it was still thought likely that L might 'slip back to what he knows'. However, this hasn't happened and he is developing a solo career, has a London agent and is performing at three national events in 2017.

He has co-ordinated it all himself and now books hotels and catches trains as if he'd done such things all his life. FE worker, year 3

One young woman whose starting place was very different but who was equally at risk described how her involvement with the project was life changing:

When F got involved with the project she was a shy young woman, with lots of troubles at home and problems with eating. *'She had had lots of tests and I was amazed she could walk, let alone act.'* She ended up playing a major role in the film and her confidence has grown immensely. Workers describe the changes they have seen: *'She is now able to meet different people, go to different places, deal with professionals.'* *'You can't shut her up now!'*

F herself described it like this:

I can't even tell you. Every day involved some kind of change. It's opened endless opportunities and now a job. I was homeless and I had no idea what I'd do. I was scatty and didn't turn up on time and hadn't ever acted... I was hanging about with people I shouldn't have been and there was nothing else to do. I had dropped out of college. The film course gave me something to do

including homework and an outcome... I had no idea how easy it could be to volunteer, to do things in the world and have another world, another lifestyle. If there's something to do I'll do it now. Young person, year 2

The Guillemot experience was clearly significant for the young people involved but it was still a 'one-off' experience and on its own would not be likely to counteract all the adversity of life and prevent future offending. However, the CRS context in which it was delivered appears to have ensured that the maximum benefit was extracted from the experience and integrated with the young people's ongoing lives:

The emphasis is on the path being laid through new experiences and the stories and memories of those become part of who they are. So they are no longer just the previous stories of disasters and dropping out and trouble. They have different things to tell about who they are, what they've done and who they might become... [Name of young person] may have kissed a lot of frogs but she's also met a prince! FE worker, year 3

All members of the Guillemot cohort remain in contact with CRS – most have maintained regular involvement – and it continues to provide the 'secure base' that some of their families have not always been able to give them.

Three years down the line the flowers are blossoming and I love seeing them believing in themselves and doing what they want to do and enjoying it. I like to see that and hear them being excited – you never heard that from them before, to them everything was shit man – and especially they've learned they can make it happen for themselves. It's across the board these kids [the Guillemot cohort] they get it. And now the new ones – there's a whole new crowd since the Hip-opera – can see that these are doing Sidewind and are on I-tunes and it's an advert for them. It tells them what can happen if they work hard and some of them have already stepped up and are being mentors and they've formed a little family doing stuff together...I look at this place as a development centre. It's through music yes, but for some people just coming through the doors, cos of what it's like, it's got good energy. And we have

conversations in here every day about all aspects of life, so they're learning every day. I can't promise people number ones in the charts but I can promise they'll learn a lot about music and about life. FE worker, Year 3

Showcase developments in years 2 and 3

The young people's strand of the FE project aimed to contribute to better outcomes for the individual young people involved, but it also intended to make a difference in St Ann's more widely through some of those young people becoming positive role models and going on to perform a leadership role with other young people in the community. When reviewing the project's theory of change at the end of year one, there was much discussion about the pros and cons of the approach taken via the Guillemot project. Whilst it had clearly benefitted the young people involved, it had required considerable investment and had focused on a limited number of young people. In year 2, therefore, the project decided it wanted to extend its reach to more young people. The showcase project approach was recognised as a useful means of engaging young people, so it was decided to develop these in-house or in partnership with local organisations.

Highlights of years 2 and 3 included:

- Two talent showcases at the Contemporary involving performances by 25 and 21 young people respectively and attracting a full auditorium of 300 young people. The performers included many young people who were new to CRS and had become involved in the previous 12 months.
- The development of a hip-opera with a one act version performed at a Royal Foundation event in London which also brokered the involvement of a producer from Universal Studios. The full three act version produced by Nick from CRS was performed in Nottingham in October 2016.
- A joint project with Birmingham Royal Ballet which offered dance training from the ballet company for 13 young people and culminated in a performance of Romeo and Juliet.
- A young women's event at Rough Trade to coincide with International Women's Day involving performances by 15 young women.

When these events are viewed as a member of the audience it can be hard to fully appreciate the work involved in making them happen. For example, the hip- opera involved not only formulating the idea but also bringing together young people (who had mostly never acted before) and getting them to work together for four nights a week in the run up to the performance. The long term support that young people have needed to be able to perform is easily overlooked. As one interviewee noted:

People need to appreciate that it's not just the performance but the journey people have taken to be able to be up there. One of the main performers is now in his 30s and been supported by CRS for years but this is not obvious. FE worker, year 2

The joy of creativity and the satisfaction of ideas made flesh is manifested in CRS showcase events:

I love to have the vision and then make it happen. The applause at the end of the Hip-opera was amazing. We'd talked about it and wanted to do it for years and then we made it happen. FE worker, Year 3

Case study: Nott Romeo and Juliet

Birmingham Royal Ballet have worked with the Renewal Trust on an annual month long community involvement project for the last 4 years. Last year they were interested in 'disparity' and in making more use of musicians – the Renewal Trust introduced them to CRS. The Nott Romeo and Juliet project took place between January and April 2016. The project was a collaboration of music and dance. While the dancers took part in weekly ballet lessons, the musicians from CRS began to create an original piece of music, taking inspiration from Prokofiev's original score for the ballet.

The dancers and musicians then came together with a choreographer from Birmingham Royal Ballet's Learning team to create a piece of dance to the music, composed by Nick Stez and the three musicians from CRS.

It's was one of the best projects I've ever worked on. The composer and conductor came and did a session with young musicians at CRS. They were so engaged and asked great questions and common ground and language soon emerged. They took it so seriously – the music – and they watched a film

version of Romeo and Juliet and wrote lyrics from it that were so relevant and pertinent. Watching Akil write lyrics and record them on the spot was amazing.
Partner, Year 3

Nott Romeo and Juliet was performed at Nottingham's Theatre Royal. Since the performance, one of the dancers has become a mentor with Full Effect, delivering after school dance classes at a local primary school. While lead dancer from CRS Jamal Sterrett went on to perform at the UK Young Artists festival and at Déda creative centre for Dance.

Projects work with young people because of the momentum they have and with Romeo and Juliet the characters gave them freedom to escape from being themselves – from the pressures of masculinity and their artistic personas (which can be difficult to work with) – and there were these rapper boys doing something different both musically and personally. Partner, Year 3

Regular studio based and outreach sessions

Alongside this project approach, CRS have continued to provide ongoing opportunities for young people to develop their creative interests (including writing and performing music, sound engineering and photography) as part of regular studio sessions.

These activities combine sessions based at the Community Recording Studio, sports and creative activities and outreach youth sessions. In year two, there were successes in engaging girls as well as boys (with a regular girls group starting up). This group has gone on to establish itself as Women's Wednesdays providing a regular space for young women to learn guitar, access voice coaching and have studio sessions. It has been facilitated by the same worker for the past two years.

Over the last two years the project has developed a considerable number of smaller activities and events. A lot of these involve encouraging and supporting young people to develop their own musical talent and put on events to enable them to showcase these. Examples are talent show events such as a Rock n Reggae event, and events at The Chase and Hillview. The project also uses its connections with other organisations and venues to access performing opportunities.

We are all working on projects all the time. At the moment this is a 10 week project working to produce an EP and get to a performance. We'll work on 8 tracks – choosing the beats, then writing the lyrics, recording, layering up. Collectively we'll choose the four best and they'll be the EP. ...So we work together and there's lots of mutual support between the young people but there's also healthy competition because everyone wants their one to be on there, to be one of the best. FE worker year 3

The team have also undertaken outreach work to involve young people from the Brewster area who have not generally accessed the studio because of longstanding rivalries between areas.

Opportunities for young people to gain qualifications and work experience

It has always been an ambition of the project to help young people achieve meaningful qualifications and where possible awards have been integrated with specific projects, so that:

- 13 young people involved in Guillemot gained AIM level 2 Awards (Certificate in Employability Skills/Media).
- 8 young people gained a Bronze Arts award for their involvement in the Royal Ballet project.
- 16 young people received certificates for their completion of a 12 week photography course with BACKLIT Gallery

In year 2, an Education Manager was appointed with a background in secondary schools and PRU provision with a view to developing the skills and capacity of CRS to become an alternative education provider for young people unable to be educated within mainstream settings. This development did not proceed as hoped and the post holder left at the end of year 2. A valuable lesson from this experience was that the CRS premises as they currently exist are not viable for use as alternative education provision. However, it did highlight the potential for linking FE activities to Arts awards in a more systematic way. In year 3, a FE worker is actively pursuing this with a group of young people.

Apprenticeships

At the outset Full Effect assumed that with some additional training and support young people involved in FE programmes would become role models

and mentors for younger teenagers. This assumption was based on CRS experiences of older young people supporting and encouraging younger ones and this was seen as a naturally occurring by-product of the studio's approach. The reality has been much less straightforward and the project has struggled to find the best way to facilitate young people moving from participation to leadership and from being 'clients' to becoming volunteers or members of staff.

The core commitment to involving local young people as project workers has remained but the model for doing this has changed over the course of the project. In year one there were three engagement worker posts and one of the workers employed has remained on the CRS staff team:

[Over the 3 years]I've grown as a person from the responsibility and the fact that these kids look up to me is a responsibility. I've become more aware of myself and my doings and what that says to them about how to be. My self-awareness has grown and my patience has grown. It takes a lot to annoy me – not that I'm a saint and I do get annoyed sometimes but not a lot...The young people can get very frustrated when something doesn't go right or sound right but that's part of the journey. They learn from that....And I wouldn't be aware of any of this if I didn't work here.

FE worker, Year 3

The following year, a specific apprenticeship scheme was set up and was intended to be an important vehicle for developing young leaders. However, the five young people taken on as FE apprentices varied considerably in their capacity to fulfil the role. One had previous work and volunteer experience, was highly motivated and had good support from his family. He soon began running his own sessions in schools using mobile recording equipment and developed a lyric writing workshop. By the end of year 2 his progress and contribution was such that the project had no hesitation in offering him a permanent post based at Epic. He is now mentoring FE cohort children in and out of school and is highly regarded by colleagues and teachers.

The other apprentices were struggling with their own difficulties and crises and they were not able to 'deliver' as members of staff despite their initial enthusiasm and appreciation of the opportunity. The project provided extra

support, but the need for this presented a dilemma about the nature and purpose of apprenticeships. How much were they about providing opportunities for individuals who otherwise would not have such chances, and how much were they about creating capacity in the project? By the end of year 2 the young people had been enabled to complete their apprenticeships on reduced hours, and the project had learned some hard lessons to inform the future, including:

- The need to be clear about the capacities and level of ‘work-readiness’ young people need to have in order to benefit from an apprenticeship
- The value of having some flexible options for young people who are not yet able to manage a full-time apprenticeship
- The need to provide support alongside clarity of expectations
- Recognition that the level of support some young people need can consume a substantial amount of staff time – so having more than one or two apprentices at any one time may not be viable.

Full Effect has increasingly recognised that the work they do with children and young people is complex and requires a high level of self-awareness and maturity:

We do such a variety. From working with really talented young people with total motivation to doing home visits with one young man who hasn't left the house for 2 years. And there's a lot of stress, crises, drama. It's easy to get drawn in and you take a lot home some nights. We ask a lot of young workers. FE manager, Year 3

Taking this learning on board in year 3 has led to Full Effect reducing the number of apprentices and developing a wider range of options for paid and volunteer roles, often on a sessional or part-time basis. At the same time the need for support in all these roles is being recognised in the development of a mentoring programme providing a mix of training, supervision and peer support. In January 2017 there was a recruitment and selection process for volunteer mentors – making this a more formal process than had previously been the case. At the time of writing 13 young people are part of the programme including volunteers, sessional workers, sixth form mentors from Nottingham Academy and the two CRS based apprentices. They have attended

group sessions introducing the Full Effect model and the role of a mentor and covering the importance of listening, boundaries and self-awareness. The programme is exploring and testing out what is required and what is effective in supporting young people to become mentors – but it is clear that there is no ‘off the shelf’ solution and that the range of starting points and variety of needs demands a very individualised approach.

The FE model for young people: the core principles in action

The core principles of the FE model are as important for young people as they become young adults as they are for children becoming teenagers.

Young people need to know that there is at least one adult they can trust who cares about them and is willing to support them. Some young people have this in their families or wider networks, but for those who do not have this from their families during their teens or who want to find alternative ways to live their lives, CRS offers a trusted alternative and is often referred to by young people and workers as being ‘like a family’.

What makes CRS different to many youth projects is that they are rooted in the community. The workers have histories, families and friendships that mean they are known and trusted; St Ann’s is their home and they are involved with young people not to provide a ‘quick fix’ but to be there for them during their whole journey into adulthood. They have been nurturing talent, nudging young people away from drugs and crime and acting as parent substitutes for 25 years and some people who were supported by CRS in the 1990s have recently reflected on the significance of that in their lives.

Reflecting back

I was 14 when I first came to CRS. After that I went there every day I could. I loved the family aspect of it and the opportunities that came with it, the different people that you met, the skills it gave you. I learned how to engineer, learned how to record and to be a better singer. I played violin for hundreds of different artists I never would have met if it hadn’t been for studio. Also, coming from a family where I had lots of issues, like domestic violence and etc – even though studio weren’t aware of those until I was much older – it was

a safe haven where I could come and do something creative that took my mind off everything else.

And it gave me relationships for life – the people that are around me today are there because of studio. The focus and determination I have is because of studio – they taught me that you have to work hard for what you want: if I wanted to get in that booth I had to make sure I had written good enough lyrics to get in that booth...

And confidence. I was in a rock band but I was really nervous on stage, Trev and Nick built my confidence by making me do it – like we'd meet a DJ from OneExtra and Trev would just say: "Sing. Show what you can do, show him your talent" and I'd have to do it or I'd miss the opportunity. Now if you ask anyone they'll say I'm confident, opinionated. I know what I want and I get what I want and when it comes to work and projects I fully immerse myself and really go for it – and that's down to studio. It's an amazing place with amazing people and I don't know what I'd be doing now to be honest if it hadn't been there for me.

This commitment to the long-term is one of the most important features of CRS and of the Full Effect model. Continuity and reliability of relationships are key factors in children and young people developing and maintaining resilience. This is something many projects and services are unable to offer due to staff turnover, short-term funding and changing priorities.

Another key feature is the approach taken by CRS to developing talent and creating performances of genuine artistic worth. For many youth work projects, the making of a film or other creative output is primarily a vehicle for teaching skills and for developing young people. The quality of the output is often a secondary consideration. However, the approach taken by CRS is to engage in projects as a serious creative process. This professionalism and genuineness is fundamental to the engagement of young people. These are not 'diversionary' activities invented by youth workers to keep troublesome youth off the streets. With Guillemot, the seriousness of the Latimer film makers, the quality of the film itself, the way it was promoted and launched all contributed to young peoples' sense of real achievement. One of the most important aspects of the film and its launch (including the presence of Prince Harry) was the effect it had on young people's sense of themselves and how they were seen by others:

During the making of the film they were all saying ‘why do we have to do this’ and then at the premiere seeing themselves seen differently by others – family, community and services like Probation... [X’s] dad didn’t know anything about it until he saw the film and ‘Wow’ I could see in his face he was really proud and he fed that back to [X]. FE worker, Year 1

Similarly, the creative seriousness of CRS projects and the fact that it is first and foremost a recording studio concerned with expanding young people’s possibilities for creative self-expression and developing their talent, is central to understanding how they are able to achieve such positive change in troubled young people’s lives. What they offer is real and meaningful and it speaks to young people’s hopes and dreams for themselves. The studio takes young people seriously – with a focus on their strengths and abilities rather than their problems and deficits – and expects that in turn they will take the creative process seriously. As one young person described it:

There’s a sense of trust and people respect that - but what it is really about is artistic development. Trev is a real task master and he’s honest and that helps you improve. You get constructive criticism rather than people just saying ‘that’s great’. Young person, Year3

This is social pedagogy in action – although it is not known by that name at CRS. It is a way of working that takes head, heart and hand (thinking, feeling and doing) equally seriously and sees the role of workers as offering practical and creative skills to work alongside young people on things that matter to them. The genuine relationships that develop from shared interests and working together facilitate young people’s growth and increase their well-being.

At the same time there is a complete understanding of the context of St Ann’s, the difficulties in many young people’s histories and the challenges they continue to face that comes from being embedded in the local community – so expectations of young people are realistic and periods of chaos and crisis considered as normal:

Growing up is a much longer process than for privileged young people. It’s not straightforward progress for any of them – snakes and ladders – you have to be there for both. And some are in their 30s before they are really out of their teens. FE worker, Year 3

The project partnership, organisational capacity and sustainability

The Full Effect partnership

From the outset it was recognised that for the Full Effect project to function and deliver, attention had to be given to developing the capacity of the organisations involved and building and maintaining partnership working. The two partner organisations were physically located only a street apart but in many other respects came from different worlds. Epic was the creation in 2002 of a group of local school leaders who recognised the pressing need of disadvantaged children for additional support in school and in the community. It works closely with local schools, has traditionally had a sports focus and a largely white staff team. CRS is a grass-roots community project that was founded in the early 1990s and is run by two men whose knowledge of, and commitment to, St Ann's is only equalled by their passion for music. It has mostly led a hand to mouth existence with little funding and no full-time staff. The majority of those working in and using the studio are black. The informal support it provides when young people are in trouble is trusted by those who can't or won't access other services. But keeping close to the community necessarily means flying beneath the official radar at times and it has sometimes been regarded with considerable wariness by some local schools and parents.

Given these different histories, the fact that Epic and CRS have jointly created Full Effect and developed a common set of principles is testimony to their commitment to the community they support and the successful efforts they have made to build relationships of mutual respect.

The partnership between Epic and CRS was brokered by the Royal Foundation who could see the potential of linking up the two organisations to provide across the full age spectrum. They also recognised that CRS would continue to operate as a largely unfunded organisation unless it was able to 'professionalise' some aspects of its ways of working including the systems, policies and governance required by most funders. There was also plenty that

Epic might learn from a close association with an organisation as rooted in St Ann's as CRS.

While the partnership was willingly entered into by both organisations the main attraction was securing three years funding to continue and develop work each was already deeply committed to. The day to day realities of working together have not always been straightforward. Epic and CRS managers developed a positive and mutually respectful relationship but that didn't necessarily filter down into much joint working at delivery level. Whilst there have been positive examples of joint projects, by and large Epic and CRS function separately most of the time, with one or two staff members acting as a bridge between the two. As one member of staff reflected:

At the beginning the relationship between Epic and CRS was forced. It was like two foster kids being told that they like each other really. There were times when it felt like two gangs eyeing each other up..... What has happened finally has been much more organic. FE Worker, Year3

At the end of year 1 we reported good progress towards developing a partnership between the main delivery partners and with schools, the start of a project identity as Full Effect and a more cohesive team. A range of issues in year 2, notably staff changes and the pressure of supporting 5 apprentices led to some of this progress stalling. During year 3, the resolution of some staff difficulties put the partnership in a better position again – but at the end of year 3, the departure of the former Epic manager and uncertainties about the future of funding have again led to the prospect of partnership working being less of a priority than survival for the individual organisations.

The Royal Foundation

The crucial third partner in Full Effect is the Royal Foundation itself. It was instrumental in establishing the project and has been unusual as a funder in continuing its close interest and involvement. It has been a source of advice, encouragement and challenge and has opened doors to a host of useful contacts locally and regionally. And the Prince Harry effect should not be under-estimated. His personal commitment and regular visits have been so

important to the project, to the community of St Ann's and to individual children and young people.

If a prince takes them seriously how can we not? When he walks away we're still here but with our heads a bit higher. FE worker, year 1

Other partnerships

Over the course of three years, the project has been successful in extending its partnerships more widely. It has continued to work collaboratively with its longstanding partners including Vanguard Plus and local schools. It has also developed partnerships with a range of other organisations such as the Renewal Trust which led to funding for the collaboration with Birmingham Royal Ballet and private companies such as Experian who have worked with the project in producing a promotional campaign to improve the image of St Ann's. The Royal Foundation has been supportive in developing some of these partnerships and the wider networks they offer have already led to new funding opportunities.

Staff development and support

Developing the capacity of project staff and apprentices has been an objective of the project from the start. Each year there have been training opportunities including courses provided by Nottingham City Council on Safeguarding, Sexual Exploitation and Hate Crime and external courses e.g. Understanding Trauma and post-traumatic stress syndrome and understanding the needs of children affected by parental offending. In year 1, a group of staff undertook some very well-tailored mentoring training provided by Place2Be.

However, an early lesson from year 1 was that some approaches to staff development e.g. encouraging NVQs, do not seem to work. Attempts by FE staff to obtain these qualifications have been largely unsuccessful, suggesting that workers generally require greater support than has been provided or a more tailored approach to their development including the need to take account of personal circumstances and emotional needs as well as the impact of working with some challenging issues in the community. In year 2, the project responded to these additional needs by engaging Mixed Foundations, a local counselling and coaching organisation with good knowledge of the area. Mixed Foundations provided input with some children and families where

serious incidents have occurred and offered some mentoring/coaching for staff. However, at the end of year 2 we noted that the regularity of supervision seemed to have diminished and we advocated for the protection of space to ensure that workers are enabled to reflect on their work with a supervisor. At the end of year 3, we repeat that recommendation. Although supervision is happening for some, it does not seem to be established practice across the whole of Full Effect and there is a risk that over time, the pressure of working (and for many, living) within the community with insufficient support could result in staff sickness or the loss of valuable team members.

Full Effect has attracted and retained fantastically talented staff – many without formal qualifications or orthodox career paths – who have the local connections, skills and commitment to engage children and young people that others can't. Without them there would be no Full Effect.

Sustainability

In year 3, considerable attention has been given to the future of Full Effect and its partners. With Royal Foundation support, a fundraiser has been engaged to seek new funding opportunities and there have been some successes. Epic has adopted the model as part of its communication with schools and other funders and ought to be well placed to secure further funding from schools themselves. However, schools are facing significant cuts and whilst they value Full Effect highly, that is no guarantee of them being able to pay for it. Schools clearly wished to extend the partnership beyond the current funding period – in fact both primary schools expressed a wish to hire the FE Workers full time – but school leads were aware that they were likely to experience cuts to their budgets when the new National Funding Formula is introduced.

If [Full Effect] was to end now it would be devastating. The children going up next year are really going to need it. SENCO, year three

Similarly there is no doubt that CRS are in a better position to secure other funding than they were three years ago, but their financial future is far from certain. CRS is a grassroots organisation which has developed very informally and without the usual systems and structures of a formally constituted voluntary organisation. Some progress has been made in developing these, but embedding them properly takes resources that the project has not had. And there remains a dilemma for CRS: to what extent can it become a more formal organisation before it starts to lose the unique characteristics which make it so

effective? The Royal Foundation was willing to take a gamble in funding CRS (albeit protecting their bet through partnership working). It was a risk which has paid off – but it still isn't one that many funders are willing to take.

The work at CRS will continue. Our interviewees in year 3 emphasised that CRS will carry on doing what it does with or without Full Effect. But realistically, whilst they have already survived for 25 years on very little, what they can offer in the future will inevitably be affected by the resources they have.

Conclusion

By venturing into St Ann's the Royal Foundation has helped to create something very special. This evaluation has found:

- The project's theory of change is sound and the Full Effect model is effective in promoting well-being and resilience amongst both primary age children and young adults at risk of crime and gang-involvement.
- The children and young people we have tracked provide evidence of positive outcomes. FE has kept children in school who would otherwise have been at high risk of exclusion and supported their positive transitions to secondary school.
- Only one of the tracked cohort of young people has offended or reoffended in the three year period. This is an astonishing achievement given that nationally, around 38% of juvenile offenders reoffend within 12 months.⁶
- Almost all the young peoples' cohort have gone on to do positive things with their lives and some are well on their way to success by anyone's standards. Our evaluation suggests that an intense, creative experience which provides a glimpse of possibilities outside the narrow confines of their neighbourhood can play an important part in young people finding positive pathways.
- Key ingredients of Full Effect's success are reflected in the FE model. In particular the long-term relationships with reliable adults who are genuinely concerned and interested, alongside providing opportunities for fun, excitement and creativity and enabling young people to find things they are good at and that make them feel proud of themselves.

⁶ <https://www.gov.uk/government/statistics/youth-justice-annual-statistics-2014-to-2015>

- The partnership between two very different organisations has created excellent opportunities for some young people to gain a variety of work experience and employment.
- The partnership between Epic and CRS has created a Full Effect project which is greater than the sum of its two parts. The Royal Foundation has played a vital and unique role as a funder in nurturing, challenging and learning from its development. The Prince Harry effect cannot be measured but has added a touch of magic to the ingredients.
- The future of Full Effect is uncertain. Sustaining any project is a challenge in these straitened times and many funders will place requirements on organisations that Full Effect may not fulfil. However, both partners are better placed for sustainability than they were three years ago and remain hugely committed.
- The future of the partnership itself is also uncertain. As they go forward, partners will need to decide whether they are better together or apart.

“Never did I think”

Blue concrete walls, bolted doors,

Sittin in a cell, head in my hands,
but never did I think,
I’d meet the prince.

But here I am now,

Hard times, it was a struggle in my mind,
I'm not tryna do time, make my mum cry or die, like too many brothers
Coulda been me, but music help me help myself,
Now it helps me help others,

And here I am now,

I never thought I could mentor a younger
never thought that I'd play this role
The journeys mad you just have to wonder
But that's the way that stories unfold

And I here I am now

I'm not the only one with a journey x2
everyone's had led them here,
Never did the prince think he would meet me,

And who I am now

Seren

Appendix 1: Full Effect Theory of Change

The ultimate aim of the Royal Foundation's funding is to reduce crime and youth violence in St Ann's. The project has three key objectives:

- To engage and support local vulnerable young people at risk of, or already involved in crime and violence.
- To develop, train and support young people to become young leaders and role models in the local area.
- To engage, support and guide primary school children that are at risk of becoming involved in/are already involved in gang related activity.

The project's underlying theory of change can be summarised as follows:

Young people are more likely to be drawn into crime where there is a lack of more positive options. Given opportunities to gain skills, experience and qualifications they will develop higher aspirations and confidence. Such young people can become good role models and mentors for younger children and active and respected young leaders in the community.

Early intervention to support primary aged children at risk can divert them into positive activities and increase their chances of doing better at school and becoming role models themselves.

As more good things happen in St Ann's, the area will be viewed more positively and the changes will be valued and sustained by the community.

The project is underpinned by a number of principles, including the importance of:

- Communities growing their own role models and leaders
- Building relationships based on trust, respect, honesty and commitment with young people, children and their families
- Recognising and building on the strengths of the community and individuals

- Building positive pathways for children and young people from an early age into adulthood
- Good communication and partnership working based on common goals and values
- Being creative and finding new ways of working
- Being there for the long-term

Activities for change (year 2)	Milestones by April 2016	Outcomes by April 2017	Long term goals
Continue to develop and deliver activities and support for primary aged children including a programme of diversionary activities out of school hours (see delivery plan)	There will be a wider range of activities available to children and young people in the community –to include creative workshops etc which will engage girls as well as boys	There is a wide range of positive activities for children & young people to do in St Ann’s, provided by a network of organisations within the community Boys and girls have positive role models in the community	Children and young people are more confident and resilient
Develop resources to support ‘whole school’ approaches to promote good behaviour, emotional resilience and life-skills e.g. Silverscreen film	Resources will have been developed and used in schools and schools will be reporting positive benefits	Schools have developed effective and sustainable whole school approaches to promoting the resilience of children	They have higher aspirations and broader horizons and can make positive choices about their future (in or out of St Ann’s) They do better in education
Continue to provide targeted work for children at risk (cohort of 18 children in 3 schools) to include support to engage them in school life and out of school activities.	Targeted children worked with will: Be behaving and responding better and have increased emotional resilience and confidence Be engaged in a wider range of activities	Children worked with have a richer range of experiences and choices They do better at school and are actively engaged in the community.	Fewer young people get involved in crime
Provide support them to enable them to be more independent.	Be getting involved independently with clubs and groups in the community and beyond	They are emotionally more resilient and are making positive choices for themselves	More young people obtain good jobs
Support cohort children as they make the transition to secondary school and build stronger links with secondary schools	Children from Year 7 will still access the programme and are supported by it. Secondary schools become more engaged as partners in the project	Children worked with make a positive transition to secondary and some become ‘young leaders’ themselves and support younger children.	Young people are respected and listened to The talents of young people are harnessed for good

Continue to engage and support parents/carers of targeted children	There is increased support of the project's work with targeted children by parents/carers	Families are actively engaged in the project	St Ann's has a more positive image
Provide accredited training (AIM awards) for 15-20 young people (e.g. in sound engineering) and create opportunities for YP to develop skills (e.g. in event management)	15 YP will gain a qualification; & have increased skills and confidence	Young people have gained skills , qualifications and experience Young people have set up activities of their own and are active in the community	
Provide ongoing support to young people to enable them to use the skills they are developing and to move on e.g. into education, employment	Young people will have increased volunteer/work experience Some will have achieved satisfying jobs/further education beyond the project	Young people have a voice in the project & in the community Young people are valued for what they are doing Have plans and aspirations for their future	
Create opportunities for young people to become young leaders and mentors and support young people to get involved in activities in the community	A further 4 YP will become mentors and be making a positive contribution to the community	The project's way of working is embedded and sustainable The project has a strong partnership	
Produce showcase events (e.g. A contemporary event; talent show, Hop opera) to bring together the community, showcase talent and develop skills	3 showcase events will have happened and will have reached large numbers of people in the community; those involved will have developed increased skills and confidence	The St Ann's model is recognised as effective practice There are more positive stories about St Ann's in the media	

Develop stronger partnerships with other organisations to create opportunities for YP and raise aspirations e.g. Billboard campaign with Experian	More activities will be carried out in partnership with other organisations; FE will have increased external funding and be regarded as a credible partner	New people entering the community are welcomed and integrated More resources come into the area
Provide ongoing training tailored to the needs of the individual, and structured supervision and support to project workers to enable them to a) support and mentor children and young people and b) develop their own skills and fulfil their ambitions	Project workers will have further developed skills and be achieving more of their personal development goals	
Provide training, supervision and support to apprentices to enable them to fulfil their role with FE and to develop their own skills and fulfil their ambitions	Apprentices will have further developed skills and be achieving some of their personal development goals	
Continue to develop an integrated FE team across Epic, CRS and the partner schools	Most events and activities will involve people from across FE	
Maintain and develop links with other organisations including Vanguard Plus, the City Council and private companies	There will be an increase in activities run collaboratively with other organisations; there will be new opportunities for external funding,	

Appendix 2: Primary cohort progress May 2017 – confidential content

Appendix 3: The Primary Strand: Summary table

Activities for change	Milestones set for April 2017	Progress achieved @ April 2017
Continue to provide ongoing programme of afterschool and community activities	There is a wide range of positive activities for children & young people to do in St Ann's; boys and girls have both 'home-grown' and outside positive role models	A range of activities has been delivered during term time (football, swimming, multi sports, bike project) and during holidays through Community Games. The FE Workers have also supported targeted children to attend school-run clubs and clubs run by other agencies. A number of trips out of St Ann's were offered during Community Games to FE cohort and other children. The Full Effect Mentoring program are beginning to be matched to these sessions. This programme is developing young people from the local community and beyond, to become positive role models for children in the community.
Develop resources including a toolkit to support 'whole school' approaches to promote good behaviour, emotional resilience and life-skills (based on FE model)	Commission production of toolkit; pilot in one primary school & Nottingham Academy by April 2017; Roll out 'Secrets in boxes' to 3 schools	Secrets in Boxes was piloted at St. Ann's Well and then rolled out over 3 other schools William Booth, Huntington and Nottingham Academy. It has been well received in all schools. A promotional trailer for this resource is being made to promote the package to other schools. The development of the Full Effect model has provided a real backbone to the work and elements of a toolkit have been identified. FE have commissioned some support to develop this further and create a comprehensive package to attach to the model.
Provide targeted work for primary children at risk (cohort of 30 children in 3 schools) to include support to engage them in school life and out of school activities, offering therapeutic support when necessary; support them to enable them to be more independent.	Targeted children worked with will: Be behaving and responding better and have increased emotional resilience and confidence; Be engaged in a wider range of activities.	The majority of targeted children are getting on better at school. The support has enabled some very challenging children to stay in education and avoid permanent exclusions. School staff report that overall FE children are behaving better, have improved attendance and are more resilient. FE children actively engage in out-of-school activities. See appendix 2 for report on individual progress.
Support children in their transition to secondary school; implement the FE model in secondary school	Children from Year 7 still access the FE programme and are supported by it. Secondary schools are well embedded as partners in the FE project	Transitional support for FE children going to Nottingham Academy has been very successful and ongoing work in support of FE and other Year 7 children is viewed extremely positively by school staff.
Engage and support parents/carers of targeted children	Families are actively supportive and are engaged in the project	Parents/carers show more support and understanding of the project. There are reports of parents asking FE staff for advice regarding parenting issues. FE staff and parents communicate regularly via phone calls and text messages. There are examples of FE staff adopting an intermediary role between school and family, to enhance communication.

Appendix 4: Young people's cohort pathways 2014-2017 – Confidential content

Appendix 5: Young People's Strand: Summary table

Activities for change	Milestones for April 2017	Progress @ April 2017
Develop & deliver programme of activities and support for young people aged 12 to 18	There will be a wide range of activities available to young people in the community.	Programme of structured activities Monday to Thursday being delivered including outreach work, regular music sessions, rehearsal groups and Women's Wednesdays.
Provide accredited training for young people	60 YP will gain a qualification; and have increased skills and confidence.	Education manager left the project which has limited progress on this milestone. 8 young people gained Bronze Arts awards through the Royal Ballet project and 5 are currently being individually supported to achieve same.
Provide more tailored support to 12 young people to enable them to use the skills they are developing and to move on e.g. into education, employment or own business	Young people will have increased volunteer/work experience. Some will have achieved satisfying jobs/further education beyond the project.	13 young mentors are beginning to provide individual mentoring to other young people. Individual support to 5 young people working towards Arts awards. Ongoing support being provided to some year one young people.
Create opportunities for young people to become young leaders and mentors and support young people to get involved in activities in the community.	6-8 YP will become mentors and be making a positive contribution to the community	13 young people on mentoring programme involved in FE as volunteers, sessional and salaried staff. Range of young people involved in community activities with programme of events being used as means of drawing new young people in.
Develop and deliver series of showcase events) to bring together the community, showcase talent and develop skills	More young people have experience of putting on creative events and gain experience for the world of work and beyond; the wider community is more aware of the talents of young people and have more positive perceptions of St Ann's	Hip-opera developed and performed. Two events held at Rough Trade. New partnership with Birmingham Royal Ballet led to performance of Romeo & Juliet. Events this year involved performances from around 80 young people (137 separate performances)

Appendix 6 Organisational Strand: Summary table

Activities for change	Milestones for April 2017	Progress @ April 2017
Maintain and develop links with other organisations; pursue other funding opportunities	More activities will be carried out in partnership with other organisations; FE will have increased external funding and be regarded as a credible partner.	Good progress made in maintaining and developing partnerships. Including joint project with the Renewal Trust, involvement with Dance 4 and Intu. Commissioning of external funding consultant has led to a number of funding bids which have achieved some success particularly for CRS.
Support staff development through regular supervision for staff including access to support from external mentor; identify and meet staff training needs	Project workers will have further developed skills and be achieving more of their personal development goals.	Due to illness, adequate resources, and absence of manager in key role the development of consistent supervision and adequate support for staff development has suffered. Plans for this moving forward need to be prioritized.
Provide training, supervision and support to apprentices and mentors to enable them to fulfill their role with FE and to develop their own skills and fulfill their ambitions.	Apprentices and mentors will have developed skills and be achieving some of their personal goals.	Two apprentices have gained experience and skills and are working well; one 2016 apprentice has become a highly valued member of staff. The mentor programme has piloted support and training between January and April 2017. It needs to be developed in line with the evidence base on good practice in mentoring.
Continue to develop an integrated FE team across Epic, CRS and the partner schools.	Most events and activities involve people from across FE; activities/events happen more efficiently due to good working partnerships & systems;	Individuals are involved across Full Effect events and projects and the Full Effect model is shared and understood. Partnership between CRS & Epic as separate organisations is still generally considered beneficial but needs ongoing maintenance. Better systems and structures for partnership working are still required.
Develop the FE brand and celebrate and promote the project's achievements	Work with the evaluation team to develop robust self-evaluation and monitoring processes	Routine monitoring of activities is now in place. User feedback and case studies have been collected by the project for promotional/funding purposes and the value of these for self-evaluation is understood.
Secure and develop a suitable community based venue for FE	A joint creative space has been developed	Possibilities have been explored but Epic & CRS lack the longer term financial security (and for CRS the governance structure) to make a long term lease of suitable premises viable.

Appendix 7: The Full Effect Wellbeing and Resilience Tool (WART) - Findings from the pilot

Developing the tool

The evaluation team worked closely with the Full Effect project to develop a means of capturing the progress of the primary children the project works with. In the first year it was important to generate accurate descriptions of the issues and difficulties in the children's lives, the nature of the FE 'intervention' and the theoretical framework that underpinned their ways of working with children and the impacts they hoped to see. We then produced a description of the FE model and its underlying principles and worked with staff to refine it (see appendix x). At this stage we reviewed the available tools in the area of children's wellbeing and resilience which have been developed for assessment, research and evaluation purposes (including the Children's Society Good Childhood Index, the British Household Panel Survey questions for 12-15 year olds, the Children's School Happiness Inventory and New Philanthropy Capital's Well-Being Measure). We concluded that while some dimensions and specific questions included in these provided a reasonable fit with the Full Effect model none would work 'off-the-shelf'.

We therefore designed a tool with clear links to the FE model and aims for the project. It was designed in two parts:

- Children's self assessment form
- Workers' assessment and planning tool

The children's form asks them how strongly they agree or disagree with 25 statements divided into five domains as follows:

BASIC – 5 basic needs that Full Effect cannot directly affect such as food, shelter and parental care – these are intended to provide some explanatory context for change/lack of change.

BEING – 5 things about the internal self – determination, confidence and self esteem

RELATING – 5 things about quality of relationships and support

BELONGING – 5 things about feeling part of something, 'at home' and accepted

ENJOYING & ASPIRING – 5 things about good times and ambitions

The worker's assessment and planning tool addresses 10 areas of children's lives that relate to the 10 core principles to promote resilience identified in the Full Effect model.

The Pilot

The aim of the pilot was to test whether the tool was acceptable to children and staff, whether the statements were easily understood and whether it measured what it set out to measure. It was piloted with existing FE children in receipt of support at a single time point.

It was not possible to test its sensitivity for identifying change over time and this will only become clear when it is used with a new cohort at baseline and subsequent intervals.

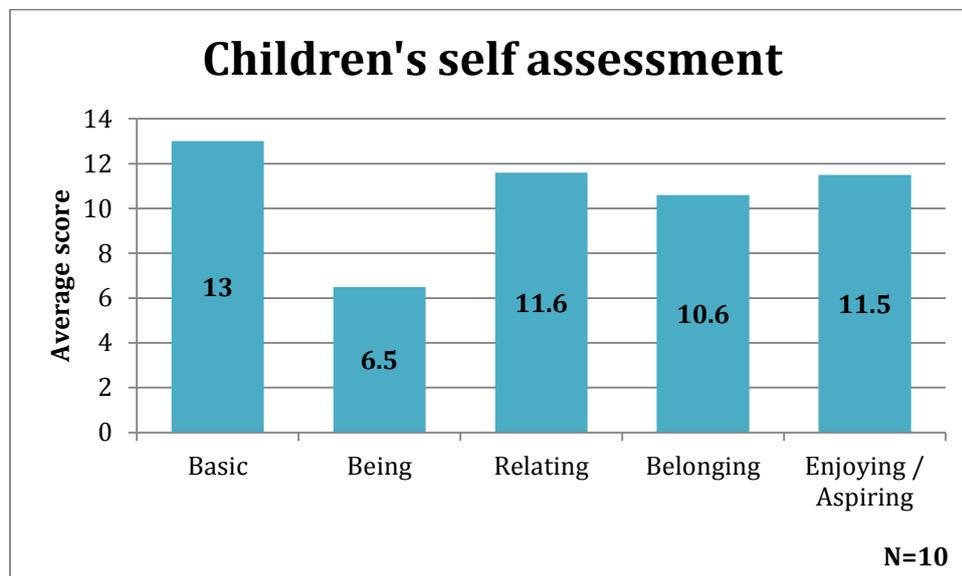
Children's self-assessment form

Ten children piloted the children's self-assessment form by completing the 25 questions. One other child started completing the form, but had a 'meltdown' after 4 questions and refused to complete the rest (he appears to have given up with the question 'I don't always learn from my mistakes'). The ten children who did complete the form were aged 9-12 olds and all boys. All questions were answered and the children appear to have considered each individual questions and responded appropriately, for example dealing well with reversed / negative questions (e.g. 'I often give up if something is difficult') mixed in with positively phrased questions.

The total possible resilience and wellbeing score is between 0 and 75. On average the ten children scored 53 (range 37-72) – the median being 52.5. Five of the children had a total score in the 50's, while two scored over 60 and three under 50. This suggests that a 50's score is one bench line for the total resilience and wellbeing score.

Looking at the five sub-scales that make up the total resilience score (basic, being, relating, belonging and enjoying/aspiring) the possible score ranges between 0-15 for each sub-scale. The figure below shows that, on average, the children scored highest for 'basic' (13 out of 15) and lowest for 'being' (6.5 out of 15).

Figure 1



'Basic' is the sub category that Full Effect cannot directly affect, and includes basic needs like food, housing and parental care. All the children scored 10 or over, with the median score being 13.5. These figures show that children rate their basic needs as largely fulfilled (e.g. 'if I'm hungry there is usually plenty to eat' or 'my parents know where I am').

'Being' is the sub-scale that covers children's perception of their internal self, and includes factors such as determination, confidence and self-esteem. On average the children score

6.5 out of 15 (range 3 – 12) – a remarkable lower score compared to the other four sub-scales. Only one child scored 10 or over (median: 6). These findings suggest that the FE children continue to struggle with their self-esteem (e.g. ‘there are lots of good things about me’), their determination (e.g. ‘I often give up if something is difficult’) and control their emotions (e.g. ‘when I am upset or angry I find it hard to manage my feelings’).

The sub-category ‘Relating’ investigates children’s perception of the quality of their relationships and support. With 8 out of 10 children scoring 10 or over (range 8-13, median 12), the children are positive about having adults in their lives that they can talk to and who stand by them. This is a very encouraging finding as the children overall feel positive about their relationships with other (e.g. ‘I get along well with most people’). While these pilot findings are unable to distinguish whether these supportive adult relationships are with parents/carers, teachers or Full Effect workers, future repeat assessments (e.g. at baseline and follow-up) should be able to demonstrate this distinction.

‘Belonging’ relates to whether children feel part of their community and school, and their role within it. Despite an average score of 10.6 (range 6-15), children were less consistent in this sub-scale. The majority for example disagreed with the specific question ‘I often help others’, and some didn’t feel they belonged at school. On the other hand, all agreed with the question ‘I know where to go to get help when I need it’. Consequently, as a sub-scale it is less coherent and therefore less reliable.

The final sub-scale ‘Enjoying and aspiring’ covers children’s ambitions and ‘having a good time’. On average the children scored 11.5 (median 12) for enjoying – this is again a positive finding, as 8 out of 10 children scored 10 or above. All the 10 children strongly agreed with the question ‘I have people I look up to’. Two children rated their enjoyment 6 (out of 15), but comparing the assessment findings to interview data, this correlates with the children’s social context. One child’s life was described by the FE worker as very isolated and ‘sad’. The other child gets very anxious when trying new things and when meeting new people, but the interview data highlights that despite this anxiety he is taking part in many new activities. Again, repeat assessments should be able to demonstrate whether children’s enjoyment and aspiration increases as a result of their involvement with the FE project.

As they were all existing Full Effect children, the pilot findings are not baseline findings but they give a good indication of the well-being of a sample of children receiving support from an FE worker.

Worker assessment and planning tool

Eleven forms were completed for 11 children, by 3 FE workers. The workers have all known the children for between 1 and 3 years.

Each of the 10 areas of resilience includes space for the FE workers to reflect on the child’s existing resilience factors and to set out what the FE project can provide or offer to improve this factor. The 11 forms that we have seen all demonstrate that the FE workers have a detailed understanding of the children’s issues and difficulties, and what is further needed to promote their strengths and resilience. This level of needs analysis should enable the FE

project to thoroughly chart children's progress, if it is done at baseline and at regular follow-ups.

Looking at the 0-5 scales for the 10 resilience factors, the overall average was 23.3 (out of 50). These scores range from 10 to 38 (median 21.5), suggesting large variations between the 11 children in terms of their resilience and wellbeing. These variations were largely confirmed through interview data.

Summary of the WART assessment tool pilot

Children's self-assessment form

- The 10 children who piloted the children's assessment tool answered the questions in a coherent way, suggesting that they understood the questions (e.g. negative / reversed questions)
- While children were positive in their self-assessment, they were not overly positive across all factors. This suggests that the assessment tool is able to show improvements overall, and for different sub-scales between baseline and follow-up assessments.
- Except for the 'belonging' category, the sub-scales demonstrate clear variations, which suggests that the internal grouping of questions (the sub-groups) is sound.
- Relating the pilot findings (e.g. a low average score for 'being' and higher scores for 'relating' and 'enjoying') to interview data with FE workers, suggests that the assessment provides an accurate picture of children's well-being and the resilience factors in their lives at a particular point in time.

Worker assessment and planning tool

- The FE workers reported that it took longer than anticipated to complete the forms. If the assessment and planning tool is to be used, managers should therefore ensure that the FE workers have sufficient time set aside to complete this work.
- To improve the scoring aspect of the assessment tool further, the evaluation team is considering grouping the 10 resilience factors into fewer sub-scales.