

INDEPENDENT  
EVALUATION  
REPORT:

# Changing Tracks Project



Training &  
consultancy

*WE are delighted as a charity to have been delivering Changing Tracks so successfully over the last two years. It has been exceptionally pleasing to see the outcomes which have been achieved in a relatively short space of time, especially given that Changing Tracks was a new area of work for Pedestrian.*

*The project demonstrates the importance of voluntary and arts based organisations forming a key part of enriching and benefiting our communities across the city of Leicester. We have developed meaningful relationships with schools involved in the project and facilitated additional ways of local police working more closely in partnership.*

*We are most grateful to two Police & Crime Commissioners, firstly Sir Clive Loader who originally commissioned the project, and Lord Willy Bach and his office team for their active support and understanding of this area of work, which has proved so crucial for the*

*project's success. Equally, credit is due to the children, schools, parents, community police officers, partner organisations, and Pedestrian staff and associates so actively working together to deliver this project.*

*The project has worked with 436 children and further into this evaluation report you will read more on the notable achievements. The report recognised the commitment of the team here at Pedestrian, but highlighted to us the passionate leadership and commitment shown at the local primary schools where the project has been so active.*

A handwritten signature in white ink, appearing to read 'Bob Christer', with a stylized, sweeping underline.

**BOB CHRISTER**

*Director – Pedestrian  
bob@pedestrian.info  
May 2017*

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## Pedestrian

Pedestrian are an established community arts organisation with a significant track record of delivery in Leicester having delivered in excess of 10,000 educational workshops since 1998. The charity provides education and training to young people at risk and adults in challenging circumstances. Pedestrian have been funded to be the lead partner and deliverer of The Changing Tracks Project working in key schools and communities in the city of Leicester.

Pedestrian achieved funding for Changing Tracks in April 2015 and are nearing completion of the two-year project. The emphasis in year two of the project shifted towards early intervention, due to the difficulties of measuring long-term reduction of Anti-Social behaviour in the localities where the project focused.

## Police & Crime Commissioner for Leicestershire

The Police & Crime Commissioner for Leicestershire holds responsibility to secure the maintenance of an efficient and effective police force within the county, holding the Chief Constable to account for the delivery of the police and crime plan, from which making communities and neighbourhoods safer is a key aim.

## Dot-To-Dot Training & Consultancy

Simon Pickering, Director at Dot-To-Dot Training & Consultancy, has been acting as independent evaluator for the Changing Tracks project. He has over 15 years experience of working within the Voluntary, Community, Social Enterprise and Public sector. His career began in work with disadvantaged young people in inner London, delivering one-to-one music mentoring.

Dot-To-Dot Training and Consultancy was specifically set up to support the VCSE Sector (Voluntary Community Social Enterprise). Our ambition is to enable organisations to achieve their desired outcomes through demonstrating their social impact. We support organisations to demonstrate the significant difference they make in communities to achieve social change.

Simon Pickering was commissioned to deliver the external evaluation and monitoring report in December 2016; he has been working on the project between January and May 2017.

# Background & Context

The Police and Crime Commissioner funded Changing Tracks for two years starting in April 2015. Changing Tracks was established to address a shared need within four key areas of Leicester to proactively reduce incidents of anti-social behaviour.

This evaluation is focused on year two of the Changing Tracks Project; at the outset of year two of the project, it was identified as an early intervention project as agreed with the Police and Crime Commissioner's office. The early intervention delivered through Changing Tracks is intended in the long term to support the prevention and reduction in anti-social behaviour.

Changing Tracks is an approach to early intervention projects working with children as they approach the age of criminal responsibility. Schools selected the children displaying negative behaviours which signal that the children are at 'high risk' of engaging in future anti-social behaviour.

Changing Tracks has been delivered in two police teams in the city: Braunstone & Rowley Fields Police and Beaumont Leys Police teams who cover the ward of Abbey, Beaumont Leys, Braunstone Park, and Saffron.

Anti-social behavior is a significant issue in all of these target areas, blighting communities that already face substantial challenges as some of the most deprived in the country.

Changing Tracks' main aspiration is to pro-actively reduce anti-social behaviour in the wards of Abbey, Beaumont Leys, Braunstone Park and Rowley Fields, and Saffron through engaging children in positive opportunities.

# Project Overview

Changing Tracks intended to originally deliver a similar style of activity in each school it was working in, however the project has taken a different shape at each school relevant to the needs of the children, the school and overall needs of the locality.

The sessions in all the schools have been different in each location, taking place weekly within the schools. The activity explored key themes such as community, what is anti-social behaviour and its impact on communities, how to support each other and the sessions incorporated opportunities to meet locally based police officers. The activities have focused on increasing the children's confidence, self esteem and improving 'softer' life skills through creative story telling.

The project aimed to engage parents and carers in shared learning experience through celebration events hosted at the primary schools.

## BRAUNSTONE COMMUNITY PRIMARY SCHOOL

The sessions delivered in Braunstone consisted of learning through stories, art and outdoor space. The sessions have been attended by children from the school that were identified by teaching staff as those that required additional support.

Braunstone Community Primary School is a culturally mixed school with 450 children on roll from a wide range of heritages and communities; 20% of the children have English as a second language. The school is located in an area of deprivation, with nearly 70% the proportion of children being eligible for pupil premium – a much higher level than the national average. The school has higher than national average percentage of children in care and children with additional needs. The school is located in Braunstone Park and Rowley Fields Ward in in the City of Leicester.

## MOWMACRE HILL PRIMARY SCHOOL

The children at Mowmacre School produced a radio show and podcast about their school and community.

Mowmacre Hill Primary School is a large primary school situated on the North West side of Leicester city for children aged 3 to 11 years

old. The school serves families from the Mowmacre Hill estate as well as Stocking Farm, Beaumont Leys, Abbey and beyond. Currently there are approximately 380 children on roll at the school with numbers increasing over the last few years.

The school is made up of a vibrant mix of cultures and ethnic backgrounds and the local community is working to appreciate and celebrate the similarities as well as the differences between them. Mowmacre Hill is an area of high social deprivation and, as a community, has many challenges to overcome such as high levels of anti-social behaviour and crime. The school is located in Abbey Ward in the City of Leicester.

## **MARRIOTT PRIMARY SCHOOL**

Learning has been taking place through stories, art and exploration of outdoor spaces. The sessions have been delivered to groups chosen and supported by the school.

Marriott Primary School is located on the edge of Leicester City. It is a large primary school within an urban setting. The school's level of deprivation is very high; for example, 93% of the children fall into the top 30% bracket of most disadvantaged. The school works closely with the local police due to the local community having high levels of

drug and alcohol abuse, knife crime and domestic violence incidents. Youth-related crime is higher than average.

The school is made up of a vibrant mix of cultures and ethnic backgrounds and the local community, which represents a change from the tradition of the area. The school has a challenge with the children's language acquisition and a high number of the children have English as a second language in the home setting. The school is located in Saffron Ward in the City of Leicester.

## **BARLEY CROFT PRIMARY SCHOOL**

The sessions delivered in Barley Croft Primary consisted of creative learning. The sessions have been attended by children from the school that were identified by teaching staff as those that required additional support. Activity at Barley Croft took place in year one of the project.

Barley Croft is located within the City of Leicester, the school is a larger than average size. The majority of the students are from ethnic minority backgrounds. One third of the children speak English as an additional language and this is currently rising. The school is located in Beaumont Leys Ward in the City of Leicester.

# Ward profiles

Changing Tracks has worked in the primary schools that are prominent within the four identified wards in Leicester, including Abbey, Beaumont Leys, Braunstone and Saffron. In all four wards, there are common issues associated with anti-social behaviour, to including:

- Illegal graffiti
- Littering
- Damage caused to public facilities/assets
- Mini Moto bike incidents
- Rowdy & Inconsiderate Behaviour: BB Guns (8-12yrs)
- Trespassing
- Noise: shouting verbal abuse at local residents
- Knocking on doors of local residents

## ABBEY WARD

The ward falls within the 5% most deprived areas to live in England. Specific to CI010, there were 963 incidents of anti-social behaviour reported between May 2013 and August 2014, accounting for 29% of all crime in this locality.

## BEAUMONT LEYS WARD

The ward falls within the 2% most deprived areas to live in England.

Between May 2013 and August 2014 there were 782 reported incidents of anti-social behaviour accounting for 26% of all crime in the area.

## BRAUNSTONE WARD

Braunstone recorded 1,274 incidents of anti-social behaviour between May 2013 and August 2014, accounting for 36% of all crime. Braunstone Park & Rowley Fields fall within the 2% most deprived areas to live in England.

## SAFFRON WARD

The ward falls within the 20% most deprived areas to live in England. Saffron ward recorded 353 incidents of anti-social behaviour between March 2016- April 2017 and accounting for 21% of all crime in the locality.

# The case for early intervention

In second year of Changing Tracks the focus became Early Intervention, partly due to the nature of evidencing outcomes from the relationship between the project activity and the aim to reduce anti-social behaviour in the communities where the project is taking place. However, early intervention can still be difficult to measure; there are a certain number of



presumptions, which are commonly made with projects that take place within schools. Firstly, projects are reliant on schools to identify the correct children who are most statistically likely to engage in anti-social behaviour post age of criminal responsibility.

Secondly, the intervention will need to make the required impact and make the lasting change that the organisation is hoping to achieve. This approach is often described as the 'theory of change'. This encourages practitioners to explore if the intervention planned will provide the outcome required. In the case of Changing Tracks, this was worked through by the artist practitioners upon meeting the children taking part in the project.

Early Intervention within primary schools is vital as this is where low achievement begins. According to the Department for Education school based initiatives designed to improve social and emotional skills can massively reduce problem behaviours such as bullying, and more notably in this instance, levels of anti-social behaviour. Demonstrating the approach taken by Pedestrian to be well founded with the direction and ethos of the Changing Tracks project. Effective school based programmes are those aimed at changing the school environment and working with a peer group through the invention activity not projects that solely focus on the individual children. Changing Tracks has included reorganising parts of the school day for potentially

challenging or disruptive children to teach them alternative skills and additional behavioural techniques. In the context of effective evidence collecting for early intervention it is important that an evaluation framework is developed to secure the required evidence over the lifetime of the project.

## Stakeholders & beneficiaries

Changing tracks has a number of direct stakeholders including Pedestrian, local primary schools, Leicestershire Police & Crime Commissioner and Leicester Police who cover the associated wards where the project has worked.

Beneficiaries are children aged up to 11 living in the communities covered by the wards of Abbey, Beaumont Leys, Braunstone Park and Saffron in Leicester. The children were identified by schools as the children that would benefit most from the input Changing Tracks offered.

The external evaluator has focused on direct stakeholders and beneficiaries in producing this evaluation report. However, there is a need to highlight that there are a number of indirect beneficiaries including partner organisations such as the local authority, housing associations and most importantly the local communities who will benefit in the long term from the project.

# Evaluation methodology

The evaluation methodology has been a detailed process consisting of four distinctive phases. The four phases were as follows:

1

## Review of current situation

Review the objectives of the evaluation and research into the stated outcomes. Looking specifically at how the intervention has been designed to create the change the organisation, funder and individuals are looking to achieve.

2

## Gathering of evidence

The evaluator gathered a wide range of evidence to provide the content for the evaluation report. Collecting qualitative and quantitative evidence. Conducting observations of sessions, conducting very short focus groups with the children.

Conducting interviews with key stakeholders including teachers, support workers and artistic practitioners. The evaluation included participants and professionals, this includes the production of case studies. All of the processes used to gather evidence were age appropriate and well thought through to ensure the quality of the evidence gathered.

## Analysis of the evidence

3

Analysis of evaluation evidence gathered took place over a number of days to identify outcomes and key themes of the project. Phase three created some headlines that were shared with Pedestrian to ensure the headlines resonated with the ethos of the project.

The analysis phase aimed to lead to:

- Identification of both desirable and undesirable outcomes
- Identification of any problems that need to be tackled
- Progress towards established outcomes and achievement of outputs

## Writing up, presentation and share finding

4

The final phase of the evaluation process is to write up the evidence gathered through the range of approaches mentioned above. Presentation of final evaluation report on Changing Tracks. The final report will be shared with stakeholders and partners.

# The Project delivered:

25

Workshops  
delivered



100

Hours of  
activity delivery

95

Parents  
engaged

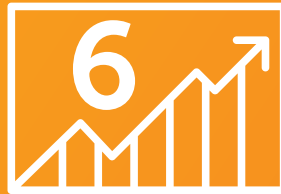
60

Days of targeted  
delivery with  
children



4

schools  
took part in  
Changing  
Tracks



Professional  
development  
sessions for artists  
and school staff

47

School staff  
gaining CPD  
to work with  
targeted  
children



Celebration events  
showcasing the activities  
the children took part in

436



targeted children  
worked with

1

Session led  
by children to  
their younger  
peers

# Outcomes Achieved:

Improved communication

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Increase in self-confidence

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Improved self esteem

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Increased self agency

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Improved team working with peers

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Increased group participation

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Improved speaking and listening skills







# Changing Tracks:

## What the children said:

*"It (the project) was really interesting. It was different from schoolwork because we were doing it to real people. When you're interviewing someone you don't know, you have to be more careful about what you say."*

Harry, Aged 7

*"In this club I feel like I'm expressing my joy. In the classroom I'm angry because people are bugging me, poking me, asking me silly questions. Here I just feel different. I've had anger issues and I go to see someone about it, but this project has really helped. I just feel different here."*

Zaineb, aged 8

*"I enjoyed interviewing people because you got to know how they felt about the environment. I also enjoyed taking pictures. We got to see how when people buy beer from the shop they just drink it and then smash the bottles on the ground. If a young child stood on the glass it would really hurt them."*

Saskia, Aged 8

## What the parents said:

*"When I heard about the workshops I wanted to attend to support my son."*

Diane, mother of Dewain.

*"Lili-Ann enjoys arts and crafts activities so I wanted to spend time with her."*

Mandy, mother of Lilli-Ann



## RILEY'S CASE STUDY

Riley on joining the Changing Tracks project was very hesitant and he wouldn't actively engage in the activities, he was unable to verbalise his feelings and why he didn't want to engage in the session, initially this resulted in him displaying challenging behaviour. Through the course of the project Riley started to become gradually more engaged in the activities and he began sharing more with the group verbalising his feelings and frustrations.

Being able to share his feelings and verbalise them to the group is a new skill for Riley, developed through the opportunity to take part in Changing Tracks and massively beneficial skills for his future education. In turn this will hopefully reduce the likelihood of him becoming involved in anti-social behaviour in the long term.

## MIA'S CASE STUDY

Upon joining the Changing Tracks project Mia didn't want to actively engage in the activity. Mia was identified as having very low self esteem and confidence, she had doubts on her self-image. Mia was very hesitant to take work produced in the sessions home. Towards the end of the block of sessions at her school Mia stood up and shared her achievements, she felt more confident and self assured.

The extra support provided by the Changing Tracks project enabled Mia to increase her self esteem, self value, self belief and the soft outcomes achieved will contribute in the long term to her not engaging in crime and anti-social behaviour. Mia's attendance at school has seen improvement since she has been involved in the Changing Tracks Project.

## LEICESTERSHIRE POLICE

Interviews were conducted with police officers covering the wards where the Changing Tracks project has been operating.

A number of officers have been actively involved in the project through attending sessions in the schools where the project has taken place. Officers took part in 'Super Heroes' sessions where they were able to share the role of the police in a positive way. The police officers interviewed as part of the evaluation process were exceptionally grateful to Pedestrian for running the project and extending the opportunities to positively engage the children in the issues connected with anti-social behaviour. The officers interviewed clearly stated that working with Pedestrian was a positive experience and that the Changing Tracks project has made it easier to build relationships with local schools and children living locally.

# Main findings

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The external assessor attended sessions in the schools, spending time with the participating children. It was very clear that the children found the project and the associated sessions very beneficial. It was very apparent that they enjoyed the content of the sessions led by the artistic facilitators.

The presence of Changing Tracks within the schools has made significant in-roads to achieve the intended outcomes for the project. To provide an excellent example, following an incident of anti-social behaviour that targeted one of the schools where the project worked, Pedestrian responded using the Changing Tracks budget to commission an artist to come in and work with the children in the school producing a mural with the theme of 'Community'.

The importance and added value of Pedestrian led to continued professional development (CPD) sessions for the schools exploring issues such as gathering pupil voice and forest schools facilitation..

## BRAUNSTONE COMMUNITY PRIMARY

Braunstone staff reported that the families attending the celebration event are usually hard to engage and that one family had not previously attended parent events in school. The school staff reported that the project had provided impetus for the school to be viewed by the parents as a community hub.

It was clear to the evaluator that Changing Tracks and Braunstone School have developed a supportive and effective partnership. The impact of the work with the children was clearly communicated by both parties and children who had benefitted from the project. The school were very committed to monitoring the impact of the project, incorporating the completion of the external evaluation.

Teaching staff reported noticeable improvement in the children's behaviour, which in turn led to improved confidence and self-esteem for the children. The session content had contributed to improving the children's literacy and numeracy levels.

The staff team at Braunstone were eager to attend the CPD sessions (continued professional development) and this was reflected in the high levels of attendance.

## MOWMACRE HILL PRIMARY SCHOOL

Mowmacre Hill Primary's Changing Tracks activity was different to the others in terms of content, the children worked with a radio producer to create a radio show that focused on the themes of the Changing Tracks project.

The feedback gathered from the children was that they had enjoyed the workshops and they were very pleased to share the final product at home. The project taught the children new skills and gave them opportunities to work in a different way to their more conventional learning.

The staff at the school reported that they had learnt new approaches for working with the children, and there had been positive change in the children's behaviour as a result.

The CPD sessions at Mowmacre were well attended and the staff feedback said that they had been very valuable for learning new approaches for working with the children.

## MARRIOTT PRIMARY SCHOOL

Marriott Primary School was the final school to take part in Changing Tracks project. The school were exceptionally pleased to be involved in the project and were very eager to accommodate the Changing Tracks approach within the school.

The sessions observed by the evaluator were very professionally delivered by the facilitator. It was clear that the children valued the sessions immensely. The children thrived on the opportunity to take part in group and individually based work, although it was earlier on in the project the children were already making progress becoming more confident and willing to share with their peers.

The school have expressed an on-going interest to participate in the project and were supportive in principle of a longer-term study to measure the impact of the early intervention led approach. The school highlighted that the Changing Tracks approach would be very beneficial to support the children's transition to the next tier of their education.

# Recommendations

That continuation of funding is sought for the project alongside the commissioning of a longitudinal academic study to demonstrate the social return on investment of the project. This longitudinal study would help to improve the understanding and importance of early intervention.

Changing Tracks has proven to be a strong project in terms of its content and close working partnerships and this could be expanded to support more schools and communities.

That Pedestrian continues to work closely with schools with the same consistent approach demonstrated throughout the Changing Tracks project to date.

To explore options to support the same children over a longer period of time, possibly including supporting the children through the transition to secondary school.

Explore further opportunities to secure alternative funding from other national bodies and funders to spread the funding portfolio so the project is not reliant on the Police and Crime Commissioner in the long term.

Increased communication and dissemination of the impact the project is making through sharing the key achievements, made through sharing with partners and stakeholders.

Consider re-evaluating the 'engagement of parents' in the project and if this could be improved. Explore potential for the project format to be adapted to further incorporate the role of parents and carers.

Sharing the learning with other community arts organisations working within a similar demography would be beneficial for increasing the impact of the project.

Increase opportunities for the local police to engage in the project and work closely to develop a structured process. This area of work is difficult for the police to initiate without the partnership with Pedestrian.

Widen the partnership to include local housing associations who would benefit from the communities experiencing less anti-social behaviour, intergenerational working and explore stronger relationship with other community groups working in the wards.

Development of a monitoring and evaluation model, which can be used to support the long-term added value of early intervention and the Changing Tracks approach.

Building on the existing excellent work that has taken place with the local police teams, where police resources allow, this could be an area for increasing the impact of an early intervention approach.

# Conclusion

From an evaluator perspective having reviewed all the evidence gathered, Changing Tracks has a real added value primarily to the children benefiting from the project and secondly, to the communities where the children live.

The outcome of reducing anti-social behaviour is difficult to track without a longitudinal study, however the early intervention approach is cited as being successful by a number of national studies.

In the evaluator's opinion Pedestrian is an excellent organisation and they are exceptionally well placed to provide unique opportunities to the schools and communities in Leicestershire. This was evidenced through the stakeholder interviews

with school Head Teachers and Leicestershire Police.

The project has achieved significantly increased levels of children's self esteem and confidence for the children, as evidenced through stakeholder interviews and evidence gathered by the schools during the course of the project.

In the evaluators opinion the Changing Tracks project provides excellent value for money (VFM), continuation of the project would be valuable to the children, their families and their communities. The learning from the last two years could be shared in other primary schools that are relatively similar in terms of demography and a similar approach could be replicated.

# Acknowledgements

There are a number of partners and stakeholders involved in The Changing Tracks project. We are most grateful for their contributions.

Leicestershire Police & Crime Commissioner

Police officers at Beaumont Leys and Braunstone Park Police Station

Barley Croft Primary School

Braunstone Community Primary School

Marriott Primary School

Mowmacre Hill Primary School

Artistic facilitators included:

Lindsey Warnes Carroll

Naji Richards (Music producer and mentor)

Akshay Sharma (Beat Boxer, loop artist and musician)

Graham Coley (Takeover Radio)

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Crime Map UK

<https://www.police.uk/metropolitan/00BK17N/crime/>







29a Horsefair Street, Leicester, LE1 5BP

Workshop Tel: 0116 429 9363

[www.pedestrian.info](http://www.pedestrian.info)

T: 0116 251 6207

E: [info@pedestrian.info](mailto:info@pedestrian.info)

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**POLICE & CRIME  
COMMISSIONER**  
for Leicestershire

Your voice in Leicester,  
Leicestershire & Rutland

Office of the Police and  
Crime Commissioner for Leicestershire

Leicestershire Police, Force Headquarters,  
St Johns , Enderby ,Leicester , LE19 2BX

[www.leics.pcc.police.uk](http://www.leics.pcc.police.uk)

T: 0116 229 8980

E: [police.commissioner@leics.pcc.pnn.gov.uk](mailto:police.commissioner@leics.pcc.pnn.gov.uk)

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**Training &  
consultancy**

19 Bockhill Road, Bury St Edmunds,  
Suffolk, IP33 3XD

T: 01284 753063

M: 07851 619779

E: [info@dottodottraining.co.uk](mailto:info@dottodottraining.co.uk)