

# Evaluation Report

## Kazzum Arts

### BUILD

April 2019

*“They take in all the ideas that we come up with. They tailored questions that suited the group. They considered things from a young person’s perspective. They always listened, if you don’t want to do something they ask you why. They give you space.” Girls’ group students*

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## 1. Introduction and acknowledgements

*“The young people responded well to fun and were positive.” Facilitator*

This report presents the findings of an independent evaluation of Kazzum’s BUILD Programme. The evaluation was undertaken in two stages, at the end of the summer term through June and July 2018 and then during the autumn term 2018 and spring term in March 2019. The evaluation was tasked with reviewing impact, challenges and learning from the programme’s implementation so far. Contributing stakeholders were also invited to share their experience and views on needs and issues to inform future delivery, planning and development.

The conclusions and recommendations draw upon review of feedback gathered from internal and external stakeholders who generously gave their time to be interviewed or otherwise feed into the evaluation process and consultations. Contributing stakeholders also included young people who have participated in BUILD workshops.

This report summarises the themes of stakeholder feedback on value, impact or ‘difference made’ so far. It also outlines the strengths, challenges and learning for project delivery to date as described by consulted stakeholders along with their and our own suggestions on needs and possible areas for development or improvement in future. Finally, we have included a summary of our own conclusions and recommendations based upon independent review and analysis of stakeholder consultation and project data.

The evaluation would not have been possible without the input and co-operation of all the contributing stakeholders as well as staff at Kazzum who undertook some of the consultations and we are grateful to everyone who gave their time and shared their views.

This evaluation process and report have primarily been undertaken and written for internal stakeholder review, learning and planning purposes.

*“We shared ideas and came up with things together. I’d like more time and more sessions.” KS4 student*

## 2. Kazzum and BUILD

*“It’s quite a big deal to have a female only space in this environment to explore ideas around relationships, friendship, image, identity – they are going through similar things – it’s a space where we can talk about boys and where things can be expressed without shame or judgement.” Facilitator*

Kazzum provides opportunities for children and young people to explore creativity at times in their lives when they are most in need of support. Innovative, playful, multi-disciplinary projects are facilitated, and these encourage social and reflective skills, enabling young people to foster positive relationships and experience an increased sense of wellbeing. Kazzum have worked with many groups across London over the past fifteen years and programmes are developed each year, working to meet the emerging needs developing within different communities

The BUILD programme became operational in November 2017 and is funded by the Paul Hamlyn Foundation (through their Explore and Test Grant). Further funding was secured in January 2019 from the GLA funder ‘Young Londoners’ that will enable the project to continue. It aims to test and evaluate approaches to supporting young people within LEAP - Tower Hamlet’s Pupil Referral Unit (PRU). However, it was soon established that the majority of participants had speech, language and communication needs (SLCN) and were also affected by adverse childhood experiences so the project then focussed upon working with participants with these needs. This work was underpinned by Trauma Informed Practice. A staff member undertook a diploma in Trauma Informed Practice at the Institute of Art Therapy and cascaded the learning to all the staff involved. Target groups included:

- KS3 students who were in a time of transition from mainstream school to PRU, or from PRU back into mainstream education. These young people had safety needs when working in groups, SLCN, low ability to regulate stress and low levels of emotional literacy and resilience.
- A KS4 girl’s group who were specifically at risk of sexual violence and exploitation, female on female gang violence, and the effects of drugs and antisocial behaviour. Many female students at LEAP experience a lack of trust in adults and services. The BUILD interventions worked to support these young women in an environment where they were outnumbered by boys by 8:1.
- A KS4 boy’s group who were at risk of exploitation and coercion into criminal activity. The majority have SLCN, Autism Spectrum Conditions and were mainly excluded due to violence against other children or adults. Many were involved in the care system and/or with social services or had experiences within gang activity.

Using multidisciplinary arts-based activities, the broad aims of the project are to:

- Offer engagement in high quality arts-based learning, with opportunities to participate as co-creators and collaborators.
- Increase young people's confidence, positive self-identity and self-esteem, encouraging them to form trusting and healthy peer to peer relationships.
- Aid the participants' communication skills – developing confidence to express their opinions and experiences through a variety of creative and discursive methods.
- Develop individual and group confidence in their abilities; creating successful learners who experience an increase in their communication, expression and wellbeing.
- Address and monitor participants' confidence to engage in creative activities, potentially feeding into their formal class-based learning.

It was hoped that the project would also have an impact upon the school and wider community in the following ways:

- Key adults involved in the project would directly develop inclusive creative practice skills, enabling more insight and understanding about the identified pupils with additional learning needs within the school.
- Teaching staff would learn and develop a greater understanding of inclusive and creative practice, through regular communication with the students taking part, key adults (at LEAP) and Kazzum facilitators.
- Fellow students within the school and their peer groups would be included in the project at a suitable time through communications and the sharing of work, decreasing potential isolation and encouraging a celebration of their accomplishments.

*"We are encouraging leadership skills, public speaking and confidence." Facilitator*

### **3. Executive summary**

*"It's your own space. You can talk about everything. Don't usually get that." Girls' group student*

*"It helps with thinking - I've been thinking about answers. It's good to work with others." KS4 student*

The evaluation involved consultation and review of feedback and views from a range of staff within Kazzum (including facilitators), some of the key adults at LEAP and a proportion of the students involved. A core aim of the BUILD programme is to test and evaluate approaches to supporting young

people in the context and environment of a Pupil Referral Unit. The type of target outcomes and impact adopted by the project (relating to increased self-esteem, confidence, communication skills and engagement in creative activities etc.) are typically difficult to measure or evidence, especially in the short term. However, at this stage, as described below, almost all stakeholders and young people have experienced or observed the programme very positively and feel that the target outcomes are being supported. Kazzum and specifically BUILD team members and facilitators have demonstrated a commitment to reflective practice and learning in their approach and we have no doubt that this will continue to inform and help develop future delivery.

Key messages on impact, effectiveness and learning points have mainly been clear and consistent from all parties and are summarised below:

- There was consistent agreement that this type of approach and activity can be valuable for many young people in providing an increasingly rare opportunity to try arts-based experiences and ways of relating to, working with and communicating with others.
- Many of the young people participating in the sessions felt they had been fun and engaging (sometimes unexpectedly), providing an opportunity to reflect upon and talk about a range of sometimes sensitive or complex issues.
- The ability of facilitators to develop rapport, relationships and trust with young people (and LEAP staff) across several sessions helped build continuity and prospective value or impact. This was harder to achieve when participants and staff changed, although this was sometimes difficult to avoid due to the nature of the environment.
- In the short term, 'impact' or difference may not be obvious, although sometimes new interests (in the arts) or ways of behaving and relating to people and events might develop from 'seeds' planted through BUILD sessions.
- The girls' groups, in particular the KS4 group in the first iteration of BUILD, where attendance was more consistent, filled a gap in service and were felt to be of high value to those involved.
- The mixed groups in the first iteration of BUILD were felt to have been very beneficial for some of the individual participants, especially within the KS3 setting although the KS4 group generally didn't engage as well. The boys' group in the second iteration was also felt to have been of real benefit to some of the participants, offering a place to explore issues around masculinity and a chance to be playful and innocent.
- The intensive programme developed for the KS3 students within the second iteration of BUILD (offering 6 sessions across one month), was felt to have been more effective for this more transitory group, and attendance was very good for most of the participants.
- Kazzum has identified a need to continue developing knowledge and skills within the organisation that supplement the arts-based expertise of team members when working with

young people with complex needs (e.g. around trauma, poor mental health and speech and language development).

- Many stakeholders, across all groups, including young people, felt there is real value in and need for the type of activities and work that Kazzum offer young people through BUILD. Many commented that access to arts-based activities by young people in general and especially in PRU or similar environments is becoming increasingly difficult.

*“It helped me to speak in a group. It’s been helpful. I have better relationships. (I have) more confidence. I can say what I think.” KS3 student*

## **Recommendations:**

*“It helps improve relationships with adults and I have fun - it was great fun and I'd love to come more.” KS4 student*

The following recommendations were drawn up following the interim evaluation stage and many have been acted upon within the next iteration of the service. They draw upon stakeholder feedback and key messages regarding future needs and challenges. Several recommendations suggest 'consideration' of an issue or potential area for development on the basis that we feel (or have been told) that there is a potential underlying need or opportunity. We understand that current capacity, funding and budget structures will generally not be sufficient to resource potential increases in project scope, size or new activities. However, we hope that the findings and related recommendations are relevant and will prove useful in programme planning and in supporting possible new funding bids in the future.

**Recommendation:** *Further explore and cascade learning in Trauma Informed Practice, speech and language and communication needs and other relevant practice to facilitators and key adults where possible.*

**Recommendation:** *Explore introducing more planning time. Maintain flexibility when planning and facilitating sessions in order to respond to the specific needs of the group, using the most suitable intervention for the particular circumstances with facilitators who can offer a range of interventions.*

**Recommendation:** *Continue to communicate to staff at LEAP who the sessions will benefit most further developing a targeted referral system to engage these students. Emphasise the importance of consistent attendance, how to participate within the group and the ethos and benefits of the work, encouraging them to cascade this learning to students. Encourage timetabling sessions not to clash with lessons outside the core-curriculum as far as possible. Explore the possibility of key Kazzum staff attending school lessons as observers to increase understanding of the students should time allow. Explore extending the sessions by*

*half an hour for staff at LEAP and Kazzum, with 15 minutes at the start to enable a briefing from key adults and 15 minutes at the end to enable a debrief/evaluation of the work.*

**Recommendation:** *Discuss ideal/priority student information needed for review by BUILD team members at the outset and ensure any important weekly updates are supplied by LEAP staff prior to the sessions. Explore the possibility of meeting with key adults before each session for a briefing about the current situation with each student in addition, in order to better tailor sessions (this may require a basic information sharing and consent agreement between parties). Explore ending the session early/adding time at the end for a debrief with key adults after each session to evaluate the impact of the session and discuss any issues that arose.*

**Recommendation:** *Consider the feasibility and potential value in delivering all sessions on one day to enable facilitators to meet for training and other purposes.*

**Recommendation:** *Consider setting upper limits for participation in each group and work with LEAP to ensure rooms are appropriate and that sessions are the appropriate length. Explore new ways of delivering the work.*

**Recommendation:** *Continue to provide the girls only sessions.*

**Recommendation:** *Revisit the type of interventions/topics tackled and the range and groups of students this work is undertaken with.*

**Recommendation:** *Explore and resource appropriate worker support arrangements and training based upon role and needs for all staff – both those in management roles and those working directly with students.*

**Recommendation:** *Revisit the evaluation protocols and continue to develop new processes and tools.*

**Recommendation:** *Explore the potential for the development of partnerships where expertise might augment the BUILD offer or support delivery. Consider researching which other organisations work within a PRU setting or if PRUs are offering anything similar themselves which might be built upon.*

**Recommendation:** *Consider income generation possibilities resulting from the development of expertise.*

**Recommendation:** *Consider disseminating the learning from BUILD at the end of the project.*



**The following additional recommendations are offered for consideration following the final evaluation:**

**Recommendation:** *Continue to liaise and work with staff and students at LEAP to build understanding about the potential benefits and purpose of the sessions.*

**Recommendation:** *Continue to deliver sessions to the girls and boys separately.*

**Recommendation:** *Reflect upon the value of delivering all sessions on one day to enable facilitators to meet for training and other purposes.*

**Recommendation:** *Ensure that there continues to be a good mix of facilitators in terms of ethnicity, gender and sexuality for example.*

**Recommendation:** *Try to pre-match the skills, interests and styles of facilitators working in partnership (ideally in the set-up phase) of similar programmes.*

**Recommendation:** *Set staff meeting dates early and reinforce the mandatory nature of these to peripatetic staff to improve attendance.*

**Recommendation:** *Consider revisiting (and streamlining) the facilitator evaluation protocols to reduce the time commitment involved (and improve compliance) whilst ensuring the required level of detail is still covered. Continue to liaise with LEAP staff to build understanding of the benefits and purpose of the evaluation process.*

## 4. Evaluation scope and methodology

*“There are very strong artists who are able to make personal connections with the young people.” Key adult at LEAP*

In total 28 stakeholders fed into the interim evaluation including input from 11 students (see table below). A summary of stakeholder group participation for the interim evaluation (August 2018) is shown in the following table:

Stakeholder input	Category
Alex Evans	Artistic Director - Kazzum
Christine Hathway	Project Manager -Kazzum
Arji Manuelpillai	Facilitator – Kazzum
Lisa Hayes	Facilitator – Kazzum
Rachel Clarke	Facilitator – Kazzum
Anna Ven Der Poorten	Facilitator – Kazzum
11 key adults	LEAP
5 boys from the mixed groups	Participants
1 girl from the mixed group (project participant)	Participants
5 girls from the girls’ groups (project participants)	Participants

31 then fed into the final evaluation (April 2019) including 21 students (see table below)

Stakeholder input	Category
Alex Evans	Artistic Director - Kazzum
Lisa Hayes	Facilitator – Kazzum
Rachel Clarke	Facilitator – Kazzum
Marie Horner	Facilitator – Kazzum
Joe Fleming	Facilitator - Kazzum
5 key adults	LEAP
4 boys and 1 girl from the mixed KS4 groups (project participants)	Participants
3 boys and 2 girls from the KS3 mixed group (project participant)	Participants
4 girls from the girls’ groups (project participants)	Participants
7 boys from the boys’ group (project participants)	Participants

Internal and external stakeholders were proposed by Kazzum and the participation of all stakeholders was voluntary. Individuals were told that their feedback and contributions would be made anonymous

and not specifically attributed to individuals either in discussion with Kazzum or in the evaluation report.

## 5. The project in numbers

*“The role modelling has been exceptional – the two facilitators have been great – the arts and crafts sessions have given really deep connection with strong quality of conversation.” Key adult at LEAP*

Top line statistics on project delivery to July 2018:

- 44 group sessions have been delivered by BUILD facilitators (20 to KS3 students and 24 to KS4 students)
- Around 60% of participants were male and 40% were female.
- In term 1, 3 students from KS3 and 5 from KS4 attended a mixed group
- In term 2, 6 students from KS4 attended a girls’ group
- In term 2, 4 students from KS3 and 4 students from KS4 attended a mixed group
- In term 3, 5 students from KS3 and 6 from KS4 attended a girls’ group
- In term 3, 4 students from KS3 and 11 from KS4 attended a mixed group
- 10 LEAP staff have been present in BUILD sessions

Top line statistics on project delivery to April 2019:

- 33 group sessions have been delivered by BUILD facilitators (6 to KS3 students and 27 to KS4 students)
- 49% of participants were male and 51% were female.
- In term 4, 12 students from KS4 attended a boys’ group
- In term 4, 12 students from KS4 attended a girls’ group
- In term 5, 6 students from KS3 attended a mixed intensive group
- In term 5, 8 students from KS4 attended a boys’ group
- In term 5, 11 students from KS4 attended a girls’ group
- 6 LEAP staff have been present in BUILD sessions

*“I liked the snacks and games - I liked the Yes/No game and the coin game.” KS4 student*

## 6. Summary of impact, value and achievements

*“The girls particularly enjoyed how the week was broken up and felt 'special'. The best part of having the group is that it was a social icebreaker that allowed the girls to have something in common to break down some of the long-standing enmity built up previously due to shared friends/on-line issues.” Key adult at LEAP*

Stakeholders were asked to consider and comment upon the impact and strengths of the programme so far. Several facilitators and key staff within Kazzum and LEAP reflected that it is often difficult to confidently evidence and quantify 'impact' in the context of creative arts-based projects and especially so over a short-term period. However, there was consistent agreement that this type of approach and activity can be valuable for many young people in providing an increasingly rare opportunity to try arts-based experiences and ways of relating to, working with and communicating with others. In the short term, 'impact' or difference may not be obvious although sometimes new interests (in the Arts) or ways of behaving and relating to people and events might develop from 'seeds' planted through BUILD sessions. As evaluation consultations progressed, we therefore included discussion of 'value' as part of our exploration of impact and difference made.

### **Messages on BUILD value and benefits for young people from the interim evaluation:**

Feedback was generally positive across all stakeholder groups, in particular in relation to those young people who attend sessions regularly and those within the girls' groups. The mixed KS3 group was successful with people valuing the opportunity to have some fun. However, the older mixed group (which was attended only by boys in this instance) had poorer buy-in. Individuals benefited but there wasn't the same level of consistent attendance. It was felt by most of the stakeholders consulted that the younger mixed group had been more positively engaged with, in part as these participants are still able to 'suspend disbelief' and are less self-conscious.

*“I enjoyed being in the group because there was time to socialise with people, it teaches us to co-operate, focus, respect, teamwork, games and concentration. I would do it again.” KS3 student*

### **Messages on BUILD value and benefits for young people from the final evaluation:**

Again, feedback was positive and formally splitting the groups into one for boys and one for girls within KS4 was felt to have worked well. Groups were still mixed in terms of ethnicity and this was felt to have been beneficial. The girls' group now has momentum and students understand what Kazzum do. New students hear about it through word of mouth and want to join. The atmosphere is supportive and

positive. The boys' group has been particularly useful for those with special educational needs and those who have a history of non-attendance. It was felt to give students a chance to "just be children for a bit" by some staff at LEAP and give them a chance to access the "innocent part of themselves". Some of the most vulnerable students were felt to benefit.

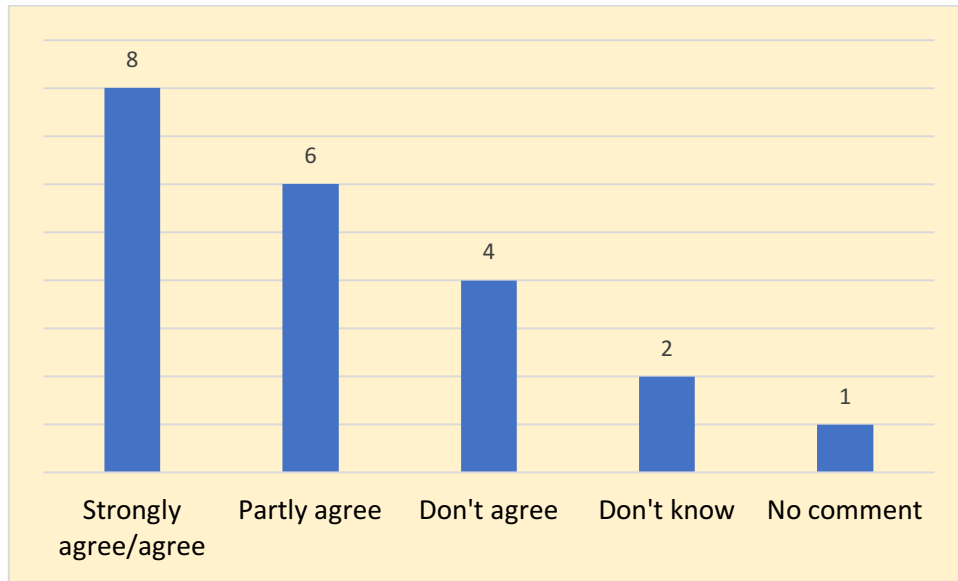
The main themes and key points of feedback in relation to the benefits of including young people from LEAP in creative activities and are listed below:

*"They've enjoyed it. Setting up trust and understanding is important. It's a safe space for them to open up and discuss things. The interaction between them was not good – we're trying to get them to see things from each other's point of view. They could talk openly."*

*Facilitator*

**a) Impact upon young people's positive self-identity, self-efficacy, self-perception and self-esteem:** Some LEAP staff expressed surprise at the impact of the work upon some of the participants. BUILD staff and key adults at LEAP felt that the impact of the girls' groups (particularly in the first iteration of the project where attendance had been so consistent) had been high (with one stakeholder saying 'high to medium') in this area. Most students consulted had enjoyed participating and valued being able to discuss issues in a safe and supportive environment where they were respected by their peers, the facilitators and key adults involved. The initial KS3 mixed group was also felt to have had a high impact here (with one stakeholder saying high to medium), helping to improve peer relationships, the development of emotional literacy, the naming of emotions and deepening those emotions. It was felt to have helped students to see each other and each other's needs, to mediate and enable people to speak to one another, questioning each other in a non-violent way. Role-play was felt to have worked very well in the initial KS3 mixed group and one student 'came out like a different child'. He was normally too 'cool' for role-play but really enjoyed the session which changed his expectations of himself and the expectations of the key adults around him. However the KS4 mixed group was felt to have been less impactful, in part due to timetabling issues and inconsistent attendance. Similarly, the boys' group developed in the second iteration of the work, and the KS3 intensive work was felt to have been impactful in this regard. Facilitators believe in the young people they work with who pick this up and start to "believe it themselves". They may have "received messages from others that they can't or are not allowed to do certain things or that they're not capable of them". Kazzum's openness works well to alter these beliefs. Repeating sessions can work well in this context (when playing with Lego for example) as any initial resistance reduces and confidence increases. Students were observed to show increased confidence in expressing their opinions in particular and facilitator evaluation feedback of the sessions demonstrates that progress is being made against this outcome.

When asked if BUILD sessions had been good for their confidence young people gave the following answers (21 young people across interim and final evaluation stages):



*"I enjoyed the sessions because I developed my acting skills and I have built confidence."*  
Student

*"As the project went on I felt there was trust."* Facilitator

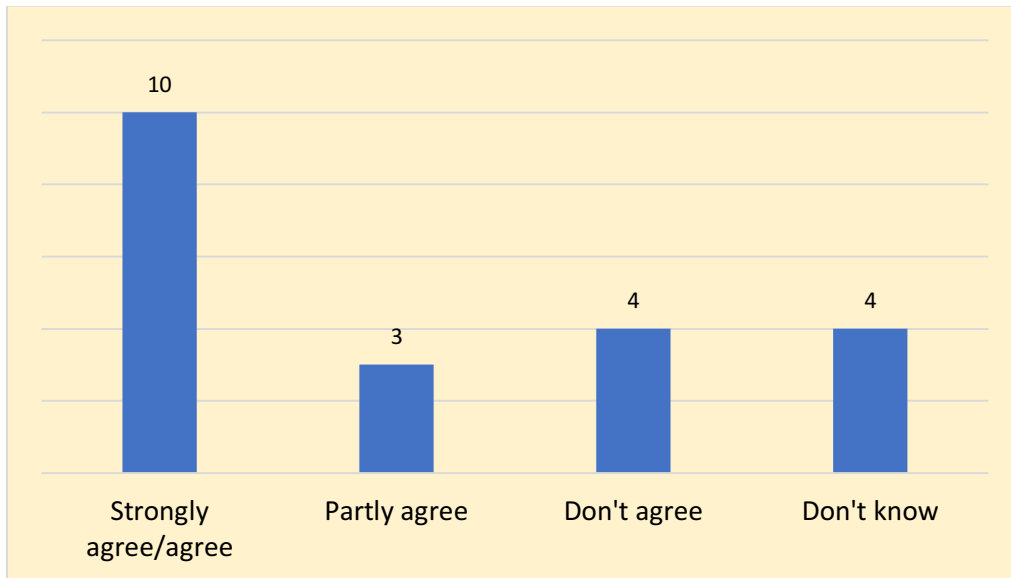
*"It has been fun and helped me to make new friends because at the start of the lesson we introduce our self and see how we are feeling."* Student

*"When we were doing lessons about money, sex, girls that's going to be useful in the future."* Student

**b) Forming trusting and healthy peer and social relationships through engagement in arts-based learning:** Stakeholders across the board felt that the value has been very high/high in this context for students within both the KS3 and KS4 girls' groups (within the first and second iterations of the work) as trusted, respectful, safe relationships had been built up through the activities and the role modelling of facilitators and key adults at LEAP. Girls have been given the chance to discuss decisions they have made in the past and how they might behave in future. Girls within the KS3 group discussed what to look for in a relationship or friendship. Impact was however felt to be less high for the mixed groups within the first iteration of BUILD, although students had been helped to communicate in a more emotionally literate way with less violence and better depth of emotion, tending to each other's needs. Boys discussed what it means to be a man and the team work helped to facilitate improved relationships. Stakeholders observed that the sessions which brought students together from different form groups often saw the development of new friendships and improved relations between these individuals. Facilitator

evaluation feedback of the sessions within the second iteration of the project demonstrates that progress is being made against this outcome.

When asked if BUILD sessions had been fun and helped them to make friends young people gave the following answers:



*“When somebody would talk, we would be quiet. I was listened to. When we would have something to share people would listen. Everyone showed how much consideration they were doing when everyone was talking. No disruptions, everyone’s into it. I had deep conversations with the group. We talked about friends, relationships and people in general.” Girls’ group students*

*“It got me out, I got to have fun and got to do acting.” Mixed Group student*

*“It’s welcoming and helpful. It’s calming and relaxing.” Girls group student*

*“It’s fun because you get to be creative.” Mixed group student*

*“It’s lots of fun. A chance to talk to the girls. I get to express things and opinions that I wouldn’t normally get to do. It’s something different, it’s something for the girls; you build friendships and do teamwork with the other girls.” Girls’ group student*

**c) Opportunities for young people to participate as co-creators and collaborators:** Students within the girls’ groups were asked what they would like to do and suggested making ‘slime’. Facilitators enabled this to happen by researching this activity and delivering sessions working with slime. Participants in the mixed groups and boys only sessions also had an opportunity to decide upon what they would do. Facilitators were generally felt to be flexible and those with a wide range of capability across disciplines (such as drama, visual arts, discursive work etc.) were felt to be a

great asset in this context, enabling them to be responsive to the needs and requests of the students attending the sessions.

*“This is when young people feel appreciated – it’s tailor made for them. We get the odd refusal but 9/10 appreciate the tailor made environment and things that they have helped design and choose. The resources from Kazzum are accessible.” Facilitator*

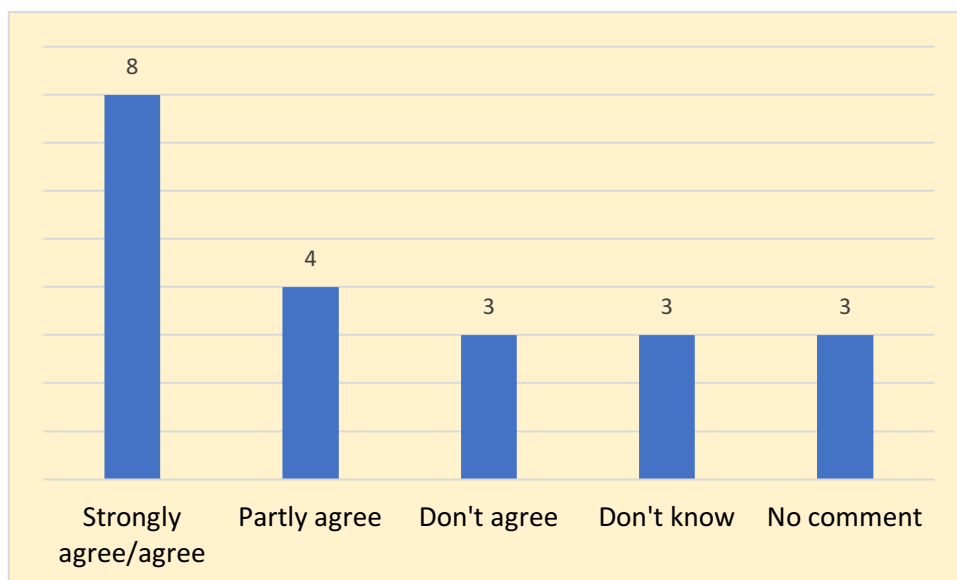
*“I felt like everyone was listening to me.” Student*

*“When I needed help, I asked, and they answered straight away or helped.” Student*

**d) Impact upon young people’s communication skills and confidence to express their opinions**

**and experiences through a variety of creative and discursive methods:** Most stakeholders felt that work within all groups had a high value in this area. Students were given opportunities to speak, listen and take turns and facilitator evaluation feedback of the sessions demonstrates that progress is being made against this outcome. Role modelling by key adults from LEAP and Kazzum facilitators was felt to have helped students to learn better ways to communicate with their peer group and others. The training that Kazzum staff members are doing around speech, language and communication needs and Trauma Informed Practice is augmenting this work.

When asked if BUILD sessions had helped with communication and expression young people gave the following answers:



*“They really came out of their shell – she used to be very reserved but ended up being able to give instructions to others in the group.” Key adult at LEAP*



*“It did help me a lot because at first I was nervous about communicating with people I didn’t know but now I can work with different people.” Student*

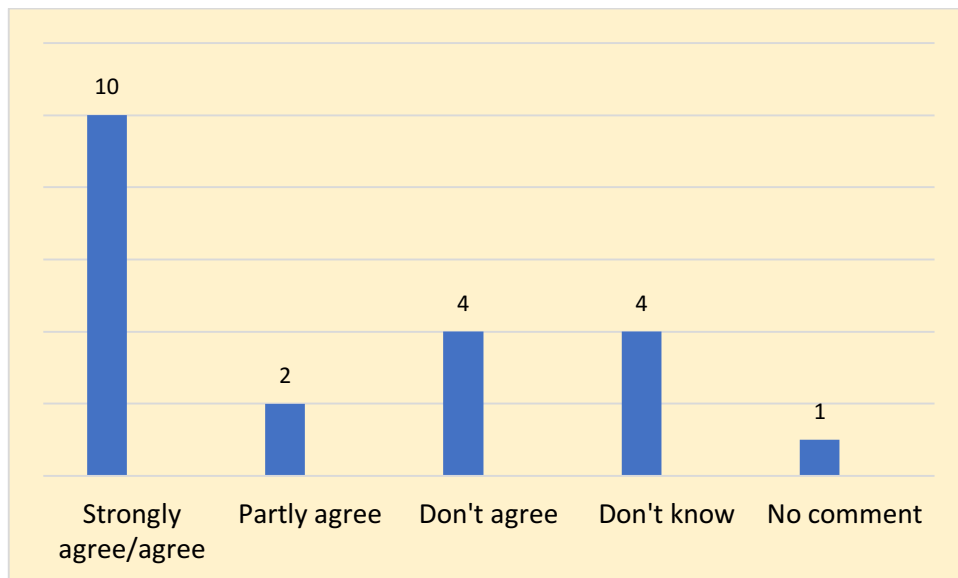
*“We don’t usually get the chance to express ourselves about politics, feelings, actions. Not getting told off for anything. There isn’t a lot of girls. It’s important to have space to talk.” Girls’ group student*

*“We expect people to improve emotional recognition - including their own emotions - an understanding of self - dealing with identity and being a man, unpacking anxieties and stresses that can lead to offending. If you can talk well and communicate emotions, getting a job is easier. Also understanding your impact on people emotionally and what will make someone feel sad.” Facilitator*

**e) Impact upon confidence in learning abilities and seeing school as a place where they can succeed:**

Several students consulted indicated that they had improved confidence in their abilities as a result of BUILD. Key adults within LEAP also noticed a positive change in some students. For example, some participants took part in an exercise thinking about what it would be like if they ran a country and what laws they might put in place. They were encouraged to think critically about what was important to them and society. The girls’ group participants appreciated the opportunity to think about ‘politics, feelings and actions’. Increased confidence and improved speech and language skills all fed into student’s learning.

When asked if BUILD sessions had helped with learning or improving skills that would be useful in the future young people gave the following answers:



*“The pace/engagement of hard to reach students was excellent and people developed confidence in (their) own abilities. Facilitators were excellent - willing to adapt. They had a good connection with students.” Key adult at LEAP*

*"I think it was helpful because when I go back to school I will know how to act better."*

*Student*

*"Now I'm not afraid to speak as much. All the activities have helped my confidence. I'm able to speak freely without being judged. I talked more, built up confidence in myself and shared experiences." Girls' group students*

*"Drama can plant seeds of different ways of thinking and being... it can be powerful and give young people tools and an escape. There is huge value in game playing - you're recognising that someone else is setting the rules." Facilitator*

*"This helps the students build on their confidence and self-esteem." Key adult at LEAP*

- f) Impact upon confidence to engage in creative activities, and how this has fed into class-based learning:** The impact was felt to have been high in this context, in particular amongst the girls' groups, although other groups also used creative expression to help to access and name their emotions through story-telling and drama as well as art. Young people engaged very well in story-boarding activities and had to improvise which was a new activity and skill area for many. One group made a short story video which they were very proud of. Other activities included cake decorating and working with slime.

*"I got to do different activities. I don't usually like art, but it was good to do activities and talk." Student*

*"It got me out, I got to have fun and got to do acting." Student*

*"It's fun because you get to be creative." Student*

### **Messages on BUILD value and benefits for key adults and Kazzum team members:**

The main themes and key points of feedback in relation to the benefits for key adults and Kazzum staff involved in the work are listed below:

*"The unlikeliest of students seemed keen to go to the sessions and really gained in confidence, speaking in front of others." Key adult at LEAP*

*"I underestimated the engagement of students. Very professional group to work with - very clear communication." Key adult at LEAP*

- g) The development of inclusive creative practice skills and insight and understanding about the identified pupils with additional needs within the school as well as increased expectations of and more positive interactions with students:** Most key adults within LEAP felt they had learnt from their involvement in the sessions with Kazzum, especially in terms of

techniques and practice, partly as many were teaching more curriculum-based subjects. They had also learnt about student ability in this context. Learning had been very high within the girls' groups in the first iteration of BUILD for example where the key adults had been consistent. Staff enjoyed building improved relationships with students and getting to know students who they didn't teach but who they might teach next year or see around the school, although because there are less students at the KS3 base there are closer relationships between staff and students there as a matter of course. Some pupils had really changed as a result of the intervention and staff expectations had grown as a consequence. The sessions were felt by some to improve the mood of the participants. Key adults from LEAP varied greatly in how much they engaged in the sessions with some entering into the practice with enthusiasm and purpose whilst others were less engaged and worked separately from the group. Most of the key adults from LEAP engaged better within the second iteration of the project as communication improved and they became clearer about their role. There is still however an on-going need to communicate clearly around the expectations of LEAP staff so that they can add to the experience through role modelling and full engagement. All the facilitators we spoke to felt that their learning through the work of BUILD had been high and that this was applicable to wider contexts (within and beyond Kazzum). The experience has made people look at their work and how they operate.

*"Working for Kazzum offers a lot of opportunities to do different things. I've learned a lot about myself as a teacher and all the facets I can bring. The new things I did were sometimes out of my comfort zone – but I didn't feel fear due to the support. I learnt from colleagues and shared the leadership. Leading and co-leading and observing was good for my own development." Facilitator*

*"I can see the benefits of making and talking without pressure and no school or academic expectations with different adults - i.e. not teachers. Where they can open up and feel more comfortable opening up." Facilitator*

*"This is part of their change and growth. I've seen improvement in ability to engage and take part. Teachers say they've seen improvement in behaviour. They got to know us and trust developed." Facilitator*

**h) The development of a greater understanding of inclusive and creative practice in this context through regular communication with the students taking part, key adults at LEAP and the facilitators:** Kazzum staff all felt that they had learnt a great deal from this work, both about working with staff in a PRU setting as well as how to work with students within this context. Kazzum team members have worked hard to establish and develop dialogue and relationships with LEAP but the time constraints of both the facilitators (who are freelance) and staff at LEAP who are also busy has made this challenging on occasion.

## 7. Benefits and strengths in BUILD approach

*"We don't have many 'artsy' projects coming to us for one reason or another and we don't teach drama, so it is useful on even just that front." Key adult at LEAP*

Stakeholders consulted felt that the girls' groups in the first iteration of BUILD had both been of great benefit to the participants, in particular the KS4 group (where attendance was more consistent), in part because LEAP doesn't run a girls' group and they are in the minority, so this filled an important gap. Similarly, the mixed KS3 group was felt to have been very beneficial for some of the participants, however the KS4 mixed group was more problematic in part due to timetabling issues and inconsistency of attendance of both students and key adults which led to unsuitable referrals and confusion about the purpose of the group. The boys' group within the second iteration of the project was also felt to have been beneficial for those who attended regularly and the new intensive approach to the work with KS3 was felt to have worked better for this more transient group.

*"The impact was great when working with students that would not usually get on with thinking on the spot through: expressive language; different styles of communication/relationships; confidence; taking turns; feeling good about (their) own abilities." Key adult at LEAP*

The following tools and strengths in project approach and practice were identified through consultations across stakeholder groups as helping and enabling positive impact:

- a. **The use of games, drama, arts, role modelling and discursive sessions:** The facilitators are recognised as highly skilled and experienced in the use of drama and arts as mediums for work with young people. Most students enjoyed the games and the creativity of the arts and crafts sessions and it was seen as important to make the sessions fun. Some enjoyed the drama, but some found it stressful and didn't engage. Some stakeholders felt that the more arts-based interventions created a more relaxed environment. Discussions were held whilst doing arts activities and some people felt these activities enabled difficult conversations to take place that might not have been possible otherwise. However, the use of more structured discussion sessions was also successful, in particular within the girls' groups. Others enjoyed having a piece of work to show their peers and key adults at the end of the sessions. Whilst the aim of this work isn't to create artists and actors some stakeholders consulted felt that some of the work had inspired students to try new creative experiences and that these might lead them somewhere in the future. Facilitators observed that this focussed, safe environment provided a 'breathing space' for young people, and a chance for them to access the innocent part of themselves. Several stakeholders, including young people themselves,

told us of the value and importance of providing opportunities for young people to have fun, be creative, share experiences and express themselves.

- b. The use of: Nancy Kline Talking Circle, Trauma Informed Practice (TIP), speech and language and communication needs learning and other useful practice:** One Kazzum staff member undertook a Diploma in Trauma Informed Practice at the Institute of Art Therapy and BUILD is proving to be a crucible for learning in how relevant and helpful this and other practices can be. Learning has been implemented and has proved very useful. Staff with knowledge of this and speech and language communication needs practices plan to further cascade this learning to facilitators and key adults though both formal training and co-facilitating sessions using these techniques. All staff have now completed training with the Communication Trust (a four-hour on-line course) to improve understanding of speech and language skills. One facilitator commented how much they had learnt from colleagues around trauma and the intersection of art and therapeutic techniques. Other useful techniques and practice suggested by one stakeholder included: Forum Theatre, Process Drama and Philosophy for Children.
- c. The opportunity to reflect, develop speech and language skills, work as a group and practice following instructions:** Key Staff at LEAP observed young people developing skills in reflecting through the check-in and check-out framework and saw improvement in the ability of students to work together as a group, listen and take turns speaking and follow instructions. Students themselves identified this as an area where they had benefited.
- d. Enthusiasm, flexibility and respect for students' wishes:** Key adults at LEAP and students fed back that facilitators were infectiously enthusiastic, animated and keen to hear ideas about activities from participants. Key adults at LEAP observed that this role-modelling affects the students 'perking them up' and enabling them to take the sessions seriously. Facilitators were reported to be receptive to ideas from the students – for example one group wanted to work with 'slime' and facilitators researched this and accommodated their request. This gave participants a feeling of respect and control.
- e. Modelling, respect, trust, good communication and team working:** Facilitators, key adults at LEAP and many of the students who fed into the evaluation felt the sessions had enabled the development of good, trusting relationships both between the students and with the facilitators and key adults at LEAP. Modelling was felt to have been really valuable both with students and between facilitators and teachers. The way that facilitators treat each other with respect, only challenging each other calmly and respectfully, was felt to have enabled the development of more healthy relationships.

- f. Emotional availability, reflectivity and enthusiasm of facilitators and key adults at LEAP:** The emotional availability of some of the key adults at LEAP and BUILD facilitators was felt to be very helpful, enriching the experience for the young people involved. The role modelling and trust that is built up in this context was seen to be very useful for this cohort. Those staff who brought enthusiasm to the sessions helped the students to develop a positive attitude. The LEAP staff involved in the second iteration of the project were felt to have been particularly engaged. Most facilitators were also felt to be very reflective.
- g. Continuity, stability and reliability:** Facilitators who have delivered the BUILD offer from the start of the project commented that the benefits are cumulative and that students seeing them coming regularly is beneficial. This continuity and consistency is particularly important for this cohort who may be moving a lot and experiencing many changes. BUILD was felt to be slowly becoming part of the culture of LEAP. The project has a good reputation and trust has been built with both LEAP staff and students. The work offers a space to talk about things and an outside perspective but in a stable context.
- h. Learning for key adults at LEAP:** Some staff at LEAP felt that they had learnt from the facilitators both in terms of practice and witnessing how well some students could perform in this context. Several LEAP stakeholders commented that this experience had changed how they perceived some students in terms of their potential interests and capabilities and that being in the sessions with the young people had helped them to get to know them better.
- i. The new iteration of the KS3 work:** Following integration of feedback and recommendations from the interim evaluation the KS3 work was delivered in a six-session intensive rotation across one month in the second iteration of the project. This has meant that the cohort attending is stable (and attendance was broadly good) and the children have responded well to the opportunities the sessions offer (for example social communication games that foster team work and non-threatening interactions).
- j. Girls' group sessions:** LEAP doesn't run any girls' groups and girls form the minority of students. The BUILD sessions for girls within KS3 and KS4 within the first iteration of BUILD filled a gap and were felt to be of high value as a result. This was particularly true for the KS4 group where there was consistency of attendance, although the KS3 group in this first iteration was viewed as less impactful, partly due to the natural turnover of this group. However, from September 2018 the KS4 girls' group attendance was less consistent and this affected the group. It was held on a Monday morning at a time when students who struggle with attendance found it harder to be present. However, feedback suggests that the girls valued this space, away from the boys, where they could speak freely and that it was restorative. Students were supportive of each other and formed a strong

identity. Girls can bring issues to the group and so improve friendships in the wider context of the school and beyond. Gang culture, relationships with their peers, how to manage disappointment, sexuality and weight have all been discussed. Stakeholders felt the impact has been powerful within a short space of time as participants had a platform to discuss issues in a safe environment. They can bring up difficulties in a place where they know they will receive respect. Facilitators bring themselves into the work too, creating a feeling of equality. The girls feel ownership of the group and explain how it works to new members themselves. A girl who was new to LEAP came to the group and this was felt to have helped facilitate her integration into the school by enabling her to make connections and develop friendships. Another was able to talk about her sexuality within the group which she experienced as a safe place to explore the feelings around this. She was then observed to seem “much more comfortable in her skin”. LEAP staff observed that “Kazzum has helped her to look at how she projects herself and how that lands with others and also to look at the cultural aspects of her situation. She’s challenged her views and has become more confident. She’s come out of her shell”. One facilitator observed that it was “quite a big deal to have a female only space in this environment to explore ideas around relationships, friendship, image, identity – they are going through similar things – it’s a space where we can talk about boys and where things can be expressed without shame or judgement.”

- k. The development of the boys’ group:** Whilst the mixed groups in the first iteration of BUILD were mainly boys, the decision to make the KS4 group for boys only has worked well. Issues around masculinity are discussed and it was reported to be a space where staff could get to know individuals and where they could relax – a staff member at LEAP said one child had really benefited because he could “be a child there and explore things in that space. He got to demonstrate and discuss feelings and be honest about what he thinks in front of his peers and staff and he enjoys the sessions. He is really seen in Kazzum sessions and generally wants to be invisible in other scenarios, so this is great”.
- l. Improved communication with LEAP:** Learning from the first iteration of BUILD and the development of improved communication with LEAP staff and students has led to a better understanding of the BUILD offer and the benefits of this creative approach. Kazzum head office staff are now more present at LEAP and communication is more regular.
- m. Clearer sense of direction:** The learning from the first iteration of the project has enabled BUILD staff, including facilitators, to have a better sense of the aims and purpose of this work. This increased clarity around the benefits of creative practice and experience has enabled staff to share the benefits with LEAP staff and students more effectively. The Trauma Informed Practice is being integrated, for example facilitators give more structure and clear timings for the work (important

when working with people who have experienced trauma where uncertainty is harder to tolerate). This has enabled the needs of this particular cohort to be sensitively met.

- n. Reflective approach, feedback and project learning:** The programme routinely invites and records feedback and suggestions from young people to inform planning and review of different project activities. Our own involvement as independent evaluators was initiated at the end of the summer term's activities and further demonstrates the commitment to review, evaluation and learning as a priority in project approach. One facilitator was using the tools developed by BUILD in other groups they run as they were so user-friendly. Another commented how much they had enjoyed the opportunity to reflect upon their work after sessions from both an artistic and therapeutic orientation.
  
- o. A complementary service:** All people consulted all felt that the BUILD offer complemented what they were providing. Several said that there was nothing similar that they knew of for these young people to access and this was reflected in feedback from students. Key adults at LEAP felt that this work fits extremely well with their 'competency curriculum' and fills a gap. Organisations such as London Bubble Theatre and Immediate Theatre (who use Forum Theatre) are not multidisciplinary in the same way and we also understand they lack the same experience (of working within a PRU setting for example). One student mentioned Spotlight Youth Theatre. Organisations such as Safer London, Rapid Response, The Princes Trust, Teens and Toddlers and St Giles who come into the school offer something very different, focussing on specific issues such as employment or gang exit. Whilst there are no networks for those working with school exclusion, the GLA funder 'Young Londoners' are setting up a network for all the organisations they support, and this will further improve communication across the sector.

*"There's no drama on-site. This is a good opportunity for students to work with other adults. They need as many opportunities as possible to practice communication skills."*  
Key adult at LEAP

*"They were just right. They make you feel happy and ready for a good day."* Girls' group student



## 8. Challenges and learning points

*"The students want to know what's coming and need information about what to expect and what it's for." LEAP staff member*

*"It helped me to make friends with the adults and not with the children." Student*

*"It has been fun, but it hasn't helped me make friends. I was already friends with the people there." Student*

The following areas were identified as areas where the approach had worked less well and where there were challenges or barriers to the success of the work:

*"Maybe good to have a longer time and more weeks – so they visit more than once a week - twice or three times a week. I was happy with the activities." Student*

*"I wanted to go on trips. We should use different rooms." Student*

*"It should be in the afternoon so you have energy - later in the week would give you something to look forward to. I am looking forward to sessions." Girls' group student*

**a. Irregular attendance:** Within the first iteration some of the groups had very irregular attendance, both in relation to the key adults from LEAP and the student cohort. This was in part due to the transitory nature of the KS3 groups in particular, and this affected the cohesion of the group. This was address following the interim evaluation when the KS3 work was delivered in a six-session rotation which improved the stability and attendance of the group. From September 2019 the KS4 girls' group attendance was however less consistent and this affected the group. It was held on a Monday morning at a time when students who struggle with attendance found it harder to be present.

It was recognised that relationships can be difficult at KS3 as they only come to LEAP for 6 weeks (and then go back to mainstream school) and there was less opportunity for trust to be built up. One stakeholder felt that a few weeks is too short a time for this sort of longitudinal work, but it has generally worked well. One person suggested conducting a specific project (using virtual reality, animation or another technology that students may not have come across before). Timetabling sessions not to conflict with lessons that students really enjoyed (such as the enrichment programme for example) was also felt to contribute to attendance levels. Staff at LEAP could usefully remind participants each week to attend the group. Similarly whilst some key adults attended regularly, some did not, or were less engaged with the group when they did attend. Changes in the key adults attending from LEAP contributed to a lack of stability. This has however improved in the second iteration of the work as LEAP staff became more engaged. Staff consistency and support for the work was felt to be extremely important and that those who were behind sessions made a lot of difference. There is still a need for more discussion with and information for LEAP staff and students

in order to agree and clarify what the sessions are for, and in order to ensure referrals are appropriate. This also facilitates understanding of respective roles, expectations and the aims and approach of the project. However Kazzum stakeholders also recognised that LEAP staff are busy and fuller engagement can be difficult given the other demands upon their time. Senior staff tend to be supportive but hard to establish regular contact with due to heavy workloads and competing demands. One stakeholder suggested that key adults at LEAP might usefully be involved in planning and evaluating sessions in a more structured way. They have however been involved in this evaluation process at both the interim and final stages.

- b. A mix of participants:** The groups that were formed from across year groups tended to have the most impact in terms of developing relationships with others across the school. Those with only participants from one form group felt more 'cliquey' to some stakeholders. It was felt by several stakeholders in the interim evaluation that participants need to be invited as a result of a particular need, and this has been acted upon.
- c. Confusion about the purpose of the sessions and the referral of the right students to the programme:** Even in the second iteration of the project (from September 2018) there was some confusion about the purpose of the sessions and a need to communicate this to staff and students at LEAP to help them understand why they were there or might benefit. . Key adults at LEAP and staff at Kazzum worked hard to address this, communicating to students and the broader staff team at LEAP the benefits of the work to help with staff and student 'buy in' and to ensure that students are keen to attend. For example, one stakeholder suggested that staff could explain that speech and language skills could be improved which could help with GCSEs. Similarly, prioritising students with particular needs around speech and language or confidence issues for example helped. The purpose and benefits of the girls' group is now well understood but some felt that a few of the boys still feel confused and don't fully understand the potential benefits of attendance. The playful elements of the sessions confused some who didn't connect the benefits to speak and language skills for example. These might be articulated further (through clearer goals and outcomes for example) to ensure buy in and stability of attendance.
- d. The need for structure and clarity:** Some of the key adults at LEAP felt that students might benefit from a run down of what the session will involve and what the benefits will be at the start. They also felt that students would respond better to starting the session content straight after this, omitting any warm up, especially for the boys who find this section harder to enjoy. Structure and boundaries were felt to be vital to ensure participants feel safe and secure in the work
- e. Developing bespoke sessions to meet the needs of each individual:** Learning mentors are assigned to pupils across the school and can offer help to understand each specific child's support

needs. The course can then be built around the needs of each pupil. It might be useful for facilitators to have sight of the Key Worker's referral notes in order to develop sessions that can be appropriately tailored. One stakeholder suggested that shadowing teachers within LEAP and attending some lessons might deepen understanding of this group of students.

- f. The length of time available and focus of the sessions:** Some facilitators felt that students might benefit from longer sessions. Others felt that mixing art forms is problematic and that if the focus gets split within one session it proves difficult. For example, it can be hard to merge drama, craft and visual art forms together and that it's better to stick to one thing and do it well.
- g. The suitability of the rooms:** Some facilitators and students felt that the rooms that sessions were being held in were unsuitable for the drama and art activities as there were carpets that could be stained or there was no sink and sometimes insufficient room (with too many tables and chairs for example). However, some felt the boys' groups would run better if they sat around a table. Facilitators would like to have the same room every week for consistency and to enable smooth set up.
- h. Ensuring the interventions are appropriate and that facilitators are suitable:** Some stakeholders felt strongly that facilitators need to be multi-disciplinary and adapt their work to meet the specific needs of the individuals involved during the planning phase. Drama, for example, was felt by some to be too exposing and stressful for some participants and that it can be challenging to motivate people to undertake visual arts projects. One key adult at LEAP commented that emotional work with the boys needs to be done "at a distance" – for example developing a hypothetical scenario and asking them to comment on it/discuss it offering depersonalisation and anonymity. Some of the boys can find it hard to show vulnerability within the sessions and are fearful of being exposed even though the role modelling from the facilitators was felt to be good in this regard. It was observed that they can be very self-conscious in front of their peers and suspicious of outside agencies and their motives. Staff members at LEAP felt that the boys were happier to sit around a table for sessions rather than simply in a circle. It was felt that the girls are happier to be themselves in this context. Staff at LEAP also suggested working with the senses through smell or music (chosen by Kazzum facilitators not the students) for example, and work with aromatherapy oils has been already been tried to good effect. Another key adult at LEAP suggested developing a Podcast with the girls around emotional language for example (voices can be modulated for confidentiality). The content could be developed following an emotional audit. Finally, staff suggested the development of debating skills within the sessions to enable people to practice articulating an opinion and speaking in full sentences. Longer periods for planning might ensure interventions are suitable for the particular cohort involved.

Facilitators and Kazzum staff commented that the right facilitators need to be in post for each group's needs, and that they need to be experienced in working with this cohort. Similarly facilitators need to be well paired and have compatible working styles. One commented that they were used to "taking more risks and leading the session" but had been paired with someone who had a safer style. It might be useful for facilitators who don't know each other to have some planning time together prior to sessions starting.

- i. Session delivery and the enablement of facilitator training and feedback:** Some stakeholders consulted in the interim evaluation felt that it might be better if sessions were delivered all on one day so that all facilitators could meet together with Kazzum staff for meetings and more formal training sessions. This was taken on for the second iteration of the work, although offering a session on a Monday morning was harder for those who struggle with school attendance to get to.
- j. The part time facilitator role:** Both full time Kazzum staff and the facilitators themselves expressed frustration about the lack of time for the role's wider commitments (such as planning, debrief and evaluation) and felt the peripatetic nature of the facilitator's job caused difficulties. This is already being addressed with a part time staff member's contract being extended to a fulltime role to enable them to co-facilitate aspects of the work. This will improve continuity and reduce the potential fragility of the facilitator cohort.
- k. Understanding the context for those attending LEAP:** One key adult at LEAP suggested that it might be useful for facilitators to research the situation in Tower Hamlets (in terms of child sexual exploitation, knife crime and gang activity for example) to increase understanding of the lives of the students at LEAP. A local context outline could be part of planning discussions with LEAP or a short, written outline provided by the PRU and shared with Kazzum could be helpful.
- l. Evaluation and reporting:** In the interim evaluation, some stakeholders felt that the use of the reporting and evaluation mechanisms in place could be more rigorous with better compliance. In the final evaluation consultations, some facilitators felt that whilst valuable, the end of session evaluation tools and process were too time consuming and could be streamlined. There are currently two forms to fill in – one individual and one collective. The individual one, whilst helpful, was felt to be very cumbersome and one stakeholder commented that it might be better to design an on-line tool (using Survey Monkey for example) to streamline the process where tick boxes could be used, and ratings quickly measured. Some felt the forms also need to be shorter, ideally kept to one page only. BUILD staff responsible for gathering the evaluation feedback also expressed frustration that this wasn't always returned in a timely fashion. Streamlining the process alongside staff training (perhaps within staff meetings) in the importance of this process might help to improve compliance.

One person felt that feedback from the young people about what they want to do through an initial exploratory workshop might be helpful. This might also offer an opportunity to understand any individual needs and help with planning more generally.

The suggestion of the introduction of a 10/15 minute period for a debrief at the end of every session (in the interim evaluation) has been hard to implement but good regular communication with LEAP staff will help ensure that evaluation feedback is captured and enable key adults at LEAP to be involved in the process. One stakeholder suggested the use of a well-being measurement tool called Motional which was developed by art psychotherapists.

**m. Support for senior staff and facilitators:** This cohort can be challenging to work with and facilitators and other Kazzum staff are met with attitudes and feelings that can be hard to hear. For example, some of the students express homophobic views. Staff training and support, supervision and counselling might afford those working with these students the support they need. All facilitators have already been given the opportunity to attend group coaching sessions but due to the peripatetic nature of their work not all have been able to access these. Four facilitators have been offered four hours of (Skype) coaching. They were then invited to write a 500 word discourse on how it impacted them. This is both an opportunity to explore the impact of this intervention and a potentially good support mechanism. All facilitators also have access to an Employee Assistance Programme which operates 24 hours a day. It might be useful to have a counsellor available for staff to talk to, as well as a more formalised supervision process offering additional support in this context. Facilitator attendance at staff meetings with LEAP could also be improved and would enable better communications and support. Setting dates early and reinforcing the mandatory nature of these might improve attendance. One staff member has trained as a coach. Senior staff periodically have Professional Development Reviews, and have implemented supervision, coaching or mentoring for all staff and facilitators.

*“It’s been very good. I felt supported – I felt my colleague was supportive. Communication was very clear and more feedback focussed than anything else I’ve done.” Facilitator*

*“Drama is maybe not be the right art form - too loose.” Facilitator*

## 9. Suggested future needs and options with recommendations

*“Our students live in a homogenous close-knit world full of people exactly like them living difficult lives at close quarters. Anything that boosts our students' worldliness, resilience and ability to communicate their feelings/frustrations would be worthwhile.”*  
Key adult at LEAP

The following notes on future need and development considerations draw both upon stakeholder views, feedback and suggestions recorded in the evaluation process and on review of project data and reports to date. Recommendations are included under respective paragraphs.

- a. Nancy Kline Talking Circle, Trauma Informed Practice (TIP), speech and language and communication needs and other useful practice:** Learning in these areas has been implemented in much of the work and has proved very useful. Staff with knowledge of these have cascaded this learning to facilitators and key adults. Co-facilitation by a trained practitioner is also another useful way to teach others useful techniques and practice. Other useful practice suggested by one stakeholder included: Forum Theatre, Process Drama and Philosophy for Children.

**Recommendation:** *Further explore and cascade learning in TIP and speech and language and communication needs and other relevant practice to facilitators and key adults where possible.*

- b. The use of drama, art-based activities, work with technology and discussion as appropriate:** The use of the most suitable intervention for the individual needs of the group, whether the aim is to increase confidence or create a space for safe discussion, was seen as important. Facilitators with a range of skills and a flexible approach are needed in order to respond to the specific needs of the group. Running short courses or two-day workshops exploring virtual reality or other technology might suit the more transient groups. More planning time could also usefully be integrated into the schedule to ensure specific needs are being met in the most suitable way.

**Recommendation:** *Explore introducing more planning time. Maintain flexibility when planning and facilitating sessions in order to respond to the specific needs of the group, using the most suitable intervention for the particular circumstances with facilitators who can offer a range of interventions.*

- c. Communication mechanisms with key adults at LEAP and understanding of the work of BUILD:** Communication with key adults at LEAP, specifically around the purpose of sessions, enables a more targeting referral system to ensure the right students, who will benefit most from the intervention, are referred to the sessions. BUILD facilitators can then prepare tailored sessions to meet specific needs. Similarly, improved understanding enables key adults to cascade this

information to the students involved, ensuring 'buy-in' and improved attendance of both staff and students. The importance of consistency of attendance (by both students and key adults) and support for the work has been communicated and key adults are encouraged to remind participants about sessions. Timetabling sessions not to clash with lessons that students already enjoy was also felt to be helpful. It might be also useful for Kazzum facilitators to have contact with LEAP staff between session (in order to know how many people might be attending for example) and meet with key adults at LEAP before the session and at the end of the session. This practice would ensure that facilitators could be briefed on any issues that have arisen since the previous session and give an opportunity for an evaluation and debrief of the session at the end. Similarly, shadowing teaching staff at LEAP in lessons might help to increase understanding. The involvement of key adults in both planning and evaluating sessions could also improve the quality of the work and it is helpful if the staff attending the sessions from LEAP are consistent.

**Recommendation:** *Continue to communicate to staff at LEAP who the sessions will benefit most further developing a targeted referral system to engage these students. Emphasise the importance of consistent attendance, how to participate within the group and the ethos and benefits of the work, encouraging them to cascade this learning to students. Encourage timetabling sessions not to clash with lessons outside the core-curriculum as far as possible. Explore the possibility of key Kazzum staff attending school lessons as observers to increase understanding of the students should time allow. Explore structuring the sessions to enable a briefing from key adults at the start and a debrief/evaluation of the work at the end.*

**d. Communication with Learning Mentors/Key Workers and other key adults at LEAP to better understand the individual needs of each student:** Individual needs vary hugely across LEAP and across time. Better communication with Learning Mentors, Key Workers and others would help to tailor session appropriately. It might be useful for facilitators to have sight of the Key Worker's referral notes in order to develop sessions that are appropriately tailored. Whilst, even in the second iteration of the project, there hasn't been time to do a briefing before and debrief after the session, LEAP staff said they would be happy to send over any key info electronically before/after sessions. Any electronically sent briefings could then be supplemented by a very short (2 minute) briefing at the start of the sessions before the students arrive and some suggested finishing the session ten minutes earlier to provide time for a debrief at the end.

**Recommendation:** *Discuss ideal/priority student information needed for review by BUILD team members at the outset and ensure any important weekly updates are supplied by LEAP staff prior to the sessions. Explore the possibility of meeting with key adults before each session for a briefing about the current situation with each student in addition, in order to better tailor sessions (this may require a basic information sharing and consent agreement between parties). Explore ending the session early/adding*

*time at the end for a debrief with key adults after each session to evaluate the impact of the session and discuss any issues that arose.*

- e. Scheduling of sessions in order to build in training, planning and refectation time:** Some staff felt that it would be easier to run training and have meetings with all the facilitators if sessions were all run on one day. This has been tried in the second iteration of the work, but student attendance has been poorer for the Monday morning session.

**Recommendation:** *Reflect upon the value of delivering all sessions on one day to enable facilitators to meet for training and other purposes.*

- f. Group size, content, length of programme and session and venue:** Key stakeholders consulted felt that the KS3 mixed group should be small with only four or five participants and the girls' groups no more than 8. Some of the facilitators felt that the sessions could be longer (1.5 hours) if they were to cover more than one area of work (for example drama and art work), or that facilitators should only try and work with one art form, doing less in each session. However, some key adults at LEAP felt that shorter sessions (50 minutes instead of 60 minutes) would enable staff to have a 10 minute debrief at the end of the session and would give time for clearing up too. Several stakeholders felt that some of the rooms the work was taking place in were unsuitable – for example boys were felt to be more comfortable when sitting around a table. One stakeholder consulted for the interim evaluation felt that the impact might be greater if sessions were delivered over one week rather than once a week, possibly in a residential setting as here students would see a start, middle and end. Others felt that a shorter intervention might better suit the more transient KS3 participants This led to the short-term intensive programme development for the second iteration of the work with KS3.

**Recommendation:** *Consider setting upper limits for participation in each group and work with LEAP to ensure rooms are appropriate and that sessions are the appropriate length. Continue to explore new ways of delivering the work.*

**Recommendation:** *Ensure the room is set up around a table for the boys' group where appropriate.*

- g. The (KS3 and 4) Girls Groups:** There are no girls' groups within LEAP and these sessions fills a much-needed gap.

**Recommendation:** *Continue to provide the girls only sessions.*



**h. Working with other groups and on specific topics:** Some stakeholders felt that younger students (in years 6, 7 and 8) might benefit even more from this work and others felt that an LGBT group might find the work supportive. One key adult at LEAP felt that groups for other sub-groups such as looked after children might be beneficial, but others felt this might highlight and publicise people's vulnerabilities, making them a target. Some expressed concerns that smaller groups could present problems in terms of numbers should attendance be erratic. One stakeholder consulted in the interim evaluation felt that a boy's group might be helpful and this work has now been taken forward to good effect. Others felt that discussion around issues such as hatred (in the context of homophobia for example), the potential for grooming of vulnerable boys and the need to be 'your own person and not a follower' looking at identity might be beneficial. Some stakeholders (from LEAP) consulted for the interim evaluation were worried about the gap created in the area of personal development as these sessions are no longer being provided by the school due to the introduction of the Citizenship GCSE. Some were keen for the BUILD sessions to cover this work. One stakeholder felt that work could usefully be done to reduce stress through a range of interventions such as being in nature, yoga (one of the current facilitators is a yoga teacher), meditation, trauma release exercises and Five Rhythms dance. Some stakeholders would like to see the programme rolled out to other PRU settings. One key adult at LEAP suggested that Kazzum might change or add to the current work expanding into drama and art therapy.

**Recommendation:** *Revisit the type of interventions/topics tackled and the range and groups of students this work is undertaken with.*

**i. Cultural considerations:** Kazzum can be helpful when exploring cultural identity and communication skills and self-perception can be fostered and explored. Exploration around what is cultural and what is religious can be usefully unpicked within Kazzum sessions too. It was felt to be very helpful to have two facilitators from two different backgrounds in this context.

**Recommendation:** *Ensure that there continues to be a good mix of facilitators in terms of ethnicity, gender and sexuality for example.*

**j. Support for Kazzum staff including facilitators:** Adequate staff training, supervision, access to counselling and even coaching are valuable and necessary practices to ensure effective practitioner support and safeguarding practice in all work with vulnerable young people. Facilitator attendance at staff meetings could also be improved and would enable better communications and support. Setting dates early and reinforcing the mandatory nature of these could help with attendance. Similarly, the development and growth of Kazzum means that senior staff need to be supported with

their growing and expanding management roles through leadership training and regular Professional Development Reviews, supervision and other support.

**Recommendation:** *Explore and resource appropriate worker support arrangements and training based upon role and needs for all staff – both those in management roles and those working directly with students.*

**Recommendation:** *Set staff meeting dates early and reinforce the mandatory nature of these to peripatetic staff.*

**k. Restructuring the facilitator role to enable more time to fulfil additional commitments:** The frustration about the lack of time for the facilitator role's wider commitments (such as planning, debrief and evaluation) and the peripatetic nature of the job might be moderated by employing lead facilitator(s) part time. This is already being explored with a part time staff member's contract being extended to a full time role to enable them to co-facilitate aspects of the work.

**l. Ensuring the facilitator pairing is good:** Facilitators need to be well paired and have compatible working styles. One commented that they were used to "taking more risks and leading the session" but had been paired with someone who had a safer style. It might be useful for facilitators who don't know each other to have some planning time together prior to sessions starting.

**Recommendation:** *Try to pre-match the skills, interests and styles of facilitators working in partnership ideally in the set-up phases of similar programmes.*

**m. Evaluating the work:** Although the programme routinely invites and records feedback and suggestions (including from young people) to inform planning and development of different project activities, reviewing the tools used could ensure feedback includes examples from facilitators and is more rigorous and streamlined. Time might usefully be spent in staff meetings discussing how evaluation data is used and how processes can be developed to meet requirements whilst remaining user friendly. Some facilitators felt the evaluation process could be streamlined and this might improve compliance. One stakeholder suggested the use of a tool called Motional (developed by art psychotherapists) which assesses emotional wellbeing. This could be used to give a base-line measure and then again following the intervention to assess progress made.

**Recommendation:** *Consider revisiting (and streamlining) the evaluation protocols to reduce the time commitment involved (and improve compliance) whilst ensuring the required level of detail is still covered. Continue to liaise with staff to build understanding of the benefits and purpose of the evaluation process.*

**n. Partnerships with other relevant organisations:** If work develops in areas such as with LGBT students one stakeholder felt that a partnership with an organisation such as Being Mankind might be helpful. Similarly, partnering with a counselling or social care organisation might bring benefits for the students and staff. It might also be useful to research which other organisations are working within a PRU setting and if any PRUs themselves are offering similar interventions in order to ensure work is complementary and to engage in partnerships where this might augment the work.

**Recommendation:** *Explore the potential for the development of partnerships where expertise might augment the BUILD offer or support delivery. Consider researching which other organisations work within a PRU setting or if PRUs are offering anything similar themselves which might be built upon.*

**o. Consider monetising this work:** One stakeholder felt that the leading-edge work of Kazzum could be sold to others as an income generation tool.

**Recommendation:** *Consider income generation possibilities resulting from the development of expertise.*

**p. Distil the learning from this work:** One stakeholder felt that the learning from this work could usefully be distilled and disseminated to other projects working in a PRU setting.

**Recommendation:** *Consider disseminating the learning from BUILD at the end of the project.*

## 10. Concluding comments

We hope that this report provides a useful assessment of the impact or 'difference made' by BUILD so far and that it provides material that will prove to be useful in future programme implementation and planning. Young people, paid team members at Kazzum as well as staff at LEAP have engaged openly, reflectively and supportively throughout the evaluation for which we are grateful. There is a shared and passionate commitment to this work.

Kazzum and the BUILD programme team members should be proud of their success in establishing and successfully delivering the project so far.

***Sophie Cottrell and Richard Malfait, Independent evaluators, September 2018***

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