

Create to Motivate Arts Programme Augustus House and McIntyre House, 2022 Evaluation Report



'It showed that there are positive things out there that you can get involved in and not turn to crime. Need more people getting involved in things like this and would help them lead a positive life' (music-making participant)

'I feel proud making good use of my free time learning and being creative for the first time' (film-making participant)

'I remember one session I started off in an angry mood but ended it smiling, laughing and having a sense of relief' (music-making participant)

Contents

1. Project overview, aims and achievements	p.3
2. Evaluation methodology	p.4
3. Film-making sessions	p.5
3a. Outputs	
3b. Outcomes	
4. Music-making sessions	p.14
4a. Outputs	
4b. Outcomes	
5. Evaluation conclusions and recommendations	p.24
6. Project acknowledgements	p.25
Appendices:	p.26
- Star Chart template	

1. Project Overview, Aims and Achievements

Overview

Create to Motivate was designed as an arts programme to contribute to reducing re-offending. It followed on from the success of Arts Uplift's initial Covid Recovery arts programme delivered in Augustus House in 2021.

In 2022, the programme was extended to McIntyre House as well as Augustus House. Each venue received two 8-week blocks of arts activity, in film-making and music-making. Each venue also received a taster session first to enable them to choose the art-form, meaning 34 creative sessions delivered in total with people who had offended and were at risk of re-offending in Warwickshire. The model was based on a successful programme run with the previous Warwickshire and West Mercia Community Rehabilitation Company (CRC) in their HQ in Worcester, where creative arts activities contributed to reducing re-offending rates over 4 years.

The project comprised four blocks of arts sessions, each session being two hours long;

- 8 weeks film-making - Nicola Prestage, Tigerfeatures - McIntyre & Augustus House.
- 8 weeks music-making - Martin Riley, musician - McIntyre & Augustus House.

The total cost of the project was £10,283, with funds received from:

- Philip Seccombe, Police and Crime Commissioner for Warwickshire (£4,800)
- Warwickshire County Councillors (£2,983)
- McIntyre House (£1,250)
- Augustus House (£1,250).

Aims and Achievements

The main aim of the project was *'to deliver a series of socially distanced arts interventions at Augustus House, Leamington Spa and McIntyre House, Nuneaton to provide the residents with much needed creative engagement, since Covid-19 has reduced the contact they have with others and with their ability to express themselves'*.

Our target was for 28 people to be referred, with a minimum 24 attending at least one session and 16 to attend at least half a block. *We exceeded the attendance target, with 36 participants attending for at least 1 session, plus 9 other residents as final session audience members. 14 participants sustained attendance for at least half a block.*

Our aims were:

1. Participants attending at least half a block of arts sessions will report improvement in at least one of the following areas: mental health and wellbeing; positive use of time; managing emotions; developing new skills; attitude to crime free life. *This was achieved in all but 1 participant, who self-scored top marks at the start and end of the music sessions.*
2. Offender managers will report improvement in those same participants in: better engagement with their order, increased confidence and motivation, improved attitude to job-seeking, training or employment, reduction in offending whilst on arts course or other positive change. *This was achieved.*

2. Evaluation Methodology

Evaluation of the project was planned and implemented by Debbie Birch of Crave Arts. Debbie managed the arts programme with the CRC in Worcestershire and evaluated the initial Covid Recovery arts programme delivered by Arts Uplift in 2021. She was therefore able to use similar approaches to evaluating the success of this project.

The impact of the project was explored in several ways:

- Register of attendance to see who attended and who came regularly to sessions, as well as capture of demographics
- Participant led self-assessment, before and after a block of arts sessions
- Offender Manager assessment based on changes they had witnessed
- Artist assessment of change seen during the programme

Participant led self-assessment was captured through use of a Star Chart, based on the Outcome Star for Justice but with a simpler 0-5 scaling score point system. Participants were asked before the arts sessions began to score themselves on mental health and wellbeing, positive use of time, ability to manage emotions, developing new skills and living a crime free life. A score of 0 indicates they don't believe they are doing well at all. A score of 5 indicates they believe they are doing very well. They were then asked to do this assessment again at the end of the 8-week course. Participants were supported by their Offender Manager in doing this assessment. In the final week, notes could also be made to support these scores.

Offender manager assessment was carried out through an e-survey completed after each block of arts sessions, with questions asked about changes they have seen in participants, based on the aims of the project.

Artist assessment was captured through discussion after the arts sessions had completed and through regular updates from the artists to the project manager and evaluator.



3. Film-making sessions

Film-making proved very popular in Augustus House in 2021. Offender Managers were keen that we brought this art-form to more residents in 2022. Film-making can be an engaging and stimulating art-form to use with participants of all ages and all backgrounds. Nicola Prestage is an accomplished film-maker and also a workshop facilitator experienced with similar client groups, having delivered film-making courses in Augustus House in 2021 and to people on Probation in Worcestershire and to young people at risk of offending, both in person and online.

Nicola ensures everyone has a role on the project, taking into account their own interests and confidence levels. Roles include acting, directing, camera-operation, story-boarding, props, lighting, and script-writing. On this project, all roles were put into practice during the 8 weeks so everyone had an opportunity to participate.

3a. Outputs

The film-making project produced:

- One film led and made by McIntyre House participants themselves, based on the experience of someone who had recently left prison:
[12 Years Inside Final.mp4 \(vimeo.com\)](#)
- One film led and made by Augustus House participants, based on a fictional comedic retelling of the history of Augustus House itself:
[The Viewing \(vimeo.com\)](#)
- One short film capturing one McIntyre House participant reading a poem he wrote, to camera:
[Tobias's Poems \(vimeo.com\)](#)
- One participant using his newly learned camera skills:
[Camera skills \(vimeo.com\)](#)

In making the films, participants took all roles: interviewers, interviewees, film directors, camera operators, location scouts and pre-production storyboarding. For example, in McIntyre House, they planned and story-boarded the way the film would work, they came up with 'interview' questions and interviewed and filmed in a number of different spots around the premises. As well as learning the practical skills of film-making, they learned a bit more about each other and were able to develop some empathy for each others' situations. After a withdrawn start, the participant being interviewed opened up really well on camera and spoke openly and thoughtfully about his experiences.

3b. Outcomes

McIntrye House:

Target	Achieved
6 attendees	7 attendees plus 2 audience (other resident) members at sharing event
4 sustaining (attending half the block of 8 or more)	3 sustaining

Ages	Age 17-24	Age 25-64
All male	1	6

Ethnicity	Minority Ethnic	White British
	1	6

Participant Assessment

Star Charts were completed at the start and end of the block of film-making sessions by 5 participants (the 3 who sustained their attendance and 2 who attended just under half a block).

A template star chart can be seen in the Appendix to this report.

This chart shows the difference on the 5-point scale for each category that each attendee felt they had made. Plus signs show an increase and Minus signs a decrease from first star to last. An Equals sign means stayed the same. For example, +3 (2, 5) means the participant scored themselves 2 at the start of the course and 5 at the end for that category.

Participant reference	Mental Health	Positive use of time	Manage emotions	New skills	Crime free life
A1	+2 (3,5)	= (5,5)	+1 (4,5)	+1 (3,4)	= (5,5)
A3	+1 (3,4)	+2 (2,4)	= (3,3)	+2 (3,5)	= (5,5)
A5	+2 (3,5)	+1 (3,4)	+1 (4,5)	+2 (3,5)	= (5,5)
A6	= (5,5)	+1 (4,5)	= (4,4)	+1 (4,5)	+1 (4,5)
A7	+1 (3,4)	= (4,4)	+2 (2,4)	+2 (2,4)	+1 (3,4)
Total change	+6	+4	+4	+8	+2
Average change	+1.2	+0.8	+0.8	+1.6	+0.4

All participants scored either the same or an increase in all areas. Each participant scored an increase in at least one area, meeting this aim of the project.

The average change for each category overall ranged from an increase of 0.4 points to an increase of 1.6 points on a 5-point scale, with skill development and then mental health seeing the highest increases.

Augustus House:

Target	Achieved
6 attendees	12 attendees plus 3 audience (other resident) members at sharing event
4 sustaining (attending half the block of 8 or more)	3 sustaining (with another 1 just under)

Ages	Age 17-24	Age 25-64
All male	2	10

Ethnicity	Minority Ethnic	White British
	2	10

Participant Assessment

Star Charts were completed at the start and end of the block of film-making sessions by 9 participants (the 3 who sustained their attendance, 1 who attended just under half a block and 5 others who each attended and gained from 2 of the sessions).

Participant reference	Mental Health	Positive use of time	Manage emotions	New skills	Crime free life
A1	+2 (3,4)	+1 (4,5)	+3 (2,5)	+3 (2,5)	= (5,5)
A2	+2 (3,5)	+2 (2,4)	+2 (3,5)	+3 (2,5)	= (5,5)
A3	+2 (3,5)	+1 (3,4)	= (3,3)	+3 (1,4)	= (5,5)
A4	+3 (1,4)	+2 (0,2)	-1 (3,2)*	+2 (3,5)	+2 (2,4)
A5	+2 (2,4)	+1 (0,1)	+2 (1,3)	+2 (3,5)	+1 (3,4)
A6	+1 (4,5)	+1 (4,5)	+1 (4,5)	+2 (1,3)	= (5,5)
A7	+3 (1,4)	+2 (3,5)	= (5,5)	+1 (4,5)	+1 (2,3)
A8	+2 (2,4)	+3 (0,3)	= (4,4)	+2 (2,4)	= (5,5)
A9	+3 (0,3)	+1 (3,4)	= (3,3)	+1 (3,4)	+1 (4,5)
Total change	+20	+13	+7	+19	+5
Average change	+2.2	+1.4	+0.8	+2.1	+0.6

All but 1 participant scored either the same or an increase in all areas. A4 explained re: managing emotions: *'Had a really bad couple of weeks with family issues'*. Each participant scored an increase in at least one area, meeting this aim of the project.

The average change for each category overall ranged from an increase of 0.6 points to an increase of 2.2 points on a 5-point scale, with mental health and then skill development seeing the highest increases. It is interesting to note that mental health scored higher in the group that chose to make a fun, comedic film together, whilst skill development was higher in the group that focused on interviewing an individual and capturing this really well on film.



Participants were asked to comment on these changes they saw in themselves. Blue indicates McIntyre House comments, Green indicates Augustus House participants.

Mental Health

'Felt proud' after watching themselves read their own poetry on film

'Really enjoyed being part of the team'

'I feel excited for Wednesdays – the only thing I look forward to in the week'

'More confident now as have been filmed on camera'

'Feel more positive, happier'

'I am in a better place than when I came in. I felt like the system was against me. The film group has been something positive to do'

'Feel less irritable and more focused'

'Being able to work in a group has made me happier'

'Makes me relaxed, gives me enjoyment. Positive on mental health. I have positive thoughts'

'After seeing the final film, I can see that I've done something completely new, so given a nice boost to my health and wellbeing'

'Film-making has given me something to look forward to'

'Less sad days and look forward to film-making'

'Feel more confident'

'Feel less irritable in film class and focused'

'I have pushed myself to be in front of camera. I look forward to it'

Positive use of time

'Makes me feel like I'm making a contribution instead of wasting time doing nothing'

'Doing stuff towards a better future'

'Have hobbies now and use my film to take photos better than before. I have taken photos on days out to show Nicky the following week'

'I look forward to film group and takes me away from life issues for a while'

'Makes me think about the mess I have got into and now I'm climbing the ladder to the top'

'Done something out of my normal routine that has resulted in something that looked rather good'

'I am much better at doing things to help myself rather than feeling bad about myself'

'Free time used to come up with ideas for our film'

'I feel proud making good use of my free time learning and being creative for the first time'

'Have gone to Coventry Cathedral and taken photos'

'Started creating my own Tik-Tok films'

Ability to manage emotions

'Seem to have less outbursts the last few weeks'

'Feel calmer, happier'

'Much calmer and together than the start of my stay'

'Feel more confident and focused'

'Liked working with the boys making the film'

'I haven't broken, I have been keeping it together through Tas and Nicky working with me and listening to me'

'I feel more in control and happier'

'Now being able to work in a group has made me happier and I'm better being around people'

'I feel a lot calmer'

'Really good I am calm all of the time and looking forward to working again'

'Course made me more aware of myself in a group and I had less need to control people around me'

Developing new skills

'A distraction and opportunity to learn'

'Focusing, making film light and dark, directing, interviewing'

'Using a camera, thinking up story ideas for the film'

'Camera techniques, interviewing skills and lighting'

'I have learned how to film, focus, interview and direct'

'I can speak on camera and talk freely without feeling un-confident. I am much more relaxed in front of people'

'This is the only time I have got involved as other hostels don't offer these courses/opportunities. Team-work has been good. Developing cohesion skills'

'I have learned new skills in filming and acting'

'Filming, editing, writing a story'

'Using effects on my own photos'

'Listening to other people and taking on their ideas'

Crime Free Life

'I would like a future where I can contribute – maybe in film/arts'

'Not going to repeat any past mistakes'

'Feel confident I won't commit another crime'

'This is behind me now, I just want to look forward'

'100% crime free'

'Feel positive about my future and keeping clean'

'I don't want to commit another crime else I will die in prison'

'Will not commit another crime. Want to stay out of jail'

'See a clean future ahead. Feel happier'

Offender Manager Assessment

A survey was sent for completion by premises managers and offender managers at both venues.

1. How many participants do you feel have increased their confidence or motivation since starting the film-making courses?

In both settings, offender managers said 3 participants (the ones who engaged most consistently with the course) had increased their confidence, so 6 participants in total.

'Residents spoke freely about the film making group in the wider setting of the residents meeting. These were residents who were usually reluctant to 'show compliance' but they appeared proud to be working with the Film Group Team'

'One resident has moved on, but it was great to see how his level of engagement increased during and post filming'

'I think the residents who had the most engagement showed a growth in their motivation and confidence'

2. How many participants do you feel have decreased their offending since starting the film-making courses?

In both settings, offenders managers said all 3 participants who engaged the most with the course had decreased their offending, so 6 in total.

'In particular 1 person has had lots of difficulties remaining drug free. Keeping his mind active helped him to avoid relapse during his time at Augustus House'

'I think all residents who were involved have decreased their offending as they have not committed any further offences'

3. How many participants do you feel have engaged better with the terms of their order since starting the film-making courses?

In both settings, offender managers said all 3 participants who engaged the most engaged better with their order, so 6 in total.

'Some of the residents in attendance were hard to reach. Engaging with an external agency (non CJS) has helped to break down barriers for us as Probation Practitioners and rebuild trust with the residents'

'I think a few of the residents took on board the workshop and used this as a way to get motivated and involved'

4. How many participants have sought jobs or attended training since starting the film-making courses?

1 at Augustus House and 1 at McIntyre House now in employment, with another having moved on successfully.

'I am aware that one of the residents is now in employment which is a massive achievement'

'2 compliant residents, one has moved on successfully and the other has secured employment and is hopeful with move on address in the very near future'

5. Further comments about the artist or art-form

'Welcoming, comforting and encouraging in getting the residents involved being a few was good enough'

'Really good, relaxed and friendly'

Case-Studies

Augustus House:

The Approved Premises Manager at Augustus House cites the positive impact that film-making has had on one individual in particular, who had previously had a history of being recalled and unable to move on from the setting:

'Person on Probation (POP) had returned to Augustus House after multiple previous failures and recalls. He came out determined to succeed but it was a daily struggle to manage his mental health and substance misuse. Keeping his mind occupied on positive things was key to remaining substance free. He also felt that he was doing something valuable, that would help others. He has since moved into shared accommodation and gained employment. :).'

The film-maker also commented how impressed she was with the team-work of the whole group, including this individual, during the film-making sessions. This individual came each week and fully engaged with the programme.

McIntyre House:

The key-worker at McIntyre House who supported the sessions reported back on one individual who initially was reluctant to take part, and who was quiet and lacking confidence in general during his time at the Centre:

'On the first day of the workshop one of the residents was very shy and a quiet member of the group and the AP in general. He continued to engage with the workshop over the weeks and the final result in the production was great to see. He was making eye contact more, engaging with others that he wouldn't normally and displaying a sense of belonging'.

He has provided us with a quote about how he felt the film-making course impacted on him:

'It was great fun and enjoyment to participate in such rare opportunity, I have gained new camera skills and confidence along the way'

The film-maker commented on how he progressed from initial reluctance to being involved to, by the end of the course, opening up on camera about his experiences, whilst being interviewed by other residents, and being at ease with the filming. His confidence certainly grew during the course and he is now engaging more positively in general.

Artist Assessment

Nicola Prestage fed back on changes she had seen with participants during the courses:

'Participants in both venues were ready and waiting each week'

'Full engagement from those who came'

'Quite transitory at McIntyre House so some only came for a couple of sessions'

'One participant didn't speak at the beginning and was filmed being interviewed on camera by the end!'

'One wanted to only observe but we soon had him planning and asking questions on camera, planning scenes and being filmed'

'Over 5 weeks, one participant's interviewing skills really improved. He began to ask questions back and took time to answer well – a great template for job interviews'

'One participant was keen to read his poem on camera and was a natural! He also learned quickly how to pull focus. He developed an appetite for doing more of something for which he clearly had a natural talent'

'At Augustus House it was great how the staff got involved – it motivated the participants'

4. Music-making sessions

Music-making was a new activity for Arts Uplift to provide. It was chosen by participants after a taster session. Music, like film, has a general appeal that will attract most people, particularly when the facilitator can work with a range of styles.

Martin Riley is a talented musician and music facilitator, with experience of working particularly with people in some form of disadvantage. This sits alongside his illustrious career as a pianist and songwriter for established bands such as The Charlatans and Deep Purple, and touring. Martin is skilled in adapting and responding to the needs of those with whom he works – he can quickly pivot between musical genres and develop a song from any starting point!

4a. Outputs

Martin's sessions were carried out in the lead up to Christmas so each venue was tasked with creating a Christmas song. At Augustus House, a group of 5 men worked together solidly to jointly create the song over the 8 weeks which was then performed live by 3 of them, alongside other Christmas songs, at the final celebration event just before Christmas. Others dipped in and out of the collaborative work and Martin worked with them all.

At McIntyre House, a range of men became involved in the music sessions in different ways. Their tastes varied and Martin gave them all space to express their creativity in their own way (through spoken word poems, rap and traditional song). He enabled them to create a Christmas song through capturing each of them playing their instruments and singing and then overlaying it all together.

The songs can be heard here:

[No More Christmases Without You](#)

[Let's Get Together \(It's Christmas time\)](#)

[Shameful](#)

[J's poem](#)



4b. Outcomes

McIntyre House:

Target	Achieved
6 attendees	10 attendees
4 sustaining (attending half the block of 8 or more)	3 sustaining

Ages	Age 17-24	Age 25-64
All male	0	10

Ethnicity	Minority Ethnic	White British
	5	5

Participant Assessment

As with Film, Star Charts were completed at the start and end of the block of music-making sessions by 2 participants. McIntyre House saw a lot of transition with participants whilst Martin was delivering his sessions, so although 10 attended sessions and 3 attended for more than half a block, only 2 completed both the start and end star as others left the setting during our time there.

Participant reference	Mental Health	Positive use of time	Manage emotions	New skills	Crime free life
A1	+3 (2, 5)	= (5,5)	+1 (4,5)	+1 (3,4)	= (5,5)
A2	+2 (3,5)	+2 (2,4)	+1 (2,3)	+2 (2,4)	= (5,5)
Total change	+5	+2	+2	+3	=
Average change	+2.5	+1	+1	+1.5	=

Both participants scored either the same or an increase in all areas. Each participant scored an increase in at least one area, meeting this aim of the project.

The average change for each category overall ranged from a same state to an increase of 2.5 points on a 5-point scale, with mental health and then skill development seeing the highest increases.

Augustus House:

Target	Achieved
6 attendees	7 attendees plus 4 audience (other resident) members at sharing event
4 sustaining (attending half the block of 8 or more)	5 sustaining

Ages	Age 17-24	Age 25-64
All male	1	6

Ethnicity	Minority Ethnic	White British
	1	6

Participant Assessment

As with Film, Star Charts were completed at the start and end of the block of music-making sessions by 7 participants, including the 5 who sustained.

Participant reference	Mental Health	Positive use of time	Manage emotions	New skills	Crime free life
A1	+1 (3,4)	+1 (4,5)	+1 (2,3)	= (4,4)	+1 (2,3)
A2	= (5,5)	= (5,5)	= (5,5)	= (5,5)	= (5,5)
A3	+1 (4,5)	+1 (4,5)	= (5,5)	+1 (4,5)	= (5,5)
A4	+2 (5,5)	+1 (4,5)	+1 (4,5)	+2 (3,5)	+1 (4,5)
A5	+1 (4,5)	+1 (4,5)	+1 (4,5)	+1 (4,5)	+1 (4,5)
A6	= (5,5)	= (5,5)	= (5,5)	= (5,5)	+2 (3,5)
A7	+2 (2,4)	+ 2 (2,4)	+1 (3,4)	+2 (2,4)	= (5,5)
Total change	+7	+6	+4	+6	+5
Average change	+1	+0.9	+0.6	+0.9	+0.7

Participants scored either the same or an increase in all areas. All but 1 participant (who stayed at a top score of 5 throughout) scored an increase in at least one area.

The average change for each category overall ranged from an increase of 0.6 points to an increase of 1 point on a 5-point scale, with mental health and then skill development and positive use of time seeing the highest increases.

(NB: This group had a fairly high starting point on many of their self-score stars).

Participants were asked to comment on these changes they saw in themselves. Blue indicates McIntyre House comments, Green indicates Augustus House participants.

Mental Health

'Music has played a massively important part of getting through my prison experience. I genuinely wonder what I'd have done without it'

'Music group has helped me to improve my mental health'

'The group tried to get me involved – I found it hard at the time'

'It gave you a good feeling trying out something new'

'Good – part of a team'

'Music helped me throughout my life. It has helped with my mental health'

'Good experience to help express feelings through music'

'Positive impact'

Positive use of time

'Music takes up a lot of time but in my view its worth every minute'

'Very positive when I was awake in time to take part'

'When I was playing the music it helped me to focus on positive thoughts'

'Very worthwhile taking part in – very happy'

'Very enjoyable'

'When I listen to music I'm always positive'

'Although I missed 1 or 2 sessions I still enjoyed the sessions and felt like we progressed'

'I felt happy'

'XX maintained his distance from the other residents but completed some recording of music whilst at the AP'(Offender Manager comment)

Ability to manage emotions

'The group were very supportive and helped me with my confidence'

'Tricky one. Music can play deep mind games with your emotions'

'By focusing on the music it helped me to manage my emotions'

'We all sat down and talked things through as a group which was interesting and made you feel involved (positive)'

'When music challenges my emotion that helps me to cope'

'I remember one session I started off in an angry mood but ended it smiling, laughing and having a sense of relief'

'Good'

Developing new skills

'I enjoyed being part of the group'

'Playing music is one of the more fundamental skills in life'

'Now I have more understanding of different kinds of music'

'Gave me more encouragement to try out new things and helped with my confidence'

'I have learned new chords on my guitar and have more of an idea how to write my own song'

'Good'



Crime Free Life

'If I take the help that's been offered. But I find things hard at times and don't always do the right thing'

'No time for crime'

'By attending and learning to write with a group of people – that has made me realise that there is no shame in asking for help'

'It showed that there are positive things out there that you can get involved in and not turn to crime. Need more people getting involved in things like this and would help them lead a positive life'

'I'm too busy to think about crime'

'These sessions have re-booted my love for music, listening to it and playing it. Through my offending period I had been depressed and fell out of love with music, but these sessions have found that love again, thank you!'

'Good'

'XX successfully moved on from the AP'(Offender manager comment)

Offender Manager Assessment

A survey was sent for completion by premises managers and offender managers at both venues.

1. How many participants do you feel have increased their confidence or motivation since starting the film-making courses?

Augustus House said 6 residents had increased confidence, whilst McIntyre House said 2.

Over the duration of the group there have been 6 residents who appear to have grown in confidence in a positive way. In particular a man who has ASD and struggled to mix with other people. Building his confidence and feeling of social inclusion is directly reducing his risk factors'.

'2 residents were consistent with engagement it was evident to see that they enjoyed the sessions which gave them some individual worth'.

2. How many participants do you feel have decreased their offending since starting the film-making courses?

Whilst McIntyre House were not able to state that the music sessions had contributed to decreasing offending, Augustus House felt the risk of offending for all participants had been reduced:

'Whilst it is difficult to say with certainty, the residents involved in the group were all convicted of a similar offence. Offenders who have committed this type of offence are proven to reduce their risk factors when they have social investment. This project has enabled to residents to feel included and invested in the community. The increase in confidence may also indirectly lead to better chances of success with employment which is also a key factor in reducing risk. Therefore, I feel the project has reduced the risk of all participants'.

3. How many participants do you feel have engaged better with the terms of their order since starting the film-making courses?

Augustus House felt all participants engaged better with their order:

'Usually residents do not want to be living in the AP and once they have moved on, they never want to return. Of note, we have had a resident return to the AP to watch the finished product which is a clear indicator that engagement has improved. There were also residents who did not take part but did come to watch the performance and this may have also indirectly improved the engagement of residents not even taking part in the group'.

McIntyre House, where sustained engagement was lower, felt 1 participant had engaged better with their order as a result of the sessions:

'Music became a point of discussion resulting to a positive discussion and a sense of worth'.

4. How many participants have sought jobs or attended training, or moved into accommodation, since starting the film-making courses?

(NB: This question additionally asked about accommodation, a new addition since the film-making session surveys).

McIntyre House said 3 participants and Augustus House said 2:

'We have had 2 residents move on successfully after completed all of the sessions. We also have 1 resident who has started in the voluntary work which I believe is a consequence of his increase confidence'.

5. Further comments about the artist or art-form

'This Art-Form appeared to be the best attending and we would love to do this again at Augustus House. The artist managed a tricky group of individuals but allowed them to shine and provided them with bags of confidence. The residents provided high praise for him' (Augustus House)

'Martin has a calm manner which encourages engagement' (McIntyre House)



Case-studies

One case-study was provided by Augustus House, demonstrating the link that the Offender Managers saw between the confidence-boosting music-making sessions and the successful transition of this individual into independent accommodation:

'Mr X needed lots of encouragement to attend the group, he was sorely lacking in confidence and did not have great communication skills due to his Autism diagnosis. However, he attended and gave it a go. The skills of the lead for the project really helped with this person. As his confidence grew he started to play instruments, I was astonished at how well he was playing the Keyboard after just a few weeks. Mr X struggled to cope with day-day life and he used alcohol when things became overwhelming. However, during the group there was a marked reduction in the times he used alcohol. Therefore, it appeared to be a release for Mr X, which meant he didn't engage in negative coping mechanisms. Mr X successfully move onto independent accommodation shortly after the group concluded. This is something we have not thought possible for Mr x. He had been anxious about living alone but left the AP with more confidence that he could cope.'

Artist Assessment

Martin Riley provided his feedback on sessions in McIntyre House:

- *The sessions were never the same twice, with never the same group of attendees. This could be problematic for continuation and development of ideas. However, even in the preliminary voluntary session I realised all those interested had their own ways of looking at, listening to and creating music. Therefore I was prepared with the strategy of letting the participants lead the sessions where possible and to act more as a facilitator than a lecturer.*
- *The scope of music listened to by the participants was extremely wide. It was quite obvious after a few sessions that most of the participants preferred to be either on their own or in a groups of no more than two. Z for instance only wanted to do his own thing in a 'drill' style which J really didn't like as it was "just too negative".*
- *The one binding practical aim was to compose a Christmas/festive style song by the end of the course and although the participants never all performed together they did ALL contribute to the festive song in some way. J starting it very enthusiastically playing the electric drum kit and keyboard, he clearly engaged with the challenge. It was wonderful to see his confidence grow. He later just continued recording Amazing Grace without any prompting, I then did an ad hoc arrangement and J recorded all the separate tracks himself which with some guidance he made sound great, no mean feat for someone who has never had lessons before.*
- *Z produced some drill style tracks with rapping and some tune orientation within it too. The words were composed before hand and reflected his 'Hard Days' inside prison and his life before. Despite Z's reticence at joining in with the Christmas song*

he did give some help with the words and if there had been more time could possibly have come up with words for an entirely new song.

- *These two participants were the most regular attendees but by no means the only ones. There was C who had very recently just come to the centre; it was quite obvious to see he was still in a state of adjustment, despite this he told me he played bass guitar in the prison band and with some gentle persuasion he played a bass part on the Christmas track. A valuable contribution.*
- *Toby (Probation Officer) was a great person to have around and helped enormously with the music bringing an electric drum kit and the bass guitar. His experience of working with probationers was very valuable as was his drumming skills that really helped the residents have confidence to have a go. The temporary nature of residents literally coming and going gave the impetus to get down what we can when we have the opportunity.*
- *On the weeks when Toby couldn't attend he was missed as there was no support. One suggestion would be if possible, to have the sessions in a place where we can close the door (there was a lot of noise) that also has a table for the computer and no TV or at least its switched off before the session*
- *On the whole I feel the music/songwriting class was an important success and definitely had an impact on all the residents as they were often putting their heads round the door and generally being supportive even if not actively taking part. One of the things I didn't expect so much of was the way certain residents opened up to me and I heard much of their 'life stories'. This is summed up perfectly in the poem written by J about his son. It took J all of his courage to be able to recite this in front of everyone on the last day and just enough time for me to add a piano part underneath. A very valuable glimpse at the humanity all people possess and shows how the class really did help with confidence and rehabilitation. I would be very happy to run another course again and felt I gained a lot from the experience.*

He also provided this assessment on the sessions he ran at Augustus House:

The one binding practical aim was to compose a Christmas/festive style song by the end of the course. They did ALL contributed to the festive song in some way.

Points of note:

- *The class was very well attended with regular members every week*
- *There was an enthusiasm for all the music we created and the different kinds of music I shared with the class*

- *Some of the attendees had prior music learning experience (mostly self-taught in prison) some and even been in the prison band. I was surprised at some of the level of musical understanding from a theoretical point of view.*
- *It became clear that for some of the regulars that music had been their 'salvation' when inside prison.*
- *People did come and go as expected but everyone contributed.*
- *Some of the attendees had been in the prison band prior to this.*
- *My support worker was excellent and played a great part in encouraging the group even though she was not a musician. All in the spirit of having a go. I found this very valuable. The support from her to the attendees was evident and helped the course run smoothly.*
- *As the course went on the momentum grew as the attendees wanted to make something out of the final sessions Christmas concert.*
- *It was obvious to me that the confidence of each attendee really did grow and I sensed a feeling that they all were very happy to be there and treated like 'normal' people.*
- *The feeling of optimism grew in the group.*
- *Although not everyone could play an instrument I felt it important to engage the attendees on their own level and introducing whatever they could contribute such as lyrics, ideas, concepts and feelings into the original song we created. In this way they all felt part of it.*
- *We also sang non original songs and to my surprise this was very popular.*

5. Evaluation conclusions and recommendations

Referring back to the aims of the project, the numbers exceeded the target in one instance and were close to achieving them in another:

- 36 rather than 24 people attended at least 1 session after referral, plus a further 9 as audience members at the final sessions.
- 14 rather than 16 people sustained their attendance (attended at least half a block of sessions).
- All but 1 participant reported an increase in at least 1 area on their self-assessment outcome star between the beginning and end of courses. (He had given himself 5/5 in all areas at the start and end of the course so there was no increase to be made). Only 1 participant had a decrease in 1 area. He had dropped 1 point from a 3 to a 2 in 'managing emotions'. He explained this: *'Had a really bad couple of weeks with family issues'*

The quotes in this report from participants and from offender managers demonstrate well the achievement of the key outcomes of the project: better engagement with their order, increased confidence and motivation, improved attitude to job-seeking, training or employment, reduction in offending.

Key outcomes were:

- Positive team-work and group dynamic between residents due to the nature of both the film-making group and the music-making group. There was a desire to work together to produce a shared outcome, particularly at Augustus House which had a more settled group of participants (at McIntyre House there was much more transition of residents in and out of the setting).
- The impact of the arts sessions on confidence development – enabling participants to gain confidence for the next stage of their journey, with several moving onto accommodation during the project and the music sessions being cited as a direct contributor in at least one case by the Offender Manager.
- Offender managers believing that the arts sessions reduced risk factors for re-offending
- The art-form choices of film and music were well received. The project took the learning from last time and ran a taster session for residents at both venues to select the music art-form. Augustus House said this was their most consistently attended course, so the taster sessions and participants buy-in was a valuable step

The main learning points were:

- the challenge of providing a weekly set of sessions, working together towards an outcome, with a changing cohort. It was not that people came once and then did not choose to attend again; they were often only in the AP for a short time.
- sessions worked best when supported by staff at the AP – this encouraged buy-in and a shared understanding of the outcomes.

6. Project acknowledgements

Arts Uplift would like to thank:

- The Augustus House team – particularly Tasneem Rasool and Darren Pateman
- The McIntyre House team – particularly Kiran Sahota and Shelley Bevan
- Artists Nicola Prestage and Martin Riley for their creative energy, flexibility and ambition for the project
- All the project participants who worked hard to contribute to shared films and music during the project
- The funders – the Police and Crime Commissioner for Warwickshire, Warwickshire County Council, Augustus House and McIntyre House.

Appendices:

Star Chart template

OUTCOME SCALING CHART

Which number best shows how you are feeling about different parts of your life?

What number, 0-5, before the arts sessions start?

What number, 0-5, after the last session?

0 = Not doing well at all. 5 = Doing very well.

