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Time Out Programme Monitoring and Evaluation Report 2008

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Executive Summary

This is the 2008 monitoring and evaluation report for dreamwall's Time Out programme. Time Out is a residential-based activity programme delivered to Children Looked After in Southampton with the twin aims of improving foster care placement stability and improving the social and emotional well-being of participants.

The report provides an assessment of programme progress to dreamwall's management and trustees, Southampton City Council and other stakeholders. It is organised around the following sections:

- An assessment of the key statistical outcomes achieved by Time Out
- A presentation of qualitative evidence of the programme's delivery style and impact
- A consideration of the potential of the programme to contribute to a range of local and national government agendas

The main conclusions of the report can be summarised as follows:

- Since the introduction of Time Out, Southampton City Council has experienced a 95% reduction in the number of foster carers leaving its service as a result of discontent or burnout.
- Within the same period, placement stability within foster care services in Southampton has improved by 29% and SCC has moved from the bottom 8% of local authorities in England in terms of foster care placement stability to the top 20%.
- Based on comparative analysis of GCSE results, Time Out participants have consistently out-performed other Children Looked After in England in terms of educational performance over the past three years.
- Through the style of delivery developed by dreamwall, Time Out is interpreted positively by participants as a non-stigmatising programme which affords them opportunities which are more usually reserved for young people outside the care system.
- dreamwall has been able to develop a culture of consistency in its delivery of Time Out. This has been achieved by working repeatedly with the same young people whilst also enabling participants to develop a sense of ownership and progression through their attendance.
- dreamwall is committed to developing empowering and enabling relationships with Time Out participants which, whilst supporting their development, challenge young people to become autonomous.
- dreamwall's approach to delivering activities as part of the Time Out programme is to ensure that, wherever possible, they are appropriate to young people's interests and needs, challenging and developmental.
- dreamwall is well placed to assist local authorities and Local Strategic Partnerships with a range of service delivery. Its contribution to engaging and retaining 'hard to reach' young people is especially noteworthy.
- Through its delivery of the Time Out programme, dreamwall is in a strong position to make contributions across the five sub-areas of the ECM outcomes framework
- The aims, delivery strategy and operational techniques used by dreamwall in the Time Out programme fit comfortably with the vision for successful youth provision set out in the Government's ten-year youth strategy.

The report concludes with single, detailed recommendation that dreamwall should implement a comprehensive and ongoing M&E system to build further evidence of Time Out

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participants' progress and the programme's ability to deliver across a range of policy agendas linked to young people.

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1.0 Introduction

This is the 2008 monitoring and evaluation report for dreamwall's Time Out programme. The report has been prepared by Substance, a social research company specialist in the areas of youth inclusion, sport and culture and community regeneration.

The report relates to the period from the launch of the programme in summer 2004 to December 2008.

1.1   dreamwall

dreamwall is a registered charity established in 2002 to engage, support and develop vulnerable young people experiencing inequality or disadvantage. Whilst it leads a variety of interventions, much of its work is underpinned by the delivery of Social and Emotional Development (SED) programmes. These are regular and ongoing residential programmes designed to meet the needs of specific groups including young people who are:

- In the care of local authorities
- At risk of foster placement breakdown
- At risk of offending
- Not in education, employment or training
- Suffering from poor health due to lifestyle
- Experiencing significant personal, social and relationship problems

1.2   Time Out

In summer 2004, dreamwall began work with Southampton City Council (SCC) to deliver the Time Out programme. Focused on young people within or at risk of entering the care system, the partnership was in the first instance designed to assist SCC in preventing foster care placement breakdown and excessive use of respite care: both growing problems for the council at the time. dreamwall's proposal to SCC was to provide planned respite breaks for foster carers by engaging Children Looked After (CLA) in its SED residential programmes. In practical terms, the initial delivery stage of Time Out provided each young person deemed to be at risk of placement breakdown with a four day residential activity break during the summer and a subsequent package of twelve weekends throughout the year.

In the period since 2004, the Time Out programme has worked with 182 participants, the profile of which is:[1]

Gender	
Male	52%
Female	48%
Age (current)	
10-11	7%
12-13	23%
14-15	35%
16-17	22%
18 and above	14%
Ethnicity	
White British	91%
Other	9%

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[1] Percentages are based on participants for whom recorded details are available

1.2.1 The purpose and practice of the programme

1.2.1.1 Focusing on the needs of carers

As mentioned, the initial basis upon which Time Out was conceived and funded was to ameliorate problems occurring within Southampton Social Services with regard to foster care placement stability. In summer 2004, SCC experienced a spike in demand for respite placements during the summer school break: a growing annual problem resulting from carers' desire to gain a temporary reprieve from the responsibilities associated with foster care during the long holiday period. Furthermore, SCC had for some time been experiencing sharp increases in demands for 'emergency respite': breaks which were being requested at very short notice when crisis points emerged in relationships between young people and their carers.

In summary terms, the respite arrangements available to SCC prior to its partnership with dreamwall were based on the placement of young people with alternative foster carers for short periods of time. Whilst efforts were made to locate young people consistently with the same carers during such periods, this was not always possible and many young people experienced respite negatively as a form of rejection. The increasing demand for respite during the period prior to 2004 was also causing problems for the council financially as the budget for respite care effectively doubled over a short period.

dreamwall's Time Out programme was in the first instance funded by SCC from its respite care budget and in summary terms had two core aims:

1) To improve placement stability by providing carers with planned breaks from their fostering responsibilities
2) To reduce the financial burden of respite care for SCC by decreasing the number of requests for respite at 'crisis' points

In its initial stages, therefore, Time Out was funded and supported by SCC primarily as a service designed to tackle a 'supply side' problem with the provision of foster care. It concentrated on providing an alternative, more regular and less stigmatising means of respite for carers and young people with the hope that it would stabilise placements and, more importantly, prevent carers from leaving the service as a result of discontent or 'burnout'.

1.2.1.2 Focusing on the needs of young people

In the period since 2004, the funding (in particular, a successful application to the Lottery's Young People's Fund) and understanding of Time Out have broadened to more centrally focus on its potential outcomes for young people. Whilst the programme's initial period of delivery was underpinned by an understanding of the benefits of placement stability for young people, in the past four years greater thought has been given to the specific ways in which activities undertaken on residential breaks can assist young people in their personal, social and emotional development.

The activities provided during Time Out residentials vary greatly but include:

- Informal team games
- Sports
- 'Wet and muddy' outdoor activities
- Cross country walks
- Drama workshops and productions

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- Arts and crafts
- Group cooking
- Group discussions

Crucially, each residential trip varies according to the interests of different groups and, in order to facilitate this, young people tend to be grouped together according to their shared abilities and passions. The focus of any activity – and indeed of the more general experience of Time Out – is to facilitate positive change in young people through individually tailored support programmes. dreamwall attempts to achieve this, however, more through the culture of delivery and support generated by its staff rather than through any perceived 'intrinsic' benefits supposedly inherent in one activity or another. A detailed analysis of the style of dreamwall's delivery is presented in Section 3.0 of this report.

As a result of the change of focus informing the delivery of Time Out, in addition to the two original aims for the programme it now seeks to deliver and evaluate its work in line with the Government's universal Every Child Matters (ECM): Change for Children policy.[2] This means that in the broadest terms, the service seeks to help CLA to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

1.3   The Evaluation

Substance has been employed to provide a summary analysis of the performance of the Time Out programme between 2004 and 2008. To achieve this, two principal methods of evaluation have been utilised:

1) An analysis of available statistical information pertaining to the potential effects of Time Out for the carers and young people involved in the programme
2) Interviews with carers, young people, dreamwall staff and SCC employees in order to understand and evaluate the specific approach employed within the programme to produce positive outcomes for young people and carers. In total, the following numbers of people were interviewed (using semi-structured interview techniques:
   a. Four members of dreamwall staff
   b. Four carers of young people participating in Time Out
   c. Six young people (two of which have graduated to Junior Leaders status and one who is now a paid member of staff with dreamwall)
   d. Four SCC members of staff including:
      i. Team Manager for the fostering service
      ii. Service Manager with responsibility for Children Looked After
      iii. The Supervising Social Worker in the foster care team
      iv. Head of Children's Service

The overall focus of the evaluation is to assess – as much as is possible – the achievements of Time Out to date. It is also to provide an initial evidence-base from which the organisation can further refine and develop its approach in the future. Where appropriate,

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[2] Department for Education and Skills (2004) *Every Child Matters: Change for Children*, London: HMSO

recommendations for changes to practice – especially in terms of ongoing monitoring and evaluation – are provided in order to ensure that a long-term commitment to learning and development is embedded into the work of dreamwall.

1.4   Structure of the Report

This is the first externally produced monitoring and evaluation report commissioned by dreamwall on Time Out, the primary aim of which is to provide an assessment of programme progress to dreamwall's management and trustees, SCC and other stakeholders. The report is organised around the following sections:

- An assessment of the key statistical outcomes achieved by Time Out
- A presentation of qualitative evidence of the programme's delivery style and impact
- A consideration of the potential of the programme to contribute to a range of local and national government agendas

2.0 Measuring Progress and Impact

The commissioning of Substance to provide monitoring and evaluation services for the Time Out programme did not occur until summer 2008.Substance has not, therefore, been able to institute its own, preferred quantitative data collection methods in order to measure programme impact. Rather, it has worked with existing data sets – most notably those held by SCC – to begin the process of understanding the effects of Time Out for both carers and young people.

Before presenting results from this analysis, an important point needs to be considered. Substance is philosophically opposed to some of the rather grand claims of impact which are frequently asserted in quantitative analyses of young people's (and other types of) services. The multitude of shifting, opposing and often contradictory influences which interject into people's lives means that it is often (if not always) impossible to confidently 'measure' the impact of single interventions in affecting change. This does not mean that Substance regards quantitative analyses as without value. Rather, it means that it tends to treats them with due caution and, wherever possible, prefers to:

1) Limit quantitative measures of impact to restricted scenarios which are under the direct influence of interventions (rather than using large-scale and generalised measures such as crime statistics to prove effectiveness or otherwise)
2) Balance quantitative analyses with qualitative evidence (as presented here in Section 3.0).

2.1 Impacts for Carers

In Section 1.0, it was explained that the initial primary purposes of Time Out for SCC were twofold: to increase foster placement stability within Southampton and to reduce the number of foster carers leaving the service due to discontent or 'burnout'.

With regard to the latter, whilst – as discussed above – it is not possible to determine the isolated effect of Time Out on carers' willingness to remain within the foster service, it can be stated that since the commencement of the programme in 2004 there has been a marked reduction in the loss of carers through burnout or discontent in Southampton. For instance, in 2004 – the first year of Time Out – SCC lost 37 carers. However, in 2008 only 2 carers felt they could not continue: a reduction of 94.59%.[3] Whilst more general improvements in the support of foster carers from SCC is likely to have contributed to this improvement, the Team Manager at SCC Foster Service has testified in interview to the importance of the Time Out programme in this regard.[4]

> **KEY MESSAGE:** Between 2004 and 2008, SCC experienced a 95% reduction in the number of foster carers leaving its service as a result of discontent or burnout.

The issue of placement stability in foster care services is an important one for local authorities, monitored for the government via National Indicator 63 from *The New Performance Framework for Local Authorities & Local Authority Partnerships*. The indicator is based on a measurement of the number of young people aged under 16 who have been looked after continuously for at least 2.5 years and have had a stable placement for two years.

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[3] Source: Southampton City Council Statistics
[4] Interview conducted 19 November 2008

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In Southampton, the percentage of CLA who have been in stable placements since the Time Out programme was commissioned is as follows (comparisons against national average percentages are also provided):[5]

	2003/04	2004/05	2005/06	2006/07	2007/08
Southampton	55%	62%	69%	61%	71%
England	63.70%	62.90%	63.50%	64.50%	71.00%
Difference (percentage points +/-)	-8.70%	-0.90%	5.50%	-3.50%	5.30%
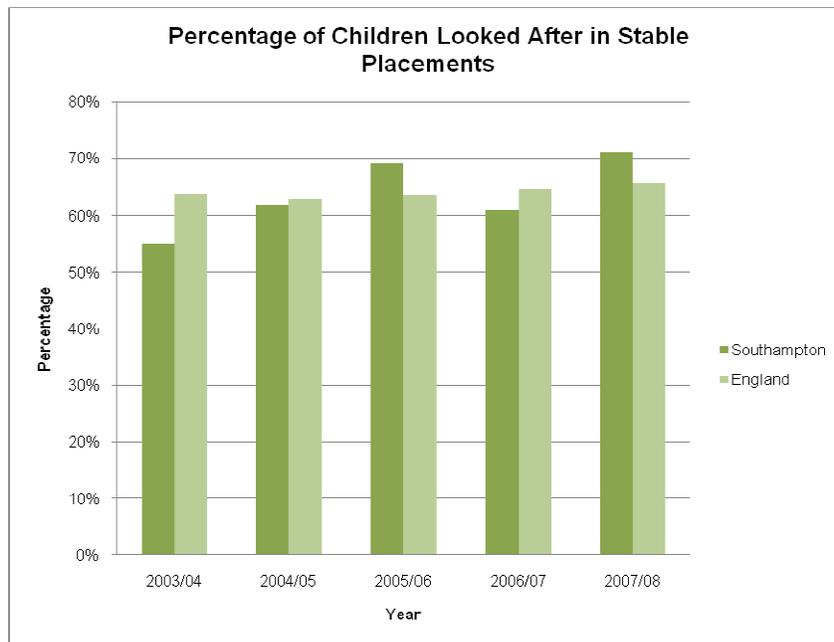
The figures above demonstrate that since the introduction of Time Out in 2004 placement stability in Southampton has improved year-on-year (with the exception of 2006/07). In summary terms, it has increased from 55% in 2003/04 to 71% in 2007/08: an improvement in performance of 29%.

> **KEY MESSAGE:** Since the introduction of Time Out, placement stability within foster care services in Southampton has improved by 29%.

In the same period, it is also notable that SCC has moved from a position of under-performing in relation to national comparisons for placement stability to a position of over-performing. In 2004, SCC was nearly 9 percentage points below the national average for placement stability in England, placing it with the bottom 8% of local authorities in the country. However, by 2008 it was scoring at 5 percentage points above the national average meaning that it is now in the top 20% of local authorities in England for placement stability.

Again, it is essential that the improvements in placement stability experienced in Southampton are placed into context and not simply attributed to the work of dreamwall without qualification. However, the Time Out programme was commissioned by SCC as a direct attempt to improve placement stability in the city and all SCC staff interviewed for this report were confident that Time Out had contributed significantly to the improvement.

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[5] Source: Department for Children, School and Families, except for the stability figure for Southampton for 2007/08. This was provided by Southampton City Council

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> **KEY MESSAGE:** Since the introduction of Time Out, SCC has moved from the bottom 8% of local authorities in England in terms of foster care placement stability to the top 20%.

2.2   Young People

In order to assess quantitatively the impact of Time Out on the young people who have participated in the programme, Substance has worked with SCC to identify appropriate and available data sets. The only data which is readily accessible and provides scope for useful assessments relates solely to the educational performance of the young people. Whilst it is impossible to isolate the influence (or otherwise) of Time Out on young people's willingness and/or ability to engage with education, the figures below are presented as a possible proxy indicator against which future – and more comprehensive – research data can be compared.

In total, Substance has been able to access (anonymised) educational records for 167 young people engaged by Time Out between 2004 and 2008. More specifically, it has looked at the following data sets for each young person:[6]
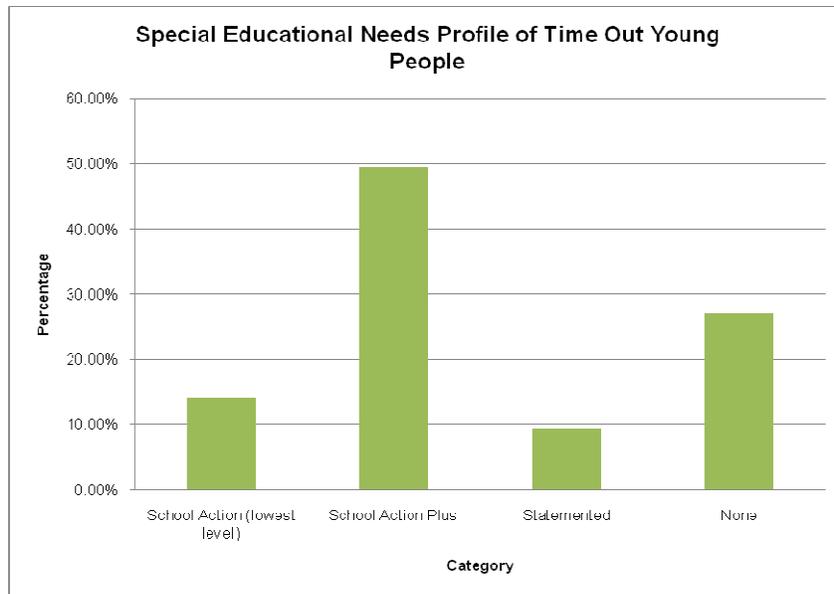
- Special educational needs
- Key Stage 2 assessment results
- GCSE results

Substance also has had access to the young people's Key Stage 1 and Key Stage 3 results. It has omitted the former from this report because this data relates to young people's educational performance at an age (7) when they would not be involved in Time Out, and has omitted the latter due to a lack of useful national comparison data sets (an issue due to be addressed by DCSF in 2009).

The profile of the young people engaged by Time Out in terms of special educational needs is as follows:

School Action (lowest level)	14.12%
School Action Plus	49.41%
Statemented	9.41%
None	27.06%

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[6] Source: Southampton City Council

Special Educational Needs Profile of Time Out Young People

The figures above demonstrate that, of the young people engage by Time Out for whom data is available, over two-thirds have special educational needs. Of these, the majority are registered as having School Action Plus status: a classification for young people judged to have 'moderate' needs.
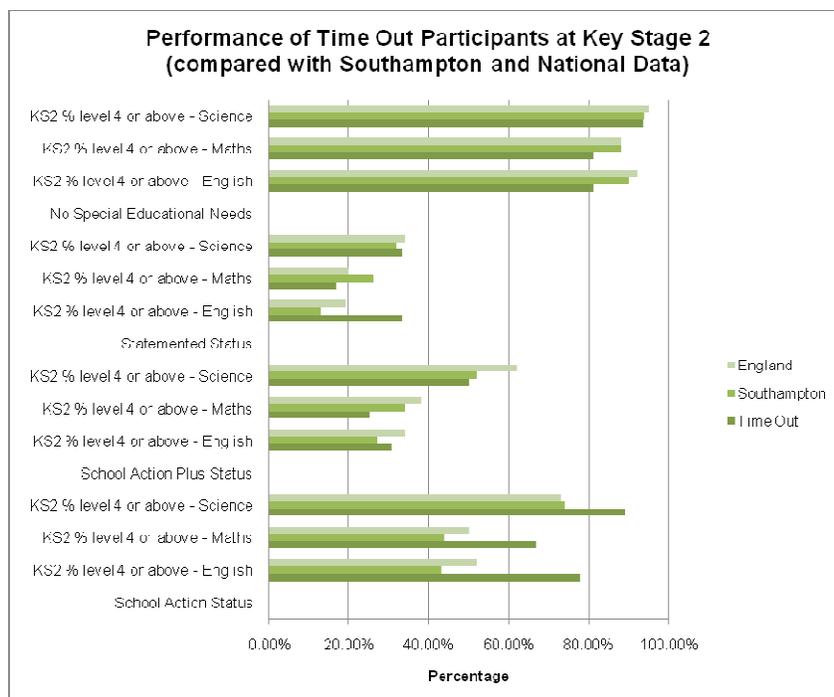
This context is important as it enables useful comparative analysis of the educational profiles of Time Out participants in relation to other young people with special educational needs. It aids analysis because comprehensive, comparative data sets for the performance of CLA vis-à-vis their non-looked after counterparts are not available at Key Stage 2 level.

2.2.1   Key Stage 2

The target age group for Time Out is young people aged between 10 and 16. However, the programme has worked with too few young people (five in total) below the age of 11 (the age at which Key Stage 2 assessments are made) to have made significant impacts on participants' Key Stage 2 results. The data below is, therefore, presented as a baseline analysis to inform assessments of participants' subsequent educational performance

The key national measure for performance in Key Stage 2 curriculum assessments in English, Maths and Science is the percentage of young people achieving Level 4 or above. The results for Time Out participants – broken down by special educational needs classification – are presented below, along with Southampton and national data for 2007 for the purposes of comparison.

	Time Out	S'hampton	England	Difference (% points +/-) S'hampton	Difference (% points +/-) England
School Action Status					
KS2 % level 4 or above – English	78%	43%	52%	35%	26%
KS2 % level 4 or above – Maths	67%	44%	50%	23%	17%
KS2 % level 4 or above – Science	89%	74%	73%	15%	16%
School Action Plus Status					
KS2 % level 4 or above – English	31%	27%	34%	4%	-3%
KS2 % level 4 or above – Maths	25%	34%	38%	-9%	-13%
KS2 % level 4 or above – Science	50%	52%	62%	-2%	-12%
Statemented Status					
KS2 % level 4 or above – English	33%	13%	19%	20%	14%
KS2 % level 4 or above – Maths	17%	26%	20%	-9%	-3%
KS2 % level 4 or above – Science	33%	32%	34%	1%	-1%
No Special Educational Needs					
KS2 % level 4 or above – English	81%	90%	92%	-9%	-11%
KS2 % level 4 or above – Maths	81%	88%	88%	-7%	-7%
KS2 % level 4 or above – Science	94%	94%	95%	0%	-1%

Performance of Time Out Participants at Key Stage 2
(compared with Southampton and National Data)

The data above demonstrates that, when compared with Southampton local authority and national Key Stage 2 data:

- A larger percentage of Time Out participants with School Action Status reached Level 4 in all subjects when compared with young people in Southampton and across the country
- A smaller percentage of Time Out participants with School Action Plus Status reached Level 4 in all subjects (with the exception of English where Time Out participants out-performed young people in Southampton)
- A larger percentage of Time Out participants with Statemented Status reached Level 4 in English and Science than was the case in Southampton. Time Out participants also out-performed young people across England in English
- A smaller percentage of Time Out participants with no special educational needs reached Level 4 in English and Maths than was the case in either Southampton or England

In this regard, it can be concluded that there is little to suggest that – taken together – Time Out participants were performing markedly better or worse educationally at the time of their engagement than other young people with the same status in relation to special educational needs. Whilst participants with School Action or Statemented status performed in some cases better than their counterparts in Southampton and England, the same cannot be said of young people classified as having School Action Plus status (the majority of Time Out participants) or those with no recorded special educational needs.

KEY MESSAGE: Based on comparative analysis, Time Out participants appear collectively to have performed in line broadly with expectations in Key Stage 2 assessments.
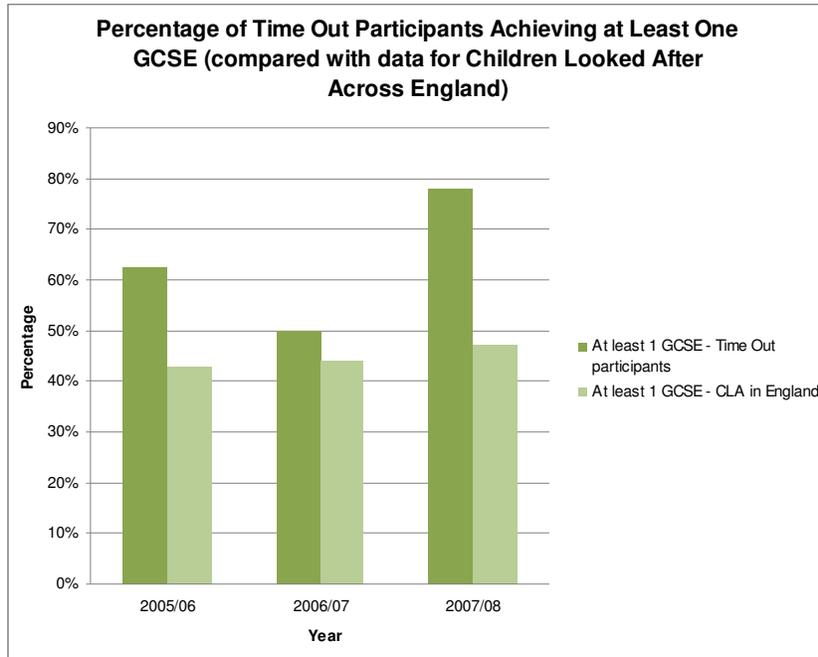
2.2.2 GCSEs

The data in the previous section is based on a comparison of Time Out participants with the rest of the population in Southampton and England. In other words it does not solely compare Time Out participants with other CLA in Southampton and England. Whilst not invalidating the analysis, this is notable because the section is unable (due to a lack of comparative data) to take into account an additional, apparently vital factor in determining a young person's chance of educational success: whether they are in care or not. Indeed, since at least the early 1980s systematic analysis of educational data has shown that children in care are more than twice as likely as their non-care counterparts to leave school in England with no qualifications (due to various forms of structural inequality beyond the scope of this report).[7]
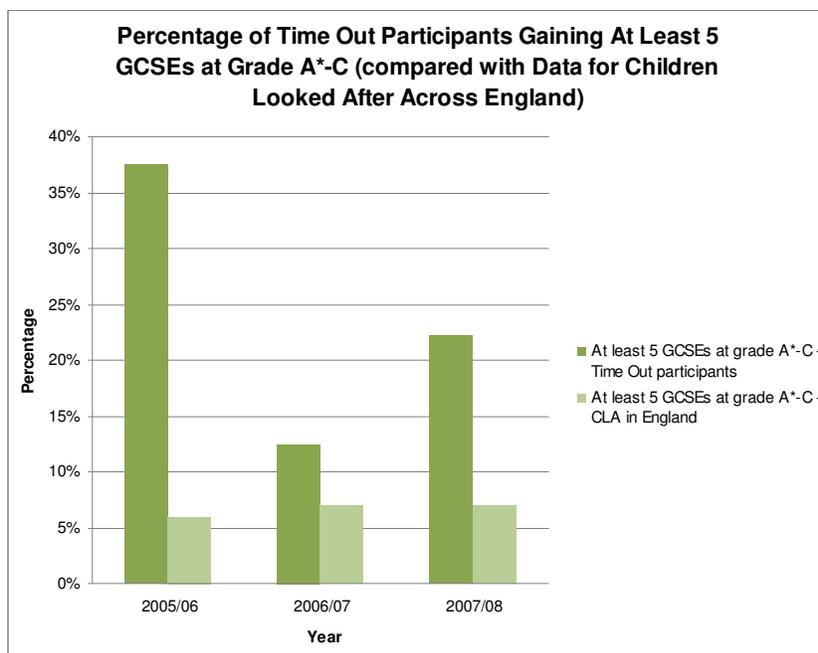
To enable an analysis of Time Out participants' educational performance vis-à-vis other CLA, a comparison of GCSE result can be made (due to the availability of national data sets for the performance of CLA at Key Stage 4).

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[7] See, for instance, Fletcher Campbell, F. (1997) *The Education of Looked After Children* (Slough: National Foundation for Education Research)

	2005/06	2006/07	2007/08
At least 1 GCSE - Time Out participants	63%	50%	78%
At least 1 GCSE - CLA in England	43%	44%	47%
Difference (percentage points +/-)	20%	6%	31%

Percentage of Time Out Participants Achieving at Least One GCSE (compared with data for Children Looked After Across England)

	2005/06	2006/07	2007/08
At least 5 GCSEs at grade A*-C - Time Out participants	38%	13%	22%
At least 5 GCSEs at grade A*-C - CLA in England	6%	7%	7%
Difference (percentage points +/-)	32%	6%	15%

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Percentage of Time Out Participants Gaining At Least 5 GCSEs at Grade A*-C (compared with Data for Children Looked After Across England)

The tables/graphs above demonstrate that within the period 2005/06 to 2007/08 Time Out participants were:

- Consistently more likely than CLA across England to gain at least one GCSE at any grade. Indeed, in 2005/06 and 2007/08 they were significant more likely to do so.
- Consistently more likely than CLA across England to gain 5 or more GCSEs at Grade A*-C. Again, in 2005/06 and 2007/08 the difference was significant.

As pointed out throughout this section, it would be incorrect to presume a positive, causal relationship between Time Out participants' involvement with the programme and their achievements at GCSE level. However, it is instructive that in 2005/06 and 2007/08 Time Out participants far out-performed the broader cohort of CLA in England: an issue which is worthy of further, more detailed analysis as Time Out continues to be delivered.

KEY MESSAGE: Based on comparative analysis of GCSE results, Time Out participants have consistently out-performed other Children Looked After in England in terms of educational performance over the past three years.

2.3   Summary

The analysis in this section has been presented in order to generate a number of initial statistical indicators of the success or otherwise of the Time Out programme in positively influencing the lives of carers and young people. Whilst being careful not to attribute changes solely to the work of Time Out, on balance it can be concluded that since the introduction of the programme:

1) Placement stability and the retention of carers has improved markedly in Southampton
2) Time Out participants are more likely to succeed at GCSE level than other Children Looked After in England.

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3.0 Qualitative Assessments of Delivery and Impact

3.1 Introduction

This section provides qualitative analysis of the delivery and impact of dreamwall's Time Out programme. It provides a review of the structure and practice of the programme, an account of its operations and an assessment of how its aim and objectives have translated into practice. It also provides assessment of the impacts of the programme. The section draws on evidence gathered from interviews with young people, carers, dreamwall staff, employees and service managers from SCC and other stakeholders associated with the programme.

3.2 The Defining Principles of dreamwall and Time Out

In Section 1.0 it was explained that in the period since 2004 dreamwall and SCC have developed and refined their understanding of Time Out. Whilst the programme was commissioned initially to assist with placement stability, it is viewed increasingly in terms of its potential to develop young people socially, emotionally and educationally. This section concentrates specifically on how Time Out operates in the latter context with the aim to understand the defining principles of dreamwall's delivery model.

From interviews conducted with Time Out stakeholders the following core beliefs appear to inform its orientation towards delivery:

1) The programme should not be stigmatising for young people
2) It should operate consistently with the same young people over long periods and should provide them with opportunities to progress *within* the context of the programme
3) The development of high quality relationships between dreamwall staff and young people is essential to successful practice
4) Activities provided through the programme should be appropriate, challenging and developmental

Each of these core beliefs is investigated further below.

3.2.1 Removing stigma

In Section 1.0 it was explained that prior to the commissioning of Time Out, the respite arrangements available to SCC were based largely around the placement of young people with alternative foster carers for short periods of time. This form of respite was experienced negatively as a form of rejection by many young people and, therefore, in order for Time Out to be embraced as a positive alternative to respite care, Time Out could not afford to be interpreted as stigmatising.

From interviews conducted with dreamwall staff and Time Out participants it is clear that a specific culture of initial engagement has been developed in order to ensure participants do not interpret the programme as stigmatising. This is far from easy to achieve, not least because the programme is avowedly for CLA and, thereby, by its very nature is a reminder to participants of their 'difference' compared with other children and young people. However, despite this context various approaches have been embedded into practice to ensure that young people have the chance to engage with the programme on terms different to their more usual experience of services for CLA.

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The most crucial factor in this regard is that from their introduction to the programme onwards, young people are not continually reminded that it is a service for CLA. In other words, whilst young people may be fully aware that they are invited to Time Out residentials on account of their looked after status, this is not dwelt upon as dreamwall staff avowedly refuse to relate to young people solely on the basis of their status within the care system. As one member of dreamwall staff put it:

> We might say to the young people 'look, you wouldn't be here if crappy things hadn't happened to you' but we don't go on about the fact that they're in care… Most of the staff on the residentials don't know what's happened to the young people in the past, and unless they want to talk to us about stuff going on at home we treat them like any other young person.[8]

This subtle balance upon which Time Out operates is essentially underpinned by a notion that, whilst a young person's looked after status may effect their lives negatively, only by psychologically freeing them from their 'in care' identities is the programme able to succeed in producing positive change. In addition to not dwelling on young people's status as 'in care', this is also achieved through two other, linked core approaches:

1) Staff deliberately avoid being viewed by young people as local authority or other 'statutory' staff. This is to provide a comfortable distinction between programme deliverers and the plethora of statutory sector social and educational support workers who tend to operate around the lives of CLA
2) The Time Out programme as a whole affects a culture which is at the same time more challenging and less bureaucratically formal than statutory sector delivery for young people. This is underpinned by a belief in providing young people with opportunities to engage in safe but essential risky activities and in the style in which young people's behaviour and discipline is managed (an issue which is reflected upon in greater detail below)

From interviews with Time Out participants and carers, it certainly appears that the efforts of dreamwall to ensure its services are not viewed as stigmatising are proving successful. One carer explained that a young women who she looked after 'loves going to dreamwall', despite the fact that in the rest of her life she avoids being looked upon as a looked after child wherever possible.[9] In another interview, a Time Out participant explained that:

> Going to dreamwall is brilliant. Other kids get the chance to go away and stuff, and it that's just what it is for me … I've got loads of friends there and the staff are nice to us … I really look forward to going.[10]

The degree to which dreamwall is able to create a sense of distinction between the Time Out programme and more regular services for CLA can be evidenced through an account of one particular participants' experience. 'Ed' is a young man who is at risk of going into care primarily as a result of his difficult relationship with his mother (his primary carer). His life is punctuated by respite care and regular visits/assessments by statutory sector professionals, and his general unwillingness to engage in constructive relationships with adults betrays a young man whose primary life experience is being seen as 'a problem'. Ed's lack of enthusiasm for 'professional' help extends to the way in which he generally speaks about Time Out: he says it is boring; he doesn't like going; and he'd rather not be involved.

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[8] Interview conducted 8 December 2008
[9] Interview conducted 18 November 2008. It should be noted that Time Out participants frequently refer to the programme colloquially as 'dreamwall'
[10] Interview conducted 19 November 2008

However, once he is within the context of a Time Out residential, his 'cool distance' from events tends to dissipate as he gradually becomes more helpful and enthusiastic towards staff and other participants. At times, it is clear that Ed enjoys the residentials even if his personality does not allow him to express this comfortably. This is made possible primarily by the fact that Ed's problems outside the context of Time Out are not dwelt upon unduly during residentials, thereby allowing him to engage in a way that is qualitatively different to his dealings with his mother and/or statutory sector professionals.

The progress that dreamwall have made with Ed has seen the organisation progress to providing him and his mother with more consistent contact outside of the context of residentials. Regardless of this development, however, the essential learning from his story – along with the other evidence presented above – is that the style in which dreamwall is delivering Time Out enables young people to engage with the programme on terms which are different to the multitude of other 'services' which might interject into their lives. Key to this is dreamwall's subtle presentation of Time Out as a programme which, whilst defined by its relationship to the statutory sector care system, treats CLA just like any other young people.

> **KEY MESSAGE:** Through the style of delivery developed by dreamwall, Time Out is interpreted positively by participants as a non-stigmatising programme which affords them opportunities which are more usually reserved for young people outside the care system.

3.2.2   Engaging consistently

The second core principle which informs the delivery of Time Out is that, for the programme to influence positively the development of participants, it needs to engage them consistently over long periods. To this end, Time Out is the antithesis of the many short-term interventions which tend to punctuate 'disadvantaged' or 'problematic' young people's lives. Rather, it seeks, wherever possible, to retain young people's involvement over many years, thereby becoming a consistent source of support for a group of young people whose lives are more commonly characterised by relative uncertainty and instability.

The Time Out programme's efforts to provide consistency for participants relate primarily to the regular opportunities which are provided for participants to attend residentials. Each young person is currently able within a 12 month period to attend Time Out residentials during the summer holiday and also on at least one occasion per-quarter. More importantly, great attempts have been made by dreamwall and SCC to retain participants' engagement year-on-year. In this regard, a dreamwall member of staff commented during interview:

> *Most of the original 2004 group [of Time Out attendees] have been coming away with us for five years now. For some of them, we've become the most consistent adults in their lives which is brilliant but it carries a lot of responsibility.[11]*

The latter point here relates to the second way in which dreamwall attempts to ensure a culture of consistency within the Time Out programme. Wherever possible, the same teams of staff are matched with the same young people throughout their time with the programme. This is done to enable staff and young people to develop strong working relationships, whilst also avoiding the sometimes more fractured staffing arrangements which beset the realms of social service and educational support. This relationship building now extends beyond the direct context of Time Out residentials as identified members of dreamwall staff tend to retain contact with the same groups of participants in the periods between residential visits (through, for instance, correspondence relating to future residentials).

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[11] Interview 8 December 2008

In cultural terms, the efforts of staff to build relationships with Time Out participants certainly appear to be achieving success. In interviews conducted for this report, the warmth with which young people spoke about dreamwall staff is testament to the quality of interpersonal relationships which have been developed. For example, one young man stated:

> [A dreamwall member of staff] is like a big brother to me. He's really fun. All the staff are great though.[12]

In conjunction with the point made above regarding the importance of dreamwall staff being seen as 'different' to statutory sector support staff, it is clear that the organisation has been able to develop (what young people interpret to be) non-institutional, non-instrumental relations with its participants. However, it is important to note that this has not been achieved by affecting simulated, undemanding 'friendships' with the young people. To explain the approach, a dreamwall member of staff stated:

> We don't pretend to be their friends in a horrible 'isn't life awful, let me help you' type way. To be honest, I don't care whether I'm liked personally by the young people – I'm not there to be popular. What we do though is try to create a family atmosphere and we challenge the young people like a good family should as well as supporting them.[13]

This metaphor of Time Out being akin to a family support network is central to the way in which dreamwall understands its work. Staff regularly use the language of family to explain their approach, which is particularly instructive given the target group for the programme.

A further example of dreamwall's commitment to consistency is that Time Out does not simply attempt to *retain* participants. Rather, it provides young people with continual opportunities to develop and engage with the programme in different ways. This is achieved through two particular methods:

1) A culture has developed around the programme which encourages young people to develop as 'emotional stakeholders'. The dreamwall team is deeply committed to involving young people in the design and delivery of Time Out, thereby enhancing the degree to which young people understand the commitment of the programme to developing their lives (and vice versa)
2) Periodic opportunities are provide for young people to progress formally through dreamwall's Junior Leadership Programme. Young people who show the greatest aptitude and commitment to Time Out are offered training and support to become young volunteers with the programme. Through these positions, they are expected to develop leadership and support skills, thereby being able to adopt important positions as 'intermediaries' between Time Out participants and staff. To date, 20 young people have become Junior Leaders and in December 2006 two volunteers were successful in their applications to become paid members of staff with dreamwall.

dreamwall's general commitment to consistency of contact and approach, along with its desire to provide young people with opportunities to progress, exemplify the organisation's 'best practice' approach to the support of young people. It is notable, for instance, that in the Government's recent ten-year strategy for positive activities for young people, two of the core best practice characteristics identified for youth work suggest that provision should:

1) Involve young people (and where appropriate parents) in design and delivery

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[12] Interview conducted 18 November 2008
[13] Interview conducted 08 December 2008

2) Encourage sustained participation and retain young people as they mature.[14]

Further analysis of how Time Out's approach fits with the ten-year youth strategy and other local and national policy agendas is presented in Section 4.0.

> **KEY MESSAGE:** dreamwall has been able to develop a culture of consistency in its delivery of Time Out. This has been achieved by working repeatedly with the same young people whilst also enabling participants to develop a sense of ownership and progression through their attendance.

3.2.3 Developing high quality relationships

In the previous sub-section, it was explained that a specific culture of relationship building with young people has been developed by dreamwall staff in order to provide participants with a supportive and challenging atmosphere during residentials. Crucial to this are the attempts of staff to present a common ethos of vocational compulsion and commitment to participants. In other words, rather than merely relating to young people in a distant 'professional' manner, staff make it clear to participants that they want to be present at residentials (rather than attending only because it is their 'job') and are truly dedicated to the well-being and progress of all members of the dreamwall 'family'.

As mentioned above, the most notable fact about the relationships developed between dreamwall staff and Time Out participants is that – whilst they are deliberately warm and non-instrumental – they are not without boundaries. As one dreamwall member of staff explained:

> *Look, it's really hard because we do know that these young people have had in some cases exceptionally difficult lives, but just being chums with them isn't going to help. The key for us is to get them to understand that we really do care – passionately sometimes – but we're not going to get anywhere by just letting them get away with stuff. So we all have fall outs and there are tears from time to time, but isn't it like that in any good family?[15]*

To affect a culture of (what could be termed) 'critical warmth' with participants, dreamwall staff engage with menial tasks (for instance, travelling, eating and cleaning) on the same basis as the young people. Participants are never asked to do anything that staff would not do in order to narrow any perceived gaps between those who attend the residentials professionally and those who are required to be there. This does not mean that residential lack hierarchy, however. As one young person commented in interview:

> *We know who the boss is. When we turn up [the member of staff] will shout at us and tell us to behave if we're messing about. It's kind of scary …but we also know they're all there for us.[16]*

The nature of the relationships engendered during Time Out residentials are ultimately informed by dreamwall's understanding of what it is trying to achieve with participants. This is not to make them dependent upon staff (or other adults) for emotional and practical support, but rather to develop young people's sense of responsibility to themselves and, to a degree, each other. The developmental journey through which dreamwall wishes to take Time Out participants can in summary terms by represented by the following five levels:

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[14] Department for Children, Schools and Families (2007) *Aiming High for Young People: a ten year strategy for positive activities* (HMSO: London), pp. 22-23
[15] Interview conducted 18 October 2008
[16] Interview conducted 19 October 2008

1) Disengagement/resistance
2) Curiosity
3) Involvement
4) Achievement
5) Autonomy

As participants move towards autonomy, the crucial job for dreamwall is to impart the essential skills and confidences needed by participants to achieve independent living. In this sense, the programme is founded on a realist proposal to young people that in order to achieve autonomy – and to move beyond their current dependent circumstances – they need to be challenged as well as supported in the context of consistent and emotionally stable relationships.

> **KEY MESSAGE:** dreamwall is committed to developing enabling and empowering relationships with participants which, whilst supporting their development, challenge young people to become autonomous.

3.2.4 Delivering the 'right' activities

Over recent years, a great deal of academic and Government time has been expended on attempting to understand the potential benefits (or otherwise) of activities and, to a lesser extent, residentials for different populations of young people. Originally, much of this work was underpinned by an tendency to try to reveal the 'intrinsically' positive and progressive properties of activities and residentials: thereby unlocking the 'magic formula' of how exposure to one or the other would consistently 'correct' problems in young people's lives (be they involvement in crime or more general problems associated with being within the care system).[17] In more recent years, attention has turned more towards the cultures which surround the delivery of activities and how different approaches may or may not help to produce positive personal and social development.[18]

From interviews conducted for this report, it is clear that dreamwall understands that it is the style and context in which its Time Out activities and residentials are delivered which is vital to their efficacy in developing participants. In addition to the defining principles of delivery identified above, with more direct regard to the provision of activities dreamwall ensures that (wherever possible) the packages delivered to participants are:

1) Appropriate
2) Challenging
3) Developmental

In terms of the appropriateness of activities, as mentioned earlier, dreamwall staff ensure that young people attending Time Out residentials are banded together appropriately. In addition to being split down into single sex groups, participants are also classified according to their prior interest and abilities in order not to alienate young people by asking them to take part in activities about which they may feel negatively. As one dreamwall member of staff explained:

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[17] For a review of these issues see, for instance, Collins, M. et al (1999) *Sport and Social Inclusion: A Report to the Department for Culture, Media and Sport* (Loughborough University: Institute of Sport and Leisure Policy) and Nichols, G. (1997) 'A Consideration of Why Active Participation in Sport and Leisure Might Reduce Criminal Behaviour', *Sport, Education and Society*, vol. 2, no. 2, pp. 181-90
[18] See, for instance, Crabbe, T. (2007) *Positive Futures: Putting the Pieces Together? The 2007 Annual Positive Futures Monitoring and Evaluation Report* (London and Manchester: The Home Office and Substance)

substance.

If a young lad comes to us who's full of energy and wants to get stuck in, he'll go with the really physical group who love getting wet and muddy and running around all over the place. If he isn't like that, he'll go with a different group who might spend more time doing arts and crafts or drama work.[19]

This approach is important for ensuring that participants understand that Time Out is not being 'done to' them but rather is structured (as much as possible) with their buy-in and consent. dreamwall understands that there is a need to work 'through' young people in their interventions, rather than working 'on' them.

As a balance to this 'inclusive' approach, dreamwall has been careful to ensure that, regardless of the interests and wishes of participants, Time Out should challenge as well as support young people. There is a presumption amongst dreamwall staff that if the programme merely provides young people with activities with which they are comfortable, it is unlikely to challenge them and thereby will fail to produce change. To this end, all young people – regardless of the groups to which they belong – are routinely required to take part in activities which stretch their sense of comfort. As a dreamwall member of staff explained:

We always take the young people on night walks and even if they're not that way inclined we'll encourage them to take part in loads of different activities… We're trying to get them to understand they're capable of doing new things instead of just letting them carry on as normal.[20]

The success of this challenging approach was commented upon by a number of young people and carers. For instance, one carer stated:

She [the young person] was petrified at the idea of going on a night walk, she's got no real confidence you see. But when she got back and told us what she'd done, you should have seen the look on her face: she was so excited… She's really come on since she started going.[21]

The key to understanding dreamwall's approach to activity provision in this regard is that – in line with the core developmental goals identified in the previous sub-section – the challenges presented to participants through activities should enable them to progress. In summary terms, this means that activities of any type should only be delivered if they enable young people to gain:

- Practical confidences (confidence in tackling/completing activity tasks/projects)
- Personal confidences (confidence that one 'belongs' in hitherto unfamiliar positive environments/circumstances)
- Social confidence (confidence with others)

> **KEY MESSAGE:** dreamwall's approach to delivering activities as part of the Time Out programme is to ensure that, wherever possible, they are appropriate to young people's interests and needs; challenging and developmental.

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[19] Interview conducted 19 November 2008
[20] Interview conducted 18 November 2008
[21] Interview conducted 19 November 2008

substance.

3.3   Summary

This section has revealed the core principles which inform the delivery of Time Out. By investigating the ways in which the programme avoids stigma, ensures consistency of delivery, develops high quality relationships between staff and participants and delivers appropriate but challenging activities the section has not necessarily tried to 'prove' that Time Out is working effectively or otherwise. Rather, it has sought to understand *how and why* the programme is working successfully and how it informs and draws upon notions of best practice in the delivery of young people's services. In this regard, it is important to understand the various ways in which the programme fits with contemporary understandings of service provision for young people and what potential it has for addressing multiple policy agendas at local and national levels. This is examined in detail in the next section.

4.0 Meeting Local and National Policy Agendas

Throughout this report, it has been explained that Time Out is a programme primarily directed towards the developmental needs of CLA. However, it is important to note that increasingly young people's services are being delivered in England via a principle that they should tackle young people's issues 'in the round' and that they should be delivered through a 'universally progressive' approach. In other words, it is becoming important for services, regardless of their initial target groups and aims and objectives, to demonstrate the variety of issues that they can tackle for young people, whilst also being able to demonstrate their applicability in universal contexts.

To understand Time Out in this regard, this section presents a brief analysis of the potential the programme has to meet a wide range of young people's priorities at both local and national level.

4.1 Meeting Local Policy Priorities

From the evidence presented in this report, the Time Out programme clearly helps demonstrate dreamwall's potential to deliver important mutual outcomes and impacts at a local level for a range of partners. The effectiveness of dreamwall in this regard is timely as in October 2007 the Government published *The New Performance Framework for Local Authorities & Local Authority Partnerships* – a single set of indicators for quality in local service provision. This sets out 198 national indicators against which every single tier and county council Local Strategic Partnership is required to report performance. In doing so, it establishes the priorities for local service delivery and enshrines the principle that effective local delivery is most often achieved in partnership.

From the evidence provided above, it can be demonstrated that dreamwall's approach to delivering Time Out can help local authorities to deliver in a number of important areas. This is illustrated in summary fashion in the table below.

Indicator No.	Indicator	Example of Time Out Delivery
Stronger Communities		
2	Percentage of people who feel that they belong to their neighbourhood	Encouraging young people's sense of belonging and social confidence
6	Participation in regular volunteering	Providing volunteering opportunities through the Junior Leadership Programme
11	Engagement in the arts	Offering arts-based activities (arts and crafts, drama)
Safer Communities		
15	Serious violent crime rate	Providing alternative pathways for young people
16	Serious acquisitive crime rate	Providing alternative pathways for young people
Children and Young People		
50	Emotional health of children	Building participants' confidence

substance.

58	Emotional and behavioural health of children in care	Providing developmental pathways for CLA
63	Stability of placements of looked after children: length of placement	Provides alternative sources of stability and support for young people and carers
69	Children who have experienced bullying	Builds self confidence
91	Participation of 17 year olds in education or training	Providing accredited outcomes and qualifications for participants
110	Young people's participation in positive activities	Providing positive activities in areas of need
117	16 to 18 year olds who are not in education, training or employment (NEET)	Provides practical and emotional support to succeed

The evidence in this table is not presented to make the claim that Time Out can unproblematically 'solve' a range of social problems for local authorities. Rather, in recognising that coordinated partnership approaches are essential to local service delivery, the table demonstrates the important *contributions* that dreamwall and its programmes can make to improving the lives of young people and wider communities. The provision of developmental pathways for participants may not *in itself* lead to a sustained and widespread improvement in the emotional and behavioural health of CLA. However, and as demonstrated above, the ability of dreamwall to engage and retain the engagement of often 'hard to reach' young people could provide its programme with a special role in tackling some of the most persistent and difficult to solve local social issues.

KEY MESSAGE: dreamwall is well placed to assist local authorities and Local Strategic Partnerships with a range of service delivery. Its contribution to engaging and retaining the engagement of 'hard to reach' young people is especially noteworthy.

4.2   Every Child Matters

In 2004, the then Department for Education and Skills published its Every Child Matters (ECM): Change for Children policy.[22] In doing so, it marked a clear step change towards adopting a 'support-led' approach to encouraging young people's progression. The ultimate aim of the policy is to ensure every child has the support required to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

ECM has now been adopted as the common framework against which all children's and young people's services – from whichever sector – must evidence their achievements. The Culture, Sport and Play sector (as ECM publications refer to it) is said to have a 'unique role to play to deliver Every Child Matters' through:

- Delivering the five outcomes - particularly enjoying and achieving and making a positive contribution
- Being key partners in children's trusts and contributing to Children and Young People's Plans

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[22] Department for Education and Skills (2004) *Every Child Matters: Change for Children*, London: HMSO

- Supporting families and promoting diversity
- Reaching millions of children and young people through positive out-of-school activities.[23]

It is vital, therefore, for dreamwall to not only make contributions to meeting the agendas set out in the ECM framework, but to be able to *demonstrate* having done so in order to retain or generate additional support from different local and national young people's service providers.

In Sections 2.0 and 3.0 of this report, impacts and outcomes achieved through dreamwall's delivery of Time Out have been reported upon in varying degrees of detail. To build briefly on this evidence, the table below provides examples of how the programme's achievements can be interpreted in association with the ECM framework:

ECM headline category	ECM sub-category	How met in Time Out
Being Healthy	Mentally and emotionally healthy	Opportunities to develop personal and social confidence
Stay Safe	Safe from crime and anti-social behaviour in and out of school	Opportunity to try out 'high risk' activities in otherwise safe and supportive environments
Enjoy and Achieve	Achieve personal and social development and enjoy recreation	Opportunities to develop personal, social and practical confidences and to enjoy learning new and creative skills
Make a Positive Contribution	Develop self-confidence and successfully deal with significant life changes and challenges	Opportunities to develop multiple confidences and to learn to deal with unfamiliar environments
Achieve Economic Wellbeing	Ready for employment	Opportunities to gain vocational accreditations as part of development pathways

Taken collectively, this evidence provides a persuasive basis on which to claim that dreamwall is well placed to demonstrate its capacity to make contributions across the ECM framework.

KEY MESSAGE: Through its delivery of the Time Out programme, dreamwall is in a strong position to make contributions across the five sub-areas of the ECM outcomes framework.

4.3   The ten-year youth strategy

The approach which underpins much of the ECM framework has recently inspired another major Government policy document aimed at young people: DCSF's ten-year strategy for positive activities for young people.[24] This is a wide ranging strategy with a central aim to set out a vision to 'transform leisure-time opportunities, activities and support services for young people in England.[25] Its rationale for doing so is based on the Government's belief that 'participation in constructive leisure-time activities, particularly those that are sustained through the teenage years, can have a significant impact on young people's resilience and outcomes in later life'.[26]

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[23] For more see http://www.everychildmatters.gov.uk/culturesportplay/
[24] HM Treasury and DCSF (2007) *Aiming High for Young People: a ten year strategy for positive activities* (London: HMSO)
[25] Ibid, p. 3
[26] Ibid, p. 6

substance.

The themes presented throughout the ten-year youth strategy are important for analysing the position of the Time Out programme in relation to national youth activity provision. Within the document, the Government commits to building 'a culture of volunteering and mentoring' both of which it claims can 'provide an early and transforming intervention in the lives of young people who are at risk of social exclusion.'[27] It also lists ten defining features of successful youth provision,[28] against which it is useful to map dreamwall's approach to delivering Time Out:

Defining feature	How met in Time Out
Successful activities are attractive to young people and inclusive	• A wide variety of high quality activities are provided for young people
They do not treat teenagers as problems	• The focus of the programme is on building young people's skills, confidences and competences
They involve young people, and their parents, in design and delivery	• The programmes is designed *with* young people rather than being imposed upon them
They provide appropriate supervision in a safe environment	• Time Out provides young people with alternative, safe places in which they can engage
They offer ease of access	• There are no formal barriers (financial or otherwise) to participation
They address young people's needs in the round	• Time Out makes contributions across the Every Child Matters framework
They encourage sustained participation and retain young people as they mature	• Young people are engaged consistently over a number of years • Young people can progress to Junior Leader and paid member of staff status
They are creative	• Young people can learn creative skills as a key element of their work
They are supported by adequate financial, human and material resources	• The programme is supported by different funding streams • It uses high quality staff and resources
They support workers through good strategic and operational management	• A strong central team guides programme development • A culture of reflective practice supports programme quality • Independent dreamwall trustees support and challenge operational management to ensure quality

This table illustrates the multiple ways in which dreamwall's delivery of Time Out matches with definitions of quality youth provision set out in the ten-year youth strategy. In this regard, dreamwall can be identified as an exemplar of contemporary youth practice and as a potential model for other agencies seeking to influence the well being and life chances of young people in sustained and relevant ways.

KEY MESSAGE: The aims, delivery strategy and operational techniques used by dreamwall in the Time Out programme fit comfortably with the vision for successful youth provision set out in the Government's ten-year youth strategy.

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[27] Ibid, p. 82
[28] Ibid, pp. 22-25

5.0 Conclusions and Recommendations

This final section draws together the information presented above to provide a number of conclusions and recommendations.

5.1 Conclusions

The conclusions below are based upon the 'key messages' presented throughout this report.

- Since the introduction of Time Out, Southampton City Council has experienced a 95% reduction in the number of foster carers leaving its service as a result of discontent or burnout.
- Within the same period, placement stability within foster care services in Southampton has improved by 29% and SCC has moved from the bottom 8% of local authorities in England in terms of foster care placement stability to the top 20%.
- Based on comparative analysis of GCSE results, Time Out participants have consistently out-performed other Children Looked After in England in terms of educational performance over the past three years.
- Through the style of delivery developed by dreamwall, Time Out is interpreted positively by participants as a non-stigmatising programme which affords them opportunities which are more usually reserved for young people outside the care system.
- dreamwall has been able to develop a culture of consistency in its delivery of Time Out. This has been achieved by working repeatedly with the same young people whilst also enabling participants to develop a sense of ownership and progression through their attendance.
- dreamwall is committed to developing empowering and enabling relationships with Time Out participants which, whilst supporting their development, challenge young people to become autonomous.
- dreamwall's approach to delivering activities as part of the Time Out programme is to ensure that, wherever possible, they are appropriate to young people's interests and needs, challenging and developmental.
- dreamwall is well placed to assist local authorities and Local Strategic Partnerships with a range of service delivery. Its contribution to engaging and retaining 'hard to reach' young people is especially noteworthy.
- Through its delivery of the Time Out programme, dreamwall is in a strong position to make contributions across the five sub-areas of the ECM outcomes framework
- The aims, delivery strategy and operational techniques used by dreamwall in the Time Out programme fit comfortably with the vision for successful youth provision set out in the Government's ten-year youth strategy.

5.2 Recommendations

As mentioned in Section 1.0, this report was commissioned on an essentially 'post hoc' basis in order to build an initial evidence-base from which the further development of dreamwall's Time Out can analysed. It is not necessarily appropriate, therefore, to present at this stage a series of recommendations for changes to practical service delivery. Rather, comments here are restricted to the context of monitoring and evaluation (M&E).

To date, dreamwall has operated a series of 'light touch' M&E arrangements around Time Out, ranging from basic record/evidence collection to periodic qualitative reports (compiled by SCC). In order to guarantee quality of provision and – equally as importantly – to ensure it can *report persuasively and consistently* on its achievements, dreamwall needs to institute a

comprehensive and ongoing M&E system to gather consistent evidence of participant progress. If this does not happen, dreamwall will remain dependent on external datasets for 'proof' of the effectiveness of Time Out which, as discussed in Section 2.0, can be unreliable and beset with problems associated with causality.

To improve its M&E arrangements, it is recommended that dreamwall establishes data collection, storage and aggregation processes which will enable it to report statistically in 'real time' on:

1) Participant engagement
2) Participant retention
3) The progression of participants in terms of engagement
4) Formal and informal outcomes, accreditations and qualifications

In addition, it is also recommended that procedures are put into place to enable dreamwall to record and report qualitatively on:

1) The progress of participants (for instance, through documentary and visual evidence of their work)
2) The experiences and 'distance travelled' of participants (for instance, through reflective diary project extracts)
3) The potential of Time Out to deliver across multiple policy agendas (through themed evidence collection and case studies)
4) The unique engagement and delivery style employed within Time Out (again, through multi-layered case studies)

If such systems are implemented, dreamwall will be in a strong position to report more regularly on its and Time Out participants' achievements, whilst also being able to embed an iterative 'learning and development' ethos into its service delivery. This will improve its already (as demonstrated in this report) impressive approach to practice further and build the confidence and trust of current and future commissioners and funders.