

CHAPEL FM

EVALUATION OF TRAINING WORK  
WITH YOUNG PEOPLE

FINAL REPORT FEBRUARY 2019

WAFER HADLEY

CULTURAL INSIGHT

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# EXECUTIVE SUMMARY

## **Background and Context**

Opened in October 2014, Chapel FM is a venue for live events and a centre for the development of skills and training. It houses a performance space, broadcast studio and a café/meeting space in a converted Methodist Chapel in Seacroft, East Leeds. Chapel FM works with adults and young people. Young people can participate in a variety of programmes related to broadcasting, music, theatre, creative writing, technology and food.

Chapel FM serves the eastern side of the city, with a particular focus on four wards that face significant social and economic deprivation. Many of the high schools in the area 'require improvement' according to OFSTED and pass rates at GCSE are significantly lower than the national average. Extra-curricular provision in the local area is limited.

In January 2017, Wafer Hadley was commissioned by Chapel FM to undertake a two-year evaluation of the training work it delivers to young people aged 11 – 24. The evaluation tested the organisation's Theory of Change, which aims to make a positive impact on the local area by developing the skills, confidence and ambitions of young people, so that they have strong voices in the community and become role models and change makers.

## **Methodology**

The evaluation applied a mixed methodology approach, involving both quantitative and qualitative methods to gather data from the young people, graduates of the programmes, staff, parents and teachers. The two-year programme allowed for breadth and depth to be captured for the first time, bringing unprecedented insight into the work of Chapel FM in this field.

## Summary of Findings

- Half of the young people who participate heard about Chapel FM for the first time through a Chapel FM presentation at school. The relationship with local schools is key.
- The majority of young people live and go to school in East Leeds and almost half live in areas considered among the most deprived in England. Many face challenging life situations, such as managing a disability, dealing with bullying or coping with family breakdown.
- Chapel FM attracts young people who are often in the 'overlooked middle' at school.
- Attitudes towards East Leeds among the young people range from pride, to acceptance, to defensiveness to embarrassment. They do not necessarily see it as their 'community', but Chapel FM gives them something to be proud of locally. It has the potential to change the narrative about the area.
- Motivation to attend Chapel FM is often driven by a desire for change, either towards new opportunities or away from negative aspects of life.
- Young people and their parents rate the experiences they have at Chapel FM very highly.
- Communication, performance and teamwork are the skills most often acquired through involvement at Chapel FM. The participants find Arts Award a useful way to demonstrate what they have learned.
- The freedom to make choices and permission to try and fail make for an environment in which skills can be developed.
- Parents and young people agree that developing confidence is a major outcome of participating at Chapel FM. The comfortable and safe environment in which young people can be themselves is crucial in this regard. Opportunities outside of the confines of Chapel FM are important in making that confidence sustainable.
- The vast majority of young people report making lots of new friends at Chapel FM, frequently from different schools.
- Chapel FM influences young people's future choices by widening the range of possibilities they consider, giving them opportunities to see what they are good at and enjoy, and boosting their confidence. Family support is also fundamental to pursuing dreams and ambitions.
- Parents and young people agree that Chapel FM provides good role models.

- Many of the young people feel that they had developed a 'strong voice' at Chapel FM, particularly through broadcasting and music activities. Being 'listened to' is key and young people report that they feel more listened to at Chapel FM than either at home or at school.

## **Conclusions & Recommendations**

- Chapel FM relies on the relationship with individual teachers in local schools. Developing a wider network of contacts both in and out of schools who can refer young people may be beneficial. Working with primary schools can help sow the seeds of future participation.
- In the local area more generally, awareness of Chapel FM and understanding of what it offers are somewhat limited. The name 'Chapel FM' may not be helpful or descriptive in this regard. Further investment in strategic communications would be useful.
- With the building of the East Leeds Extension, the number of young people in the area is set to grow significantly over the next few years. Chapel FM needs to consider if and how it can respond to this potential increased demand.
- Providing opportunities for young people outside of Chapel FM is vital to developing their confidence.
- Chapel FM should continue to invest in staff training in areas such as mental health first aid and coaching and mentoring. It would be useful to reflect on the limited ethnic diversity in the staff team.
- Chapel FM should emphasise the transferability of the skills that young people are gaining, by demonstrating how creativity is important in many walks of life, but also as part of well-being.
- As a result of the evaluation, the Theory of Change has been updated and modified to reflect a greater understanding of the causal links and outcomes. It can be used to develop and communicate clearer pathways for young people's progression.
- Consideration should be given to the value of the youth voice being developed. There may be further potential to work with businesses and third sector organisations, as well as arts organisations in the city.

## **Acknowledgements**

This evaluation was made possible with funding from the Big Lottery and Youth Music.

We would like to thank all the young people, parents, carers, teachers and staff who generously gave their time to input into this evaluation. We would also like to thank Chapel FM for approaching this evaluation with the same responsiveness and willingness to engage that it brings to its work with young people.

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# 1. BACKGROUND

## 1.1. About Chapel FM

Chapel FM is a venue for live events and a centre for the development of skills and training. It houses a performance space, radio studio and a café/meeting space in a converted Methodist Chapel in Seacroft, East Leeds.

Chapel FM is operated by Heads Together, a community arts company that has been working in Yorkshire for over 30 years. Heads Together is constituted as a not-for-profit organisation and its work is subsidised both by public bodies, such as Arts Council England and the Big Lottery, and charitable trusts, such as Youth Music. Chapel FM opened in October 2014 as the first ever arts centre in East Leeds, having grown out of an earlier community radio project in the area, started in 2003.

## 1.2. About this Evaluation

In January 2017, Leeds-based consultancy and research firm, Wafer Hadley, was commissioned by Heads Together to undertake an evaluation of the training work delivered at Chapel FM to young people aged 11 – 24 over a two-year period. The evaluation has been funded by a grant from the Big Lottery and overseen by a Steering Group.

In particular, the evaluation brief focused on testing aspects of the organisation's Theory of Change that relate to the training work with young people. The brief states:

*"In 2015 we worked with Liz Firth to develop a Theory of Change for Chapel FM with our overall vision to be that East Leeds should be a community that has pride, vision and hope for the future. Over the coming years we aim to test various aspects of our Theory of Change; to challenge whether we are achieving our objectives and to help us consider how to adapt our work or indeed our theories and priorities. In the first instance we want to focus on the work we do with young people.*

*We are looking to appoint independent evaluators to work with us over the next two years to consider the effectiveness and impact of our training work with young people. We don't want someone to come in and just report on what lovely work we do (we can do that ourselves!). We are happy to be questioned and challenged because we believe that evaluation is a key way of learning how to improve the work that we do."*

In response, we created a mixed methodology approach to the evaluation (summarised in the Evaluation Framework, Appendix A) that has included:

- An initial session with staff to review the brief, resolve key questions and agree an approach
- Review of existing documentation held by Chapel FM
- Literature review of contextual research and documentation
- Meetings with Lourdes Orozco from Leeds University, leading the Donut Research in which Chapel FM was a case study venue
- Attendance at Open Days, training sessions, events and staff meetings
- A focus group with parents of young participants at Chapel FM
- A discussion with the 'Grads Group'<sup>1</sup>
- Two waves of quantitative surveys to participants in summer 2017 and summer 2018
- Two waves of quantitative surveys to the parents/carers of the young people in summer 2017 and summer 2018
- Meetings with key contacts in local secondary schools
- Depth interviews with young people who participate at Chapel FM
- Visits to comparator organisations

Interim reports were submitted in November 2017 and May 2018.

Since the evaluation inception, the organisation has seen a significant turnover of staff and freelancers. However the key contacts for the work, Adrian Sinclair (part-time Centre Director) and Katy Hayley (part-time Participation Manager), have remained in place, alongside Linda Strudwick (freelance fundraising consultant). We would particularly like to thank these three individuals for their involvement and support, as well as all the staff, Steering Group, freelancers, young people, teachers, parents and carers who have all given their time and consideration to this work.

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<sup>1</sup> Young people who have been through the Next Generation programmes



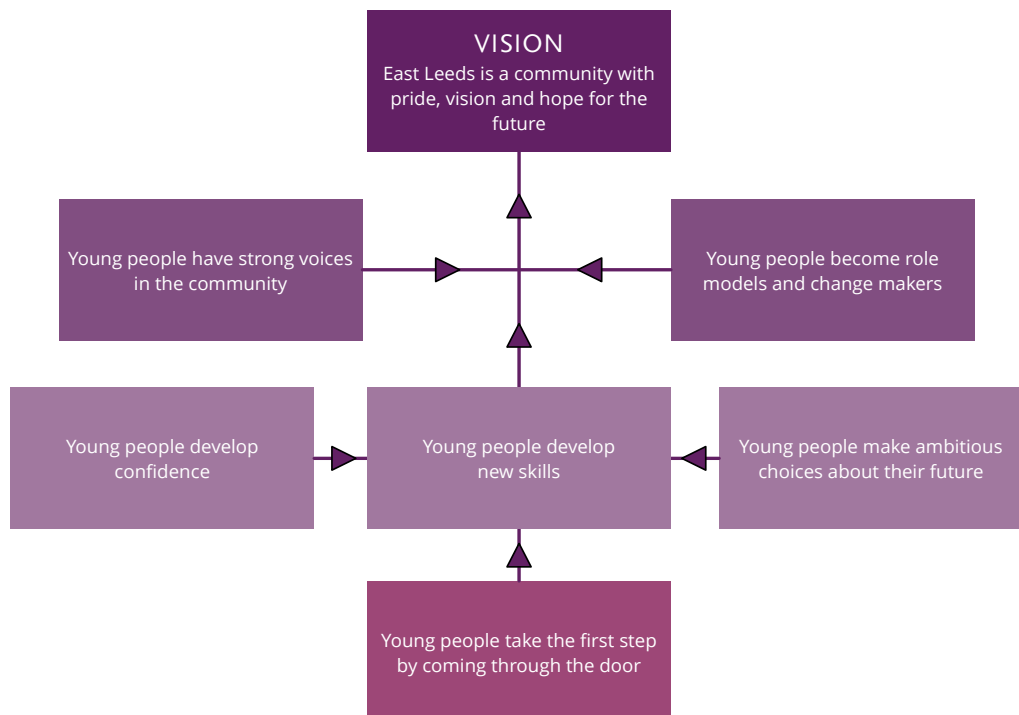
### 1.3. About the Theory of Change

Theory of Change (ToC) is a type of planning and evaluation methodology that takes an organisation's long-term goals and explains the causal linkages between the short, medium and longer-term outcomes – a 'pathway of change'.

ToC maps backwards to identify a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused on mapping out or 'filling in' what has been described as the 'missing middle' between what a programme or change initiative does (its activities or interventions) and how these lead to desired goals being achieved.

The ToC for Chapel FM includes the whole organisation<sup>2</sup>. For the purposes of this evaluation we modified a ToC diagram specifically for the work with young people:

Fig 1: Theory of Change relating to the work with young people (WH 2017)



<sup>2</sup> Chapel FM full ToC model is at Appendix C

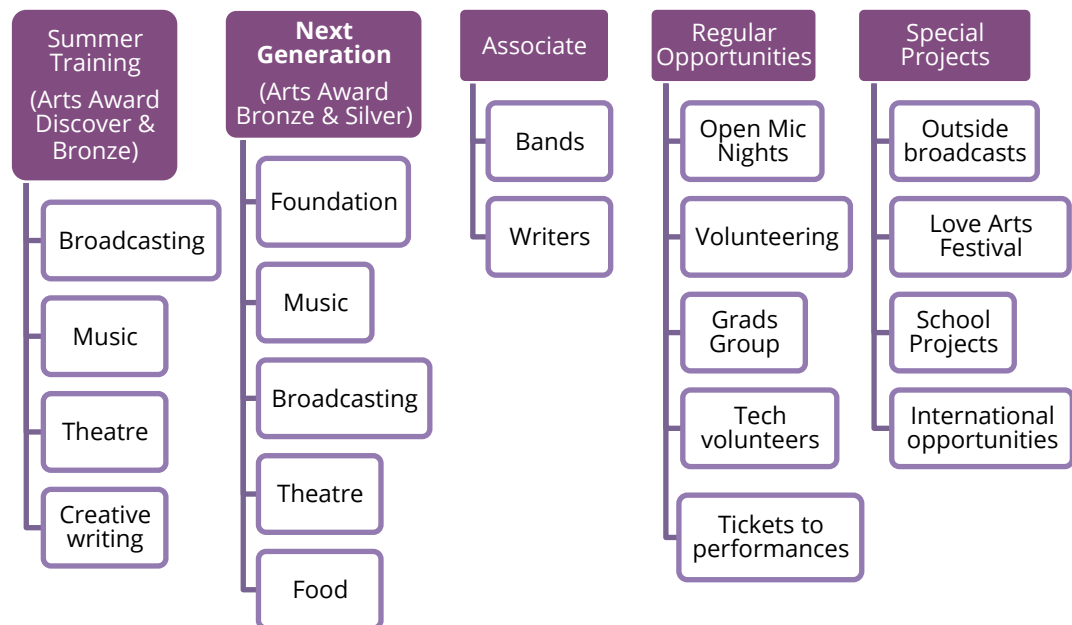
We formulated a number of questions in response to the ToC that have driven the evaluation process:

- How and when do the desired outcomes happen?
- What has to be in place for the desired outcomes to be achieved?
- What are the causal linkages between the short, medium and longer-term outcomes?
- What are the assumptions that have been made in the existing Theory of Change and are these assumptions correct?
- Does the work with young people need to be adjusted to get better results?
- Does the theory of change need to evolve to better reflect what happens at Chapel FM?

#### 1.4. About Chapel FM's work with young people

The training work delivered with young people has a number of different facets, as the diagram below illustrates:

Fig 2: elements of the training work with young people (WH 2018)



At the heart of the offer is the 'Next Generation' programme, which provides young people with a six-month course in their chosen area, with the chance to complete Arts Awards<sup>3</sup> at different levels (normally Bronze or Silver). The nominal cost for the six-month programme is £30 per participant.

Most new starters would begin with the Foundation course, which gives an introduction to each of the programmes. The Foundation course and Next Generation Broadcasting have capacity for about 12 participants, although more may start the courses. Drama and Music can accommodate up to 20. About 75% of participants complete the Next Generation courses. The 'Summer Training' (generally provided free of charge) offers a weeklong taster for the Next Generation programme. The Arts Award 'Discover' level or Bronze might be delivered through this.

For those who complete Next Generation programmes, a number of other opportunities are available, either formally, such as the Associate Writers and Bands programmes<sup>4</sup>, or more informally through participation on site in Open Mic nights or volunteering (such as on Tech, at Open Days, Front of House or assisting with the Next Generation programmes). Participants can also become involved in the ELFM broadcasting programme. From time to time, other opportunities may present themselves, such as participation in externally-organised festivals or even international opportunities through Heads Together connections.

Young people aged 16 – 24 may also participate in the adult 'Find Your Frequency' programme, which offers 50 hours of training in radio production, particularly for those not in employment, education or other training. This programme runs when there is sufficient demand.

Although the training with young people has a recognisable shape, the individual elements may vary over time. The variations in the offer are driven primarily by staff resources or responding to new opportunities.

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<sup>3</sup> "Arts Award is a range of unique qualifications that supports anyone aged up to 25 to grow as artists and arts leaders, inspiring them to connect with and take part in the wider arts world through taking challenges in an art form... There are no entry requirements, no time limit for completing the award, and no set rules on how to present final work ([Artsaward.org.uk](http://Artsaward.org.uk))

<sup>4</sup> Associate Writers and Associate bands tend to have 5 or 6 participants at any one time

## 2. CONTEXT

### 1.5. About this report

This report brings together the findings from the two-year evaluation programme. It is structured to reflect the elements of Chapel FM's Theory of Change. Where quotations have been used, they have been chosen to illustrate a point made by a number of research participants – they are not an isolated case.

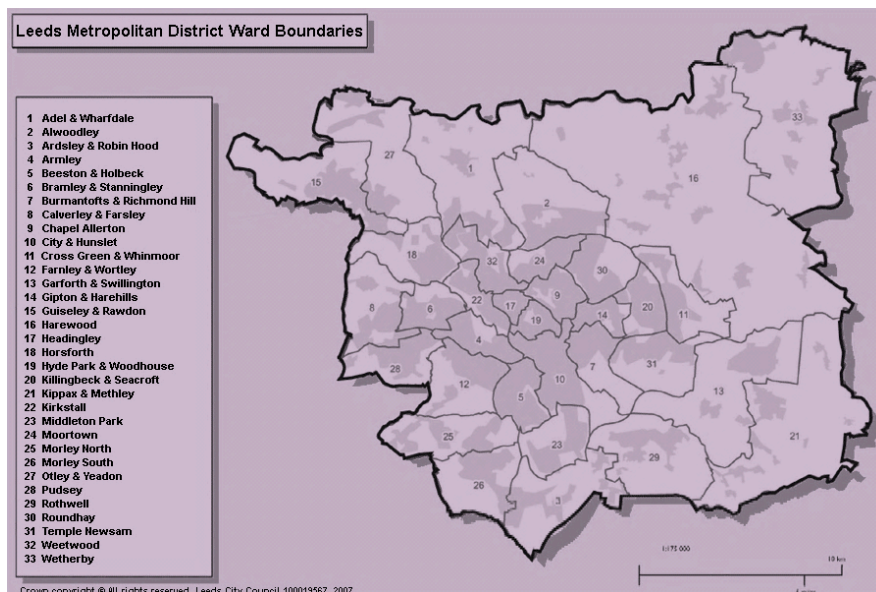
### 2.1. Where is East Leeds?

Chapel FM was set up to service the population of East Leeds, which is defined by the organisation as comprising four of the city's wards<sup>5</sup>:

- Killingbeck & Seacroft
- Crossgates & Whinmoor
- Temple Newsam
- Gipton & Harehills

Chapel FM itself is located in the Killingbeck & Seacroft ward. There is no single definition of 'East Leeds'.

Fig 3: Leeds Metropolitan District Ward Boundaries  
(Leeds City Council)



<sup>5</sup> The Leeds East Parliamentary constituency is a larger area

The combined population of these four wards is 98,235 (about 13% of the total resident population of Leeds). A major new development by Leeds City Council (the 'East Leeds Extension') will see 5,000 new homes built to the East of Chapel FM in Swarcliffe, Whinmoor and Crossgates over the next ten years.

The four wards vary considerably in social make-up and levels of deprivation, as the following charts illustrate:

Fig 4: Population by ward  
(ONS pop estimate 2017)

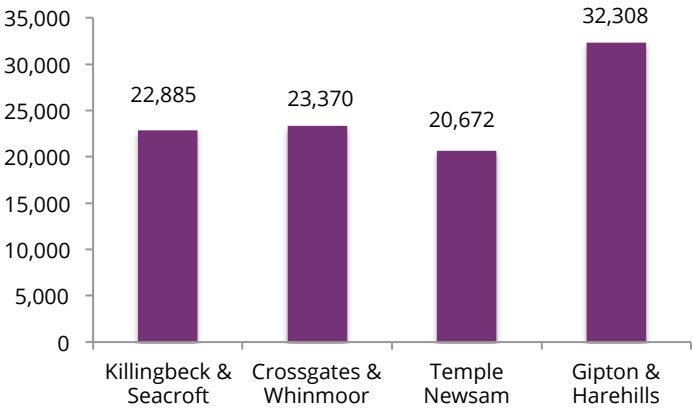


Fig 5: Long-term unemployment by ward (ONS Census 2011)

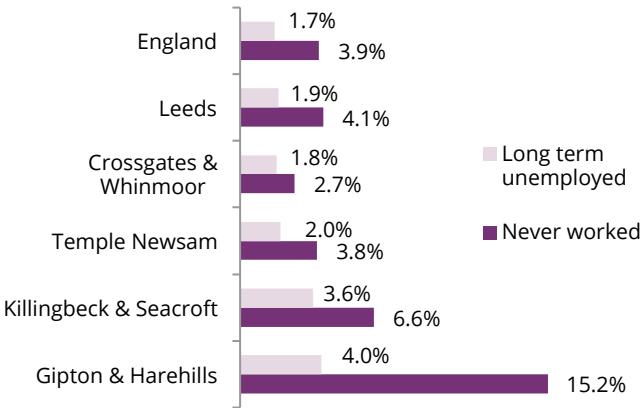


Fig 6: Percentage of non-White British residents by ward (ONS Census 2011)

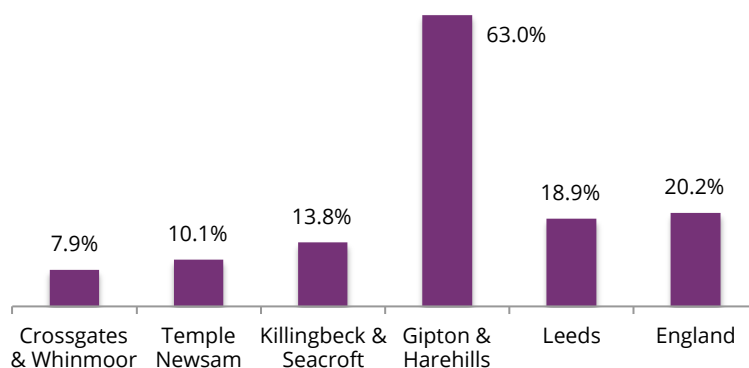
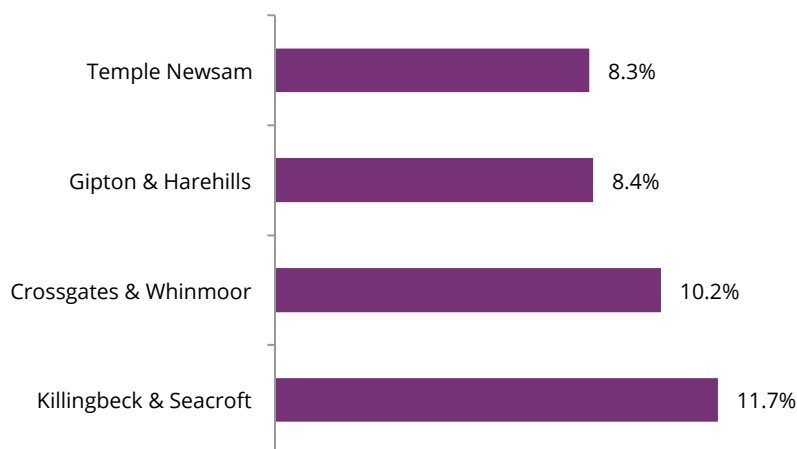


Fig 7: Percentage of residents by ward whose day-to-day activities are limited a lot by disability or illness (ONS Census 2011)



The majority of housing areas in Gipton & Harehills and Killingbeck & Seacroft are ranked amongst the most deprived 10% in England. Crossgates & Whinmoor and Temple Newsam wards contain pockets of very significant deprivation, but are much more mixed, and include areas with very low deprivation.<sup>6</sup>

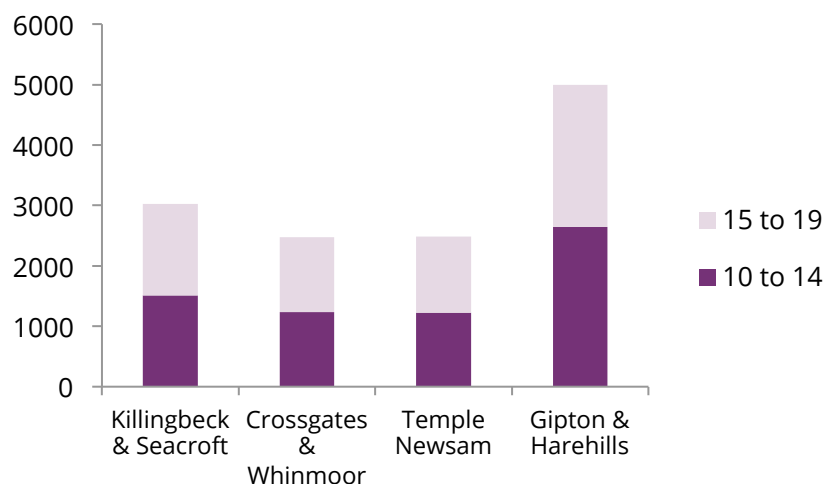
## 2.2. Young people in East Leeds

There are just less than 13,000<sup>7</sup> young people aged 10 – 19 in the combined area, of whom 3,023 live in Killingbeck & Seacroft.

<sup>6</sup> The Index of Multiple Deprivation (IMD) 2015

<sup>7</sup> ONS

Fig 8: Young people aged 10 – 19 in East Leeds (ONS)



There are six secondary schools in the area:

Fig 9: Secondary schools in East Leeds (Leeds City Council)

Leeds East Academy	<ul style="list-style-type: none"> <li>• OFSTED - requires improvement</li> <li>• 7 minute walk from Chapel FM</li> <li>• 839 pupils</li> </ul>
John Smeaton Academy	<ul style="list-style-type: none"> <li>• OFSTED - requires improvement</li> <li>• 27 minute walk from Chapel FM</li> <li>• 887 pupils</li> </ul>
Bishop Young Church of England Academy	<ul style="list-style-type: none"> <li>• OFSTED - N/A</li> <li>• 28 minute walk from Chapel FM</li> <li>• 724 pupils</li> </ul>
Temple Moor High School	<ul style="list-style-type: none"> <li>• OFSTED - good</li> <li>• 40 minute walk from Chapel FM</li> <li>• 1216 pupils</li> </ul>
Corpus Christi Catholic College	<ul style="list-style-type: none"> <li>• OFSTED - good</li> <li>• 53 minutes walk from Chapel FM</li> <li>• 955 pupils</li> </ul>
The Co-operative Academy	<ul style="list-style-type: none"> <li>• OFSTED - requires improvement</li> <li>• 1 hr 5 minutes minutes walk from Chapel FM</li> <li>• 980 pupils</li> </ul>

Three of the six schools are deemed as ‘requiring improvement’ by OFSTED. Pass rates for Maths and English rates in all four wards are below both the city and England averages, with rates for young people in Killingbeck & Seacroft being particularly low.

Fig 10: ‘Strong Pass’ in English and Maths at GCSE 2016/17 (DfE and Leeds City Council)

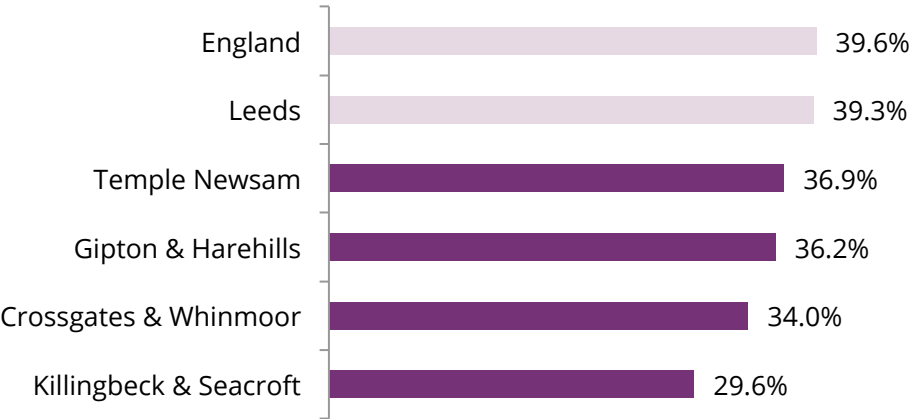
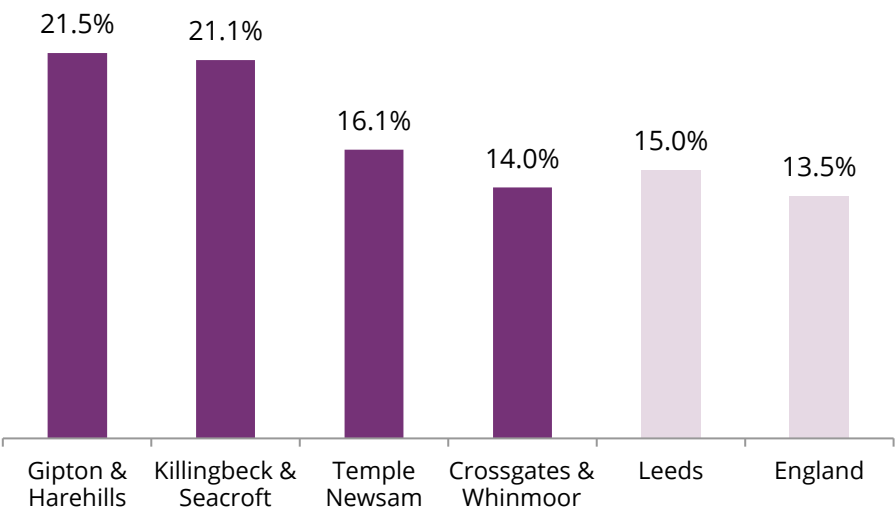


Fig 11: Secondary school pupils persistently absent (DfE and Leeds City Council)



Absenteeism from school is also particularly high in Gipton & Harehills and Killingbeck & Seacroft.

Extra-curricular provision for young people in East Leeds is relatively limited, but includes:



- Sports activities provided by the John Smeaton Centre and Fearnville Sports Centres
- There is independent sports club provision for sports such as rugby, gymnastics, football, basketball and cricket
- Music lessons and ensemble opportunities are offered by East Leeds Music Centre
- Local Youth Workers run a youth club at The Denis Healy Centre in Seacroft
- Space2, an arts and community charity based at The Old Fire Station in Gipton
- There are Scouts groups operating locally (13<sup>th</sup> St James Scouts, 15<sup>th</sup> St Teresa's Scout Group, Leeds Templars Epiphany)
- LS14 Trust offers some activity for young people up to 14, such as street soccer

### 2.3. The National Context for Young People

It is not an easy time to be a young person. Young people in the UK suffer some of the lowest levels of mental wellbeing in the world, second only to Japan<sup>8</sup>. Levels of happiness and confidence among children and young people rose steadily from 1995 to 2010, but this progress has now started to reverse.<sup>9</sup> In particular, pressure to fit in with society's expectations is making children unhappy, with out-dated gender stereotypes being a main cause of this unhappiness. Twice as many girls as boys self-harm (22% of girls and 9% of boys) and children attracted to the same gender or other genders are far more likely to self-harm (46%). Children from lower income families are also at a higher risk of self-harm.<sup>10</sup>

Among 16 – 25s<sup>11</sup>:

- 61% regularly feel stressed and more than a quarter go as far as to say they regularly feel hopeless
- 59% of working young people feel they need opportunities to develop their skills before they can think about career options
- 54% of all young people believe a lack of self-confidence holds them back

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<sup>8</sup> Varkey Foundation, Global Citizenship Survey 2017

<sup>9</sup> The Children's Society, Good Childhood Report 2018 and The Prince's Trust Macquarie Youth Index 2018

<sup>10</sup> The Children's Society, Good Childhood Report 2018

<sup>11</sup> The Prince's Trust Macquarie Youth Index 2018

Participation in the arts and creative activities have been shown to have significant positive impacts on the lives of children and young people, for example<sup>12</sup>:

- Participation in structured arts activities can increase cognitive abilities by 17%
- Learning through arts and culture can improve attainment in Maths and English
- Learning through arts and culture develops skills and behaviour that lead children to do better in school
- Students from low-income families who take part in arts activities at school are three times more likely to get a degree
- Employability of students who study arts subjects is higher and they are more likely to stay in employment
- Students from low-income families who engage in the arts at school are twice as likely to volunteer
- Students from low-income families who engage in the arts at school are 20% more likely to vote as young adults
- People who take part in the arts are 38% more likely to report good health.

Schools have a key role and influence on uptake of creative subjects<sup>13</sup>, however the English Baccalaureate (EBacc) introduced by the government in 2011 makes a set of core subjects compulsory at GCSE and excludes creative subjects. Under current plans 90% of all secondary school pupils will be studying the EBacc by 2025. The number of students taking creative subjects at GCSE (including drama, art and design, design and technology, film and TV studies, music, performing/expressive arts) has dropped by 29% since 2016.<sup>14</sup>

This lack of availability presents a major barrier to participation and there are others:

- Anxiety and cost are the most significant barriers to young people engaging in the arts<sup>15</sup>
- Parents from middle and higher socio-economic groups are more likely to take children to arts events and encourage participation than those from lower socio-economic groups<sup>16</sup>

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<sup>12</sup> Imagine Nation, The Cultural Learning Alliance, 2017

<sup>13</sup> Arts Council England, Equality and Diversity in arts and culture with by and for young people (EW Group Report, December 2016)

<sup>14</sup> Reported in The Stage, 24 August 2018

<sup>15</sup> Young People and Arts Engagement, Art 31, 2018

- BAME children and young people are less likely to consider creative sector careers, reflected in university subject uptake<sup>17</sup>
- Girls have higher participation rates in performing and visual arts than boys, and boys are less likely to engage in almost all arts activities. Parents are less likely to encourage boys to participate in the arts. However, boys are more interested in digital activity.<sup>18</sup>

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<sup>16</sup> Arts Council England, Equality and Diversity in arts and culture with by and for young people (EW Group Report, December 2016)

<sup>17</sup> Ibid.

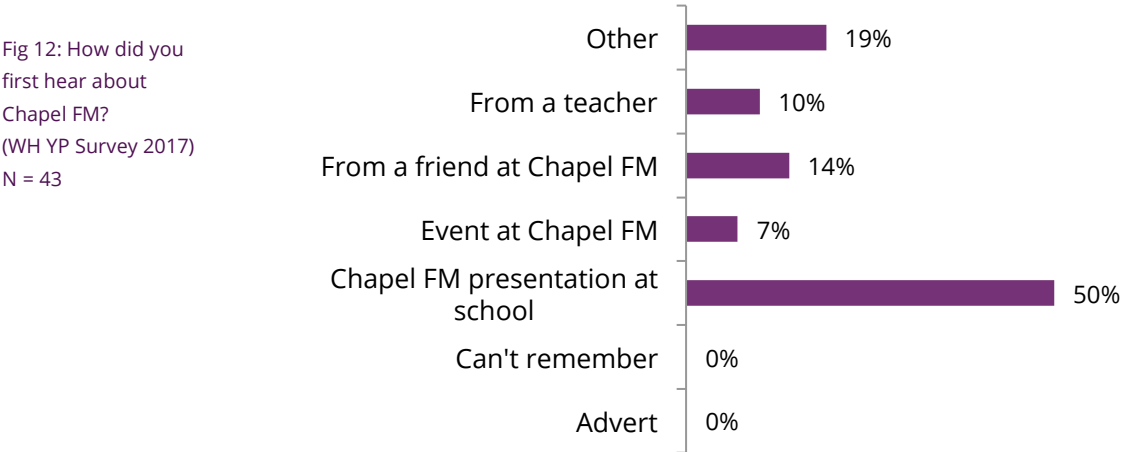
<sup>18</sup> Ibid

### 3. FIRST STEPS TO ENGAGEMENT

While the current Theory of Change identifies a series of outcomes for the work with young people, it does not identify the crucial first steps to engagement, which encourage young people to walk through the doors of Chapel FM and then commit to coming back regularly.

#### 3.1. How do young people hear about Chapel FM?

In our 2017 survey of young people at Chapel FM who had participated in regular courses and programmes, we found that half had first heard about Chapel FM when a member of the Chapel FM team made a presentation at their school. Parents agreed that this was the main way they had first heard of Chapel FM, following a presentation to their child in school.



*"A [member of Chapel FM staff] came into our school and told us a bit about the summer broadcast that was going on which was like a taster kind of thing and I thought oh this is cool, why not?" (YP Depth interview, 2018)*

*"It was B [member of Chapel FM staff] who spoke about it and I think just how he told us about it and how he just said how fun it was and things just got me interested in it." (YP Depth interview, 2018)*

*"A [member Chapel FM staff] came to my school, and he was the one saying 'you'd be perfect for it'" (YP Depth interview, 2018)*

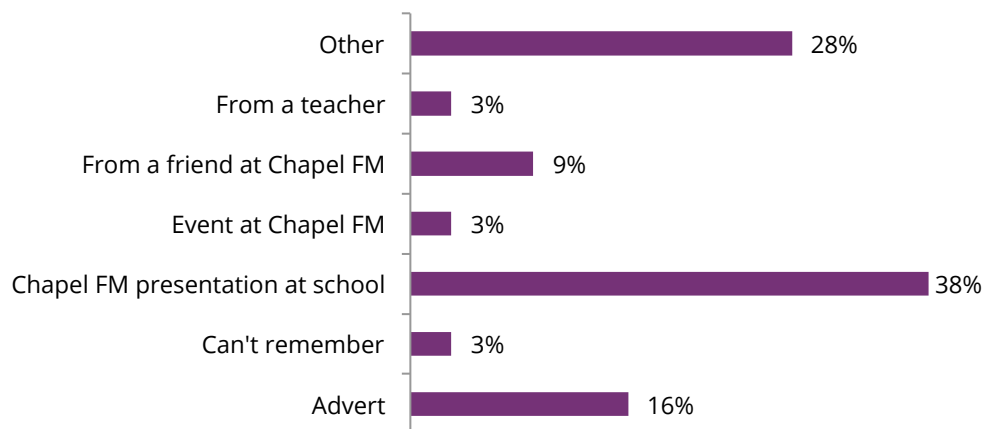
In recruiting young people to the various programmes, direct contact with inspiring Chapel FM staff through a school relationship is critical.

In some cases, young people first discover the organisation through activities run by Chapel FM at primary school, which sows the seeds for future participation.

*“My history with this place sort of went back longer ... it was a poetry thing happening in the year in the actual school and I ended up doing that and ended up doing decently and ended up winning, but the place where it was held was here [at Chapel FM], upstairs in studio three. So I sort of had the courage [to join later] because I'd already been in here” (YP Depth interview, 2018)*

The 2018 survey focused on those taking part in the summer programmes and included both young people new to Chapel FM and those who had already taken part in programmes, such as Next Generation.

Fig 13: How did you first hear about Chapel FM?  
(WH YP Survey 2018)  
N = 32



In both surveys the role of teachers themselves in encouraging young people to participate was more limited. There is no specific ‘referral’ procedure or criteria for teachers to use, although interviews with teachers<sup>19</sup> indicated that they were generally positive and encouraging of participation at Chapel FM.

<sup>19</sup> At Bishop Young Academy, Leeds East Academy and Temple Moor High School

*"My school, Bishop Young Academy, is very close to Chapel FM because it's only like down the road so they try and influence us to get involved, especially because I take music and drama and it's like oh they have great courses and things that you can do."*

(YP Depth interview, 2018)

*"I couldn't believe that it was there really, because just the way it's all set out and everything it's a really nice little hub and I would have loved to have had something like that when I was a younger"* (Teacher interviews, 2018)

Word of mouth does have an important part to play in engaging young people ('from a friend' and 'other'), although the qualitative research findings indicate that when a young person finds Chapel FM they don't automatically bring all their friends along, either because of a desire to keep it to themselves or because of a reluctance among their friends to try it.

In the 2018 survey, we can see that other kinds of promotion (particularly advertising and leaflets) had more impact on the summer programme. A number of respondents said they had heard from parents/carers/family members but it is not clear whether they had seen publicity materials or heard another way. In 2018, the already extant East Leeds Youth Theatre came under the auspices of Chapel FM in the guise of Next Generation Theatre and this brought a number of new young people to the organisation.

Thinking about the wider context, research from the Donut Pilot Project<sup>20</sup> indicated that awareness of Chapel FM in the local area is relatively low (54% were aware) and that even those who had heard of it were somewhat confused about what it is, and what it offers. Young people and parents/carers who participate at Chapel FM suggested that the limited signage and the name itself do present barriers:

*"Because there's not many signposts around about it apart from the main one just out there and I've driven past here for years and even I didn't even know it existed until we stumbled on it."* (Parents Focus Group, 2017)

*"Nobody's heard of it in our village at all."* (Parents Focus Group, 2017)

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<sup>20</sup> Donut Group, Donut Pilot Project (Orozco, Bell, Walmsley) 2018

*"You say Chapel FM and they go... Bible studies? No. Couldn't be further from Bible studies."*  
(Parents Focus Group, 2017)

*"I think it being Chapel FM kind of is a deterrent for a lot of people because they're like oh it's religious, I don't want to get involved."* (Young Person (YP) Depth interview, 2018)

*"On the morning which I was meant to come up here, because I'd never seen the building before, because it looked from outside like a church and I was like wait... am I off here to pray?"* (YP Depth interview, 2018)

### **3.2. What kind of young people participate (and which don't)?**

The majority of young people who participate at Chapel FM are from East Leeds. Our 2017 Young People's survey found that **79%** live in an East Leeds postcode area and **60%** go to a school in East Leeds<sup>21</sup>.

The timing of the Next Generation Programmes (5 – 7pm) would make it difficult for those not living locally to get to Chapel FM and this has a naturally limiting effect on participation by those outside the area. However, there are a small number of young people who do travel further to access the programmes and there is no set ratio of East Leeds / non-East Leeds participants.

The summer programme attracts young people from a slightly wider geographical area<sup>22</sup> – the 2018 Young People's survey found that **65%** live in East Leeds and **55%** go to a school in the area.

The average age of participants in both the core programmes and on the summer training is **15**.

The majority of young people who participate are **White British**<sup>23</sup>, with smaller numbers from diverse ethnic backgrounds. This reflects the local populations of Killingbeck &

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<sup>21</sup> The discrepancy between home and school/college location can mainly be attributed to the number of young people attending City Centre colleges, such as Leeds College of Music

<sup>22</sup> Funding for this programme is for Outer East Leeds as well as Inner East, so additionally includes the wards of Kippax & Methley and Garforth & Swillington

Seacroft, Temple Newsam and Crossgates & Whinmoor wards, but not the much more diverse Gipton & Harehills ward.

Assessing the income levels of the young people's families has proved difficult. Data from the two parents' surveys suggested that over a third are from families where the annual household income is below £20,000<sup>24</sup>, but the numbers here are very small.

Taking postcode data from young people who have participated over the past two years, we can compare the data against the Indices of Multiple Deprivation. This shows that almost half of the young people are from areas among the most deprived in England (figures from recent visitor research at Leeds city centre cultural venue are given for the sake of comparison).

Fig 14: Postcode data mapped against the indices of multiple deprivation for England 2015 (Ministry of Housing Communities and Local Govt) Government)

Indices of Multiple Deprivation - deciles	% of sample	Chapel FM Young People	Leeds city centre cultural venue audience 2018
1 <sup>st</sup> decile (10% most deprived)	48%	61%	29%
2	8%		
3	5%		
4	6%	19%	38%
5	6%		
6	5%		
7	2%		
8	15%	20%	33%
9	3%		
10	2%		

Based on the in-depth interviews with young people, we can report that it is common for the young people to have faced challenging situations in their lives; managing their own physical disability, learning disability or health condition; managing the disability of someone in their family; dealing with bullying or loneliness; living through the breakdown of their family situation.

<sup>23</sup> Ethnicity data was gathered through a survey to parents in 2017 and 2018. Response levels were low in both years but from these responses we can estimate that about 80% are White British and 20% from other ethnic backgrounds (including mixed race and 'White other').

<sup>24</sup> According to the ONS, the median household disposable income in 2018 is estimated to be £28,400



*"I'm certainly not letting my medical conditions hold me back... there's a massive list of them...the main one predominantly that kind of stops me doing stuff is my seizures"*  
(YP Depth interview, 2018)

*"I have a single mum so I can't always like go to town or go out or do this, do that so it's kind of been different for me and like I always have to go to my grandparents every other week or every other day because my mum works nights"* (YP Depth interview, 2018)

*"[My brother's] got a thing called schizophrenia, he has voices in his head and when he gets mad, he doesn't want like no one around him...it's like quite scary living around him because he's quite a big fella and it's scary."* (YP Depth interview, 2018)

*"I'd been told to go jump off a cliff, I was very suicidal and I was very lucky that I found the support because ... unfortunately I got assaulted, I got assaulted, I got abused, I got everything and I was very lucky that I found them people that could help me."*  
(YP Depth interview, 2018)

*"I've not seen my dad in almost ten years"* (YP Depth interview, 2018)

For this reason, the participants see Chapel FM as very inclusive. A number of the young people who participate regularly were at pains to express how 'open' it is and that there is no particular 'type' more or less likely to attend:

*"I don't think there's a specific type of person that comes here that's going to like it or dislike it, you just need to go and figure it out".* (YP Depth interview, 2018)

*"To be honest anyone could come here and like everyone's welcome, even if they spoke a totally different language I'm pretty sure we'd find a way to communicate"* (YP Depth interview, 2018)

Some acknowledged that Chapel FM does seem to appeal more to those who find themselves on the fringes or feel themselves to be different to the mainstream:

*"I feel like to get into something like this you're not exactly going to be one of those popular people who like boast and have a huge interest in fashion, obviously that might be me"*

*stereotyping, but everyone here who I've run into seems to be kind of the quiet kid who doesn't really enjoy crowds and stuff like that."* (YP Depth interview, 2018)

*"At school you've got like the emos<sup>25</sup> or the popular ones, I get classed as emo for some reason. So for like [the popular kids] they'd find it [Chapel FM] boring or like they'd laugh about it or they just think they'd get called like a geek or whatever and they wouldn't really want to be like labelled that. I wouldn't be bothered if they come, I'd just kind of be more quieter and want to be in like a different room to them."* (YP Depth interview, 2018)

Parents and teachers also saw this finer distinction about the appeal of Chapel FM. For parents this was seen as a positive 'safe space' for their children to grow and express themselves:

*"I think particularly girls, they don't want to stand out from the rest, they want to sort of like melt into the background, but ... they've all got that little bit of thing that they want to be passionate about and they can be passionate about it [at Chapel FM] without being seen to be geeky or nerdy"* (Parents' Focus Group, 2017)

For teachers, while positive, it was tinged with a sense of exclusivity:

*"It appeals to the kids that could live in better areas, it appeals to our kids that have got parents that work, it appeals to our kids that are naturally predisposed to performing arts and did they live in a different catchment area life might have been very different for them. It doesn't appeal to our hard to reach kids...It appeals to some of the... a bit more socially awkward kids that like to spend time up at Chapel FM that might not fit in... we've got some really incredibly talented musicians, it appeals to them because they get to perform and play in a professional setting with older young people that they can jam with but then it appeals to the kids that are actually quite low skill musically but, they like to be up there, it's nice for them"* (Teacher interviews, 2018)

*"I don't know many footballers or kids that like football for example, that go to Chapel FM, they're all the sort of emo kids that go there and typically, what I can see is the people that are running it have the similar sort of interests as well. So the pupils that are buying into Chapel*

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<sup>25</sup> According to Wikipedia 'The emo subculture is stereotypically associated with emotion, sensitivity, misanthropy, shyness, introversion and angst'

*FM seem to have the same interests as the people that run Chapel FM...If they were to deal with, dare I say, a football fan or someone who is you know, a real sort of ruffian from one of the estates or something, how well would they [Chapel FM] respond? That sort of massively cuts off the intake because a lot of people don't feel like it's for them.” (Teacher interviews, 2018)*

*“One of our students is a really good singer...she was desperate and desperate, she really, really wanted to get up to Chapel FM and then when she sort of had a little taster of it and then she's very soulful, very gospel and that... do you know what I mean? So that didn't belong, she felt that that she was more of a minority” (Teacher interviews, 2018)*

Making the environment safe and comfortable for one group does seem to have the effect of making it less welcoming for others. There is a somewhat 'tribal' feel, which can be rather monocultural in the eyes of an outsider.

It has been the intention of Chapel FM to work with the 'overlooked middle' among young people and these findings suggest that is generally who is attracted to participate.

### **3.3. What makes young people walk through the doors?**

There appear to be two main motivational drivers that push young people towards participation at Chapel FM; either getting away from something difficult in their lives or moving towards something new. Sometimes both of these motivations are at play at once, but both require a spark of desire for change.

Fig 15: Motivation



**Away From:**

*"It was just something to do in the summer because I had no friends and I was lonely"*  
(YP Depth interview, 2018)

*"Because in Year 7 unfortunately I brought a knife in [to school]. It was just literally a little pocket knife, but unfortunately I was caught with it so they put me in isolation for two days ... and since then I've always been right, I can't be like that again ... I've got to change."*  
(YP Depth interview, 2018)

*"I wanted to go somewhere like I can get away from family members for like a day or so or a couple of hours and so I came here"* (YP Depth interview, 2018)

*"I have nothing else to do."* (YP Depth interview, 2018)

**Towards:**

*"I just basically said I've had a passion for music my entire life and I just want somewhere where I can develop it and this... is the perfect place"* (YP Depth interview, 2018)

*"At school I used to do this 'School of Rock' that I've been doing with my drama teacher and then she mentioned Chapel so I thought it would be a good idea to come because I've chosen drama for my GCSEs"* (YP Depth interview, 2018)

The quality of the facilities and the professional feel of the spaces often clinch the deal for young people – they feel that Chapel FM is the 'real thing':

*"When we came in it looked proper professional"* (YP Depth interview, 2018)

These, combined with an opportunity to try new things, are key parts of the decision-making process. Broadcasting, in particular, is seen as an unusual opportunity that not many young people get the chance to experience.

*"Broadcasting was like... that's not a normal opportunity, something different, that's what made me want to come."* (YP Depth interview, 2018)

Many of the young people are already in the habit of participating in activities outside school. Our 2017 young people's survey found that **58%** were involved with activities other than Chapel FM. The 2018 figure was **63%**. The most common activity is independent music lessons and participation in bands (including Leeds College of Music), but a wide range of sports are also represented (such as swimming, rugby, gymnastics, sailing, parkour, yoga, karate, football, athletics, netball), alongside volunteering activities, dance, Air Cadets and Scouts. While some of this participation is local, there is evidence that many of the young people are willing and able to travel into the city centre to take part. Those who do participate elsewhere, tend to be involved with a number of clubs and activities.

The young people's own motivation to attend Chapel FM is critical, particularly to sustaining their involvement, but the intervention of an adult is often the vital element that takes a young person from 'interested' to 'participating.' Parents and carers are probably most important, but teachers and Chapel FM staff themselves can make all the difference:

### **Parents'/carers' intervention**

*"Mum was like 'oh you need to do this' or 'you need to do this, it will be good for you'"*  
(YP Depth interview, 2018)

*"My Dad's like always been really supportive of what I've done...I think without him I may have let myself down and probably not done as much because sometimes when I'm just tired on an afternoon I'll be like 'I don't want to do it', he's like 'too bad, you're going anyway'."* (YP Depth interview, 2018)

*"We'd brought L here because they weren't doing anything at her school and we thought we need to be pushing her and getting her to expand her own horizons really and it wasn't happening at school so we started bringing her here."* (Parents Focus Group, 2017)

*"Some parents won't commit, that's the problem isn't it?"* (Parents Focus Group, 2017)

### **Direct intervention from staff at Chapel FM**

*"A [Chapel FM staff member], is like 'oh you'd be really interested in the music course' so I was like 'oh I'll do that then'" (YP Depth interview, 2018)*

*"B [Chapel FM staff member] dragged me over and my friend's Mum was pushing me along and was like look, you need to sign up... and then B signed me up for the Foundation". (YP Depth interview, 2018)*

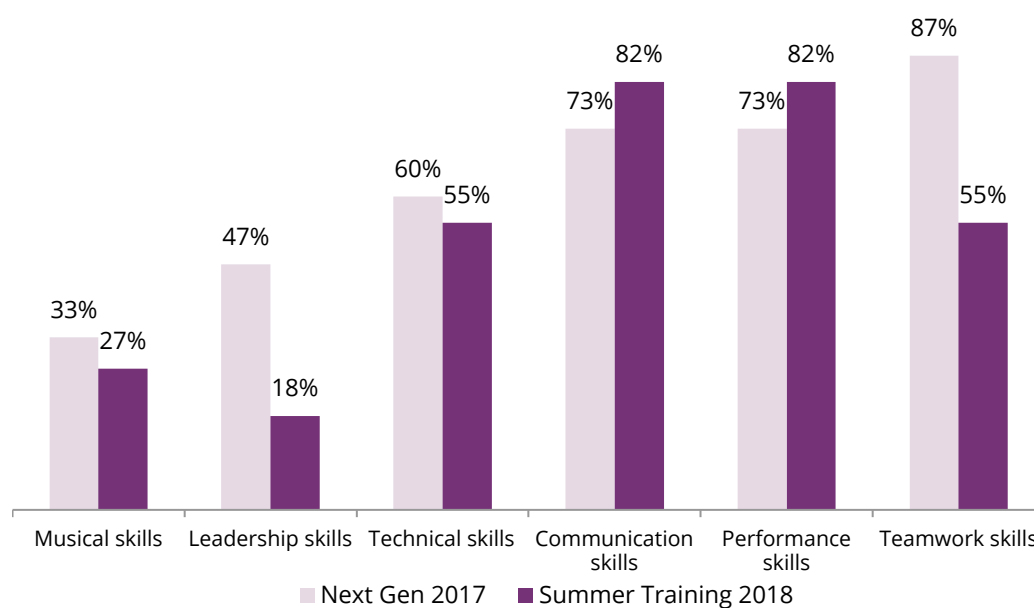
## 4. YOUNG PEOPLE DEVELOP NEW SKILLS

### 4.1. What are the skills that young people can acquire at Chapel FM?

The two main programmes run for young people are the Next Generation Programme and the Summer Training. The former is a 6-month commitment, while the latter is an intensive weeklong programme during the summer holiday.

In our Parents/Carers surveys in 2017 and 2018<sup>26</sup>, we asked what new skills they thought their young people had acquired since coming to Chapel FM. Although the numbers of responses were small here, the data gives an indication of where the emphasis on skills lies:

Fig 16: Since attending Chapel FM, what new skills would you say your child/children has/have acquired?  
WH 2017 N = 15  
WH 2018 N = 11



In both the Summer Training and the Next Generation programmes, it seems that **Communication Skills** and **Performance Skills** rise to the top. However, with the much longer commitment to the Next Generation programmes, young people appear to benefit most from the chance to develop **Teamwork skills**. Equally, Leadership Skills seem to come with the longer commitment (although they seem to be less prevalent).

<sup>26</sup> The 2017 survey was at the end of the Next Generation programmes and the 2018 survey after the weeklong Summer Training.

The acquisition of Musical and Technical skills is likely to be dependent on the choice of programme.

*"[My daughter] already had these [skills] to some extent, but her experience at Chapel FM has certainly added to this" (Parent Survey, 2017)*

*"An unexpected leadership skill and an enthusiasm for technical stuff" (Parent Survey, 2017)*

The Graduates Group saw developing new skills as the top impact of attending Chapel FM and the Parents Focus Group agreed that Chapel FM is a place to try new things and discover 'what you are passionate about'.

*"It [Chapel FM] gives them the chance to do lots and lots of things but then focus on things that they like." (Parents Focus Group, 2017)*

From the young people themselves, there are examples of specific skills being developed:

*"Singing skills and being able to put emotion and stuff in so I think I've improved quite a lot on that just my performing skills really" (YP Depth Interview 2018)*

*"I think I got better at interviewing... like what to ask, how to ask it, what makes a good question, what makes a bad question" (YP Depth Interview 2018)*

*"I can definitely use an audio desk now properly, like I can cue mics, I can run recording software, I can do high, low and medium levels as well as general levels." (YP Depth Interview 2018)*

*"I've definitely developed my skills and learnt more terminology and been able to develop my ideas and to be able to plan for them" (YP Depth Interview 2018)*

*"Associate Bands which is helping me develop as an artist....at the moment we are looking at places to perform and they're [Chapel FM staff] like guiding me down this route to find places" (YP Depth Interview 2018)*



*“When I first came [to Chapel FM], I would have never started writing poetry but now it’s like a thing that I love” (YP Depth Interview 2018)*

Here again, we find that it is the **social skills** and **oracy**<sup>27</sup> **skills** where the biggest impact is felt:

*“I think doing this really helped with being able to talk with people. I used to be really quiet and didn’t really want to say anything but now... we got told to do a 20 minute broadcast and I think it went on for 40 minutes because we were just talking for that long.”*  
(YP Depth Interview 2018)

*“Being experienced to work with other people, especially people I didn’t know at the time.”* (YP Depth Interview 2018)

*“I tend to kind of talk to people more and I talk to people in a wide range of different ways as I’ve learnt stuff like that from acting”* (YP Depth Interview 2018)

#### 4.2. What has to be in place for new skills to be acquired?

The young people identified some key factors that made it possible to develop new skills at Chapel FM:

Fig 16: What’s needed to develop skills



The young people feel like they are taking responsibility for their own learning and are self-directed, but within a supportive environment.

<sup>27</sup> Spoken language skills. See <https://www.educ.cam.ac.uk/images/oracytoolkit/OracySkillsFramework.pdf>

*"Go out and try things and if it doesn't work just come back, identify where things might have gone wrong and work out how that could change."* (Graduates Discussion Group, 2017)

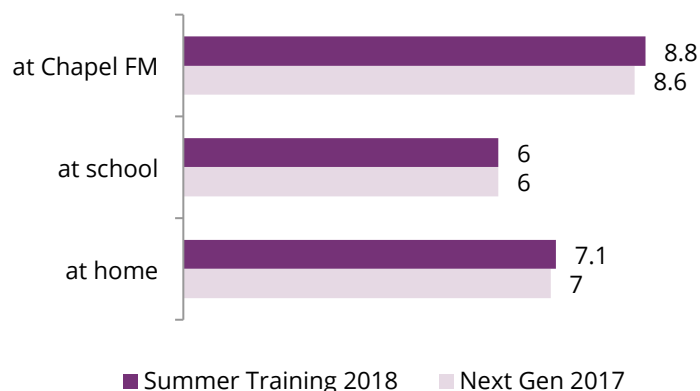
*"[At Chapel FM] it's quite relaxed and a lot of people who don't like school lessons, for example acting or music, because it's too structured [enjoy it because] here we're in charge"* (YP Depth Interview 2018)

Many of the young people who were interviewed described how this differs to their school environment, in which a fear of failure and judgement (from both adults and other pupils) prevents them from trying new things or pushing themselves forward.

*"The only thing they [schools] care about is good grades and if you don't get the good grades then that will knock your confidence whereas here, you can't really do anything wrong, you just learn."* (Graduates Discussion Group, 2017)

The role of Chapel FM staff in providing support and encouragement is clear. In our Young People's Surveys we asked the respondents to quantify how happy they felt with how much they were listened to at home, at school and at Chapel FM. The chart below compares the average scores in each year and in the three locations:

Fig 17: How happy are you with how much you are listened to...?  
WH YP 2017 N = 48  
WH YP 2018 N = 32



It is clear that 'being listened to' is an important part of the experience that Chapel FM offers young people, and compares favourably with their experiences elsewhere, particularly at school.

### 4.3. Skills and Qualifications

The majority of young people taking part in the Next Generation Programmes will work towards an Arts Award. There are 29 organisations and schools offering Arts Award courses in Leeds. Chapel FM is the only organisation in East Leeds to do so.

Mostly of the young people who took part in the research were working at the Bronze Award level, which requires 40 guided learning hours and 20 independent learning hours. There was some vagueness about the Award levels, but on the whole, the young people were positive about the Awards as a way of demonstrating their learning and enhanced skills. Some found the process itself more enjoyable than others.

*"I think it was quite a fun process, like having to collect all the information for it and just looking back at all the performances I've done for it and everything and having to write down everything I've done at Chapel FM and just how I've built up over the year that I was there".*  
(YP Depth Interview 2018)

*"They [Arts Awards] are more symbols that I have come here, rather than the reason why I do in the first place... it is something that really shows what I've done and what I can do almost."*  
(YP Depth Interview 2018)

*"It's not something I necessarily enjoy doing, the writing part, I was getting like really quite frustrated because I've got GCSEs at the moment and stuff, and it does stress me out quite a bit, but the gathering evidence part is awesome"* (YP Depth Interview 2018)

There was a strong belief among young people, graduates and parents that having an Arts Award would prove useful in the future; to gain more UCAS points; as something different on a CV; as a 'conversation starter' at a job interview, for example.

*"I know this [Arts Award] is going to be a big thing in university and if I do end up going, if I can show this...so many people who have gone to university and come back to Chapel and say 'you need to do this, this is good, like it helps you' and I think it does have a really positive impact on your life really."* (YP Depth Interview 2018)

*"Of course it's a useful thing to do, it's such an interesting thing to be able to talk about when you're in like a job interview or whatever, applying for college saying I have an Arts Award especially when you're trying to go into a creative industry"*  
(YP Depth Interview 2018)

*"Arts Award, even if people don't know about it, in some ways it's kind of cool having to explain it because sometimes when you say you do Duke of Edinburgh they just assume what you do, but with the Arts Awards, you're having to explain it almost like it gives you a prompt to go oh yes, I did all these things and it opens up the conversation."*  
(Graduates Discussion Group, 2017)

*"It just shows so many admirable qualities that an employer is looking for, teamwork, communications and what not...the skills that this place develops through verbal communications, interview techniques and what not through the radio, but also being in group sessions like this, it builds up confidence, requires people to get slowly involved and then be able to become a stronger voice."* (Graduates Discussion Group, 2017)

*"I don't know where she's going to go in her life, so it's better that she's getting qualifications that can be credited ... knowledge is power in my book"*  
(Parents Focus Group, 2017)

#### **4.4. Does Chapel FM offer the skills and opportunities that young people are looking for?**

Overall, the young people and their parents/carers rate their experiences at Chapel FM highly. The table below compares the numerical ratings from our surveys in 2017 and 2018.

SURVEY	EXPERIENCES AT CHAPEL FM RATED OUT OF 10 (AVERAGE)
Young People 2017	9.2
Young People 2018	8.8
Parents/Carers 2017	8.8
Parents/Carers 2018	9.7

Fig 18:  
Comparative ratings for experiences at Chapel FM  
WH YP 2017 N = 48  
WH YP 2018 N = 32  
WH P/C 2017 N = 15  
WH P/C 2018 N = 11

In some ways the skills they acquire are different to their expectations. For instance, they sign up for drama, and learn about leadership, or they sign up to learn about broadcasting and acquire teamwork skills in the process. These softer skills could be delivered through many different types of practice or activities, and once a trusting relationship has been built with participants it would be possible to expand the range of opportunities, given space and resources.

While most current participants are happy with the range of programmes on offer, there were suggestions for other art forms to be provided, particularly:

- Photography and film
- Visual arts
- DJing

Within music, there were a number of requests for individual music lessons to be offered again. There also appears to be an unfulfilled demand for a course specifically in using the technical equipment in the building<sup>28</sup>, for radio, music and performance.

Parents and carers were particularly keen to see Chapel FM extend its provision, even to include topics such as 'entrepreneurship', 'money management' and a 'youth club' and to provide clearer follow-on programmes once young people have completed one:

*"A continuation of the summer course every school holiday to maintain the skills and friendships"* (Parents/Carers Survey 2017)

*"Another course to follow on for the students who completed Next Gen Music - disappointed when it ended"* (Parents/Carers Survey 2017)

*"More regular courses properly advertised to prospective users with timely notification to parents re £"* (Parents/Carers Survey 2017)

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<sup>28</sup> There is a 'Tech' volunteers group, but not a programme

## 5. YOUNG PEOPLE DEVELOP CONFIDENCE

### 5.1. Do young people develop self-confidence and how does it manifest itself?

Building confidence seems to go hand-in-hand with developing skills at Chapel FM – having skills makes young people feel more confident in what they are doing, and feeling more confident makes them more willing to try new things. In fact, when asked about what skills they had acquired, most young people talked primarily about confidence. This seems to be the number one reported outcome of the training work with young people.

*“When I started I had almost no confidence, [I could] talk one to one maybe, but to a group, I couldn’t do that.... I didn’t want to talk on the radio at first but because it was radio I had to and then I got used to it and I was fine with it and then got more comfortable like speaking to people, just through being here and because I meet loads of new people constantly had to get used to it and can do it now.”*

(Graduates Discussion Group, 2017)

Increased confidence can be seen when young people face their fears and do something they previously thought they couldn’t do. Examples given include performing on stage or doing a radio broadcast for the first time, giving a talk at their old school, or putting themselves forward for new things.

*“Sometimes you just have to face things that you’re scared of I walked out and I was like I’m invincible. I was so scared doing that, I went home to my parents I was like ‘guys, I’ve done it, I’ve conquered my fear, I can do anything, I can do anything”* (Graduates Discussion Group, 2017)

*“I applied for a job for being an extra in a TV programme”* (YP Depth Interview 2018)

*“I’ve learned how to be more confident in myself...now if you know me I’m not one of them people who hide behind, I’m one of them people who will just shout out”*  
(YP Depth Interview 2018)

*“Just yesterday X came in and said that for the first time ever, she did a performance there [at Chapel FM] because a few people had backed out so she had to step up and she said she didn’t know where she got the confidence from, but she said quite clearly on reflection, it’s because I just kept going there and it’s given her that confidence and she did it and she felt really good about herself.”* (Teacher interviews, 2018)

When parents and teachers notice this change, it further boosts self-confidence.

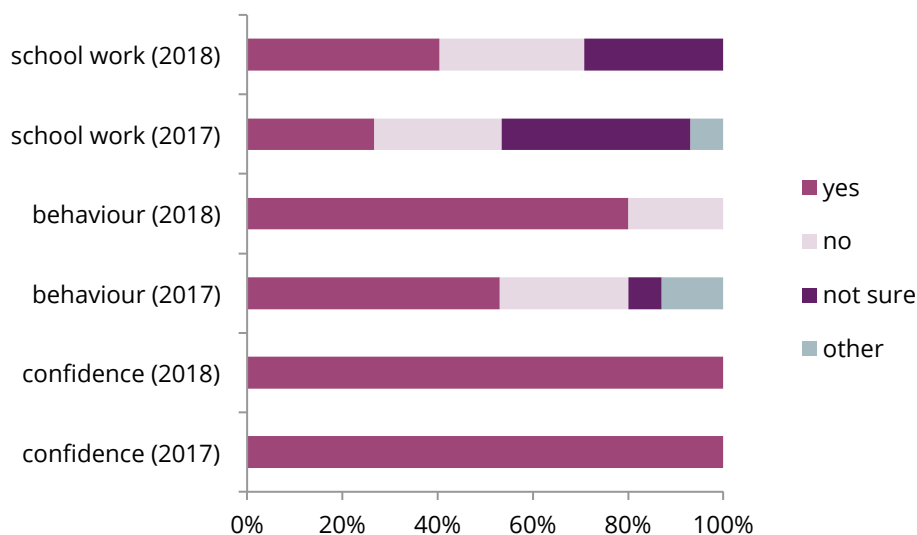
*"My Dad has said quite a lot because he's the one that brings me and actually got me interested in it [Chapel FM]. I think he's noticed a lot my confidence changing"*  
(YP Depth Interview 2018)

*"They all know her there [at Chapel FM] and she's quite proud of that. There's a quiet confidence about her, isn't there? She's calmed down a bit - more maturity."*  
(Teacher interviews, 2018)

In our Parents/Carers surveys, we asked if attending Chapel FM had had any positive impact on their children's levels of:

- Confidence
- Behaviour
- School work

Fig 19: Have you seen a positive impact on...  
WH Parents/carers  
2017 N = 15  
WH Parents/carers  
2018 N = 11



In both years, parents and carers were unanimous in agreeing that participation at Chapel FM had raised confidence levels.

*"This [confidence] is one of the most positive things to come out my child's involvement [at Chapel FM]"* (Parents/Carers Survey 2017)

The picture for behaviour and improvements to schoolwork appears more mixed, but these figures generally reflect the fact that the behaviour and schoolwork of most participants is already good.

*"I don't feel there are any issues with X's behaviour"* (Parents/Carers Survey 2017)

*"Well, she's always been pretty well behaved, but if she hadn't, she would have improved with you".* (Parents/Carers Survey 2017)

In terms of behaviour, a number of parents/carers commented on the influence Chapel FM has on young people's attitudes towards each other:

*"A positive influence on her self-respect and respect and acceptance of other people"*  
(Parents/Carers Survey 2017)

*"Because staff are so positive and accepting of others this rubs off on YPs who attend"*  
(Parents/Carers Survey 2017)

Only one parent felt that Chapel FM had had a negative influence:

*"Negative impact - she prioritises Chapel over school work"* (Parents/Carers Survey 2017)

As the 2018 survey took place in the summer holidays, some parents/carers felt unable to see whether there was any impact their children's schoolwork following the course.



## 5.2. What has to be in place for confidence to be developed?

As with skills development, the young people identified a number of factors that they felt were crucial in helping them to develop confidence.

Fig 20: What's needed to develop confidence



Many of the young people described how they felt unable to be themselves and express themselves in daily life, particularly at school. Chapel FM is a place where they feel able to reveal their true selves and also a space to discover more about who they are and what they enjoy, think and believe.

*"I do truly feel like I am myself when I'm here [at Chapel FM]."* (YP Depth Interview 2018)

*"I would definitely say I have changed a lot and this place [Chapel FM] is really a big thing in me changing. It was somewhere I could be me instead of being the person who I'd had to be for the past seventeen years... I wasn't really in the best of ways at school, I was bullied a bit, I'd been bullied since primary school, so I had to be someone that I wasn't just so I could avoid those people and when I was here, I could be myself"*

(YP Depth Interview 2018)

Being treated with respect as an individual by the staff and their peers helps young people to develop self-esteem. At school they often feel like just a 'statistic', lost in big classes and in a system.

*"I think at school especially in the last five years, people have been treated more like a statistic rather than an actual person" (Graduate Discussion Group, 2017)*

It is common for young people who participate at Chapel FM to describe it as their 'home'.

*"Here I feel comfortable because I've been here that much I might as well live here." (YP Depth Interview 2018)*

*"It's like it [Chapel FM] has got a place in my heart, it's always going to. This is basically, for everyone here, this is their second home" (YP Depth Interview 2018)*

In our surveys, we asked both young people and their parents/carers about feeling safe at Chapel FM. Among the young people **95%** said they felt safe in 2017<sup>29</sup> and **94%** in 2018<sup>30</sup> (the remainder were unsure). In 2017, **93%** of parents/carers agreed or strongly agreed that 'Chapel FM is a safe space for children and young people' (the remainder neither agreed nor disagreed). In 2018, **100%** agreed or strongly agreed.

### **5.3. Making new friends**

Developing trusting friendships is often at the heart of this feeling of safety and belonging. Frequently, young people come to Chapel FM feeling that they are 'socially awkward' and that they find making friends difficult.

*"I didn't have many friends in high school" (YP Depth Interview 2018)*

*"I do struggle to make friends...obviously I haven't made friends with everyone [at Chapel FM] but there are people who you do click with" (YP Depth Interview 2018)*

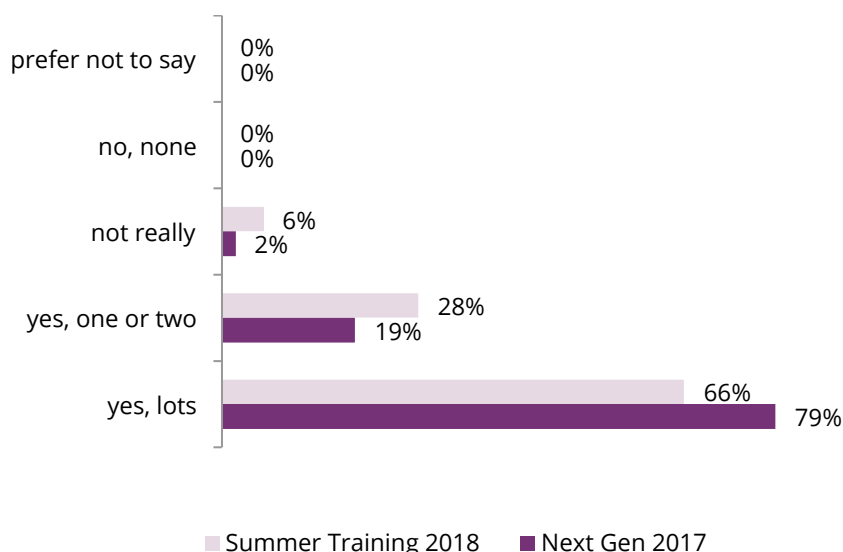
In our two surveys of young people, we asked about making new friends. As the chart below shows, the participants felt overwhelmingly that they had built new friendships. The longer Next Generation Programmes in particular seem to open up new social networks.

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<sup>29</sup> Next Generation participants

<sup>30</sup> Summer training participants

Fig 21: Have you made new friends at Chapel FM?  
 WH YP 2017 N = 48  
 WH YP 2018 N = 32



Having shared interests and working on projects together seem to help these friendships flourish. A sense of equality and an atmosphere of mutual respect among the participants also play an important part and are in marked contrast to the school environment for most. Notably, these friendships are very often between young people from different schools.

*"It's nice like to get on with everybody because there's not one person left out, everyone's involved no matter the age, the ability, difference, everybody speaks to each other, everyone gets involved with each other which I think is the best part about Chapel FM really." (YP Depth Interview 2018)*

*"[If I didn't come to Chapel FM] I think I would be a lot more quiet and I would look down on myself a lot more and put myself down a lot, because coming here I've made some really good friends who have really supported me and if I hadn't have met them, I can't imagine them not being in my life." (YP Depth Interview 2018)*

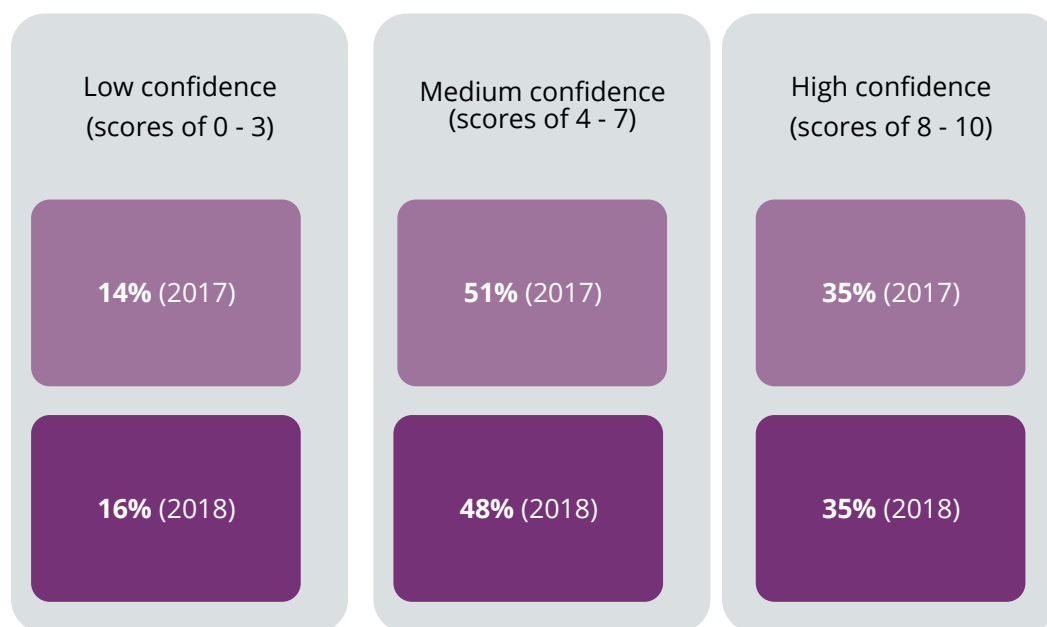
*"For some reason you feel like you've got a connection because you're all doing the same thing, you're all learning the same things and it's not a matter about them being better than you because you're all the same here. There's no one better than anyone in this building" (YP Depth Interview 2018)*

We also asked parents/carers if they felt their children had made new friends at Chapel FM. While they also overwhelmingly agreed that friendships had been made, they were more likely to think their children had made 'one or two' friends, rather than 'lots'.<sup>31</sup> The reason for this discrepancy is unclear. Certainly some young people reported making deep and long-lasting friendships through Chapel FM. By saying they had made 'lots' of new friends, they may be reflecting that they have a friendly feeling towards others at Chapel FM and the atmosphere is friendly. There is also likely to be an element of pride in saying you have made 'lots of friends'. Equally, the young people may not talk to their parents/carers in great detail about Chapel FM, so the parent's/carer's view may be only partial.

#### 5.4. Measuring Self-Confidence

In our Young People's surveys we asked the respondents to rate their levels of self-confidence from 0 (extremely unconfident) to 10 (extremely confident). Across the two years and the different programmes<sup>32</sup> the results were very similar, with the average score in 2017 being **6.3** and **6.2** in 2018. The graphic below gives further details of the levels:

Fig 22: Levels of confidence (WH YP Surveys 2017 & 2018)



<sup>31</sup> 2017 Parents/Carers Survey: 27% lots, 65% one or two, 9% not really

2018 Parents/Carers Survey: 40% lots, 60% one or two, 0% not really

<sup>32</sup> Next Generation Programmes and Summer Training

Despite self-reported increases in confidence, it is not possible to evidence this in the data. Indeed, some individuals who completed both surveys rated their confidence lower in 2018 than in 2017, and only one individual rated their confidence significantly higher in the second year.

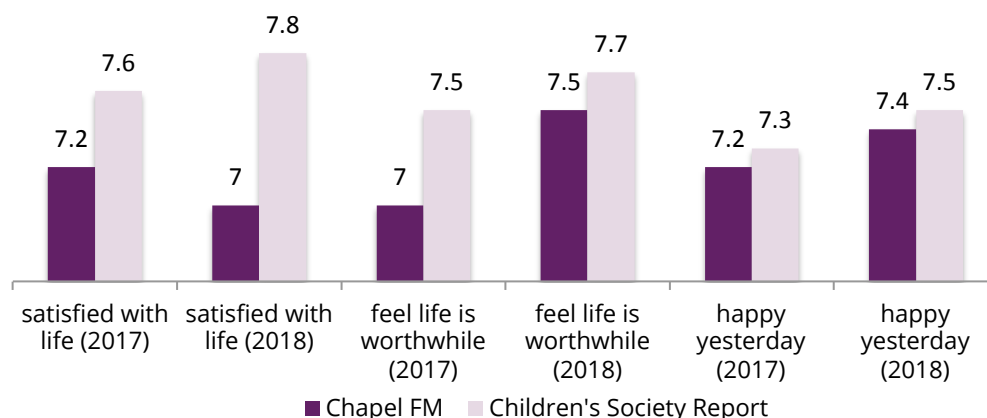
#### 5.4. Other well-being measures

In addition to levels of confidence, we asked young people at Chapel FM to score other aspects of their mental health and wellbeing. The three questions were drawn from the Children's Society's annual national 'Good Childhood Report'<sup>33</sup> to allow for the figures to be comparable. In the chart below the average scores are given for each aspect in both years:

Fig 23: Overall, how satisfied with life/do you think things in your life are worthwhile/how happy were you yesterday?

WH YP 2017 N = 48

WH YP 2018 N = 32



Although the point differences are small, we can see that participants score themselves lower on average than the national figures. Increases were seen in the 2018 survey compared with 2017 (apart from satisfaction with life), but this was also the case for the national figures.

#### 5.5. Confidence beyond Chapel FM

There is an apparent conflict between the qualitative responses to the question of increased confidence and the quantitative measures. There are a number of possible reasons for this:

<sup>33</sup> [https://www.childrensociety.org.uk/sites/default/files/the\\_good\\_childhood\\_report\\_full\\_2018.pdf](https://www.childrensociety.org.uk/sites/default/files/the_good_childhood_report_full_2018.pdf)

1. Young people learn to appear more confident, but do not feel that confidence within themselves
2. Young people do experience feeling more confident while at Chapel FM, but find it more difficult to maintain this confidence in situations outside of Chapel FM
3. The 'egalitarian' culture of Chapel FM makes it unfashionable for young people to want to describe themselves as 'very confident'.

In reality, a combination of these factors is likely to be at play.

*"This sounds like so cliché but my confidence has grown a lot - three years ago I wouldn't have been speaking to you [interviewer]. If I'm honest I would have avoided it as much as I could...[But even now] when I meet someone for the first time and then I end up saying 'oh I'm not a confident person', they're like 'What?' And I'm like 'What? Why are you surprised? Can you not tell?'" (YP Depth Interview 2018)*

*"It's kind of weird, because when I'm behind the microphone I am very confident, I don't worry about speaking. I do stumble over it and stutter sometimes but everyone does and here, especially, I've never had any fear of performing and standing up and doing something that I want to do. But it's the complete opposite at school, I'm terrified of speaking and putting my hand up in class and reading and performing to peers"*  
(YP Depth Interview 2018)

*"Me in Chapel and me in school are two totally different people"* (YP Depth Interview 2018)

*"I think it is because people that come to Chapel FM, they are really good and like we'll tell them they're really good and like [they say] 'oh no, we're not'. We're like 'just admit it for once' and you're like 'I don't want to admit it because then I sound big-headed'. That's what people are like."* (YP Depth Interview 2018)

Some parents/carers concurred that the confidence gained at Chapel FM did not seem to be applicable in other parts of the young people's lives:

*"[Confidence] Only really applicable at the Chapel (i.e. not transferable)" (Parents/carers' survey 2017)*

*"[Confident] On stage yes, but still has no confidence outside of drama" (Parents/carers' survey 2018)*

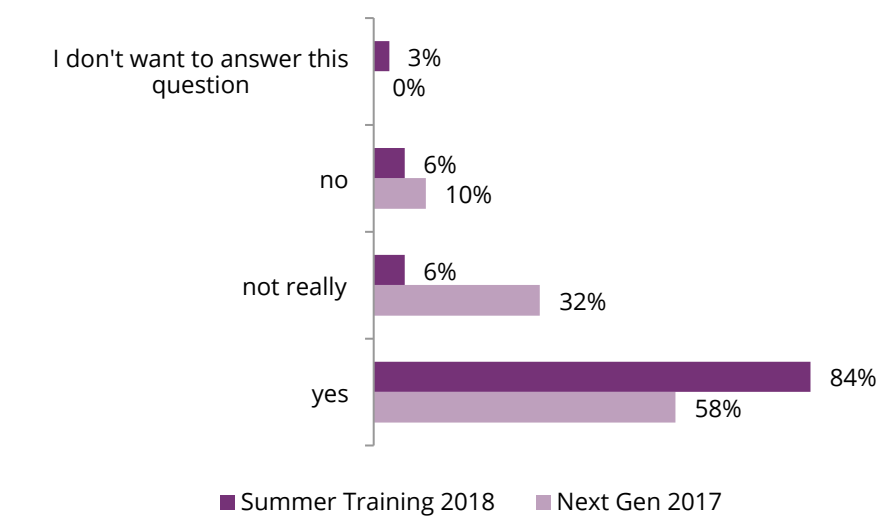
It is clear that confidence that flourishes in the supportive environment of Chapel FM can be difficult to sustain in the 'outside world'.

# 6. YOUNG PEOPLE MAKE AMBITIOUS CHOICES ABOUT THEIR FUTURE

## 6.1. Thinking about the future

In our Young People’s surveys, we asked whether participants had ideas about future jobs, courses or careers they wanted to pursue. Participants in the Summer Training were more definite about their ambitions, while the Next Generation participants were less certain, but in both cases there were very few who said they had no idea.

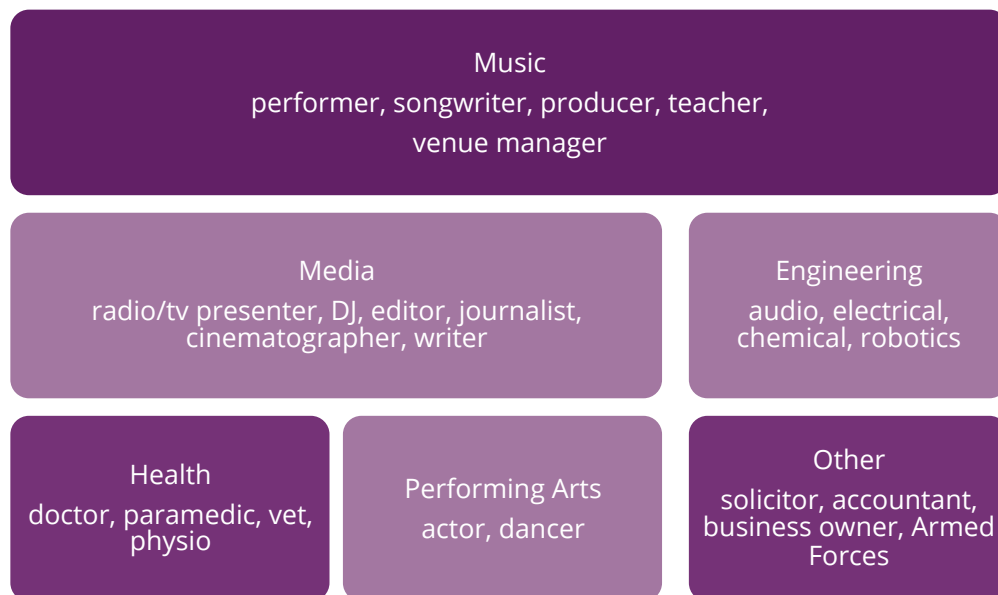
Fig 24: Do you have any ideas about what you’d like to do in the future (such as job, careers, college courses)?  
WH YP 2017 N = 48  
WH YP 2018 N = 32



The graphic below gives examples of the kinds of roles and professions that the young people identified in the surveys.



Fig 25: Examples of future plans and ideas (WH YP Surveys 2017 & 2018)



Broadly, roles in the arts, media and creative sector held the most appeal, with roles in the music industry being the most popular. The desire to be a ‘triple threat’<sup>34</sup> is one that seems to have taken hold among those keen on performing arts.

*“Obviously I want to be a triple threat”* (YP Depth Interviews, 2018)

Engineering was a popular choice with some, particularly related to the creative industries. However a wide range of other career choices were cited, from doctor, to solicitor, to joining the Armed Forces.

For some young people, the roles they identified were more within their comfort zones, for example:

*“Gonna keep my two bouncer jobs”* (YP Survey, 2018)

*“I want to work in a care home, because I know there’s a care home quite near to me, and there’s one that’s getting built like a ten minute walk away”* (YP Depth Interviews, 2018)

<sup>34</sup> A key term in musical theatre training is learning to be a ‘triple threat performer’, which means the ability to act, sing and dance to a high standard.

## 6.2. What is an 'ambitious' choice?

Some of the young people themselves suggested that the type of individuals who choose to participate at Chapel FM are already showing a spark of ambition by making that commitment.

*"They [young people] wouldn't really come [to Chapel FM] if they wasn't ambitious"*  
(YP Depth Interviews, 2018)

*"It was like everyone here had chosen to come here... so it wasn't just everyone, it was people who were interested in this, in bettering themselves... Everyone had hope, would be a really cheesy way of saying that"* (YP Depth Interviews, 2018)

Some join Chapel FM specifically to help them to reach their well-defined goals, while others have no set goal, but a general sense of ambition.

*"All he's ever wanted to do is be a TV presenter"* (Parents/carers focus group, 2017)

*"I've never really known what I wanted to do as a job or anything like that, so I just sort of came with the idea of doing something, but they really push you, like they give you loads of opportunities to do stuff you never thought you'd be able to do"*  
(Graduates Discussion Group, 2017)

Not everyone we spoke to understood what was meant by an 'ambitious choice', particularly those at the younger end of the age range. However, others attempted definitions, which are given below:

*"That's what an ambitious choice is - it's going for the dream but knowing what you're doing along the way."* (YP Depth Interviews, 2018)

*"Go out there, be open, try everything and just explore with everything you've got. Don't take anything for granted and if you've got an opportunity to do something amazing, do it"*  
(YP Depth Interviews, 2018)

*"Everyone can think 'oh I really want to do music', it's like saying 'oh I really want to win the lottery', but it's going ahead with it. Like saying 'I'm going to go do this', like with me doing open mic nights" (YP Depth Interviews, 2018)*

*"I would consider an ambitious choice, instead of going for something that will get me money or get me an easy job, the ambitious option would be to do something that would make me truly happy which might be something musical or to do with writing or to do with broadcasting which is something I'm very passionate about, instead of taking the easy option because I have the brain smarts to do an easy course that will get me money."*  
(YP Depth Interviews, 2018)

Key aspects seem to be:

- Following your passions
- Defining a goal and committing to it (although there is definite fluidity in the choice of direction for most young people)
- Choosing a path that is less common or out of the ordinary (or 'difficult')
- Thinking through the steps to help you reach your goal
- Making choices about GCSEs and college courses that take you towards, rather than away from, your goal
- Being open to and taking opportunities when they present themselves

Earning a good salary was part of the equation for only a few of the young people - most did not explicitly site this as part of their criteria.

*"I'd either be an actress, a prosecutor, or something that is not boring but you get money for it" (YP Depth Interviews, 2018)*

*"People who come here...are generally wanting to get into hard industries to get in because we're all creative. Every one of us wants to go into music or into writing. I rarely ever bump into someone who has an ambition that's something just for money, everyone here is passionate about what they do and they want to continue with it."*  
(YP Depth Interviews, 2018)

In identifying possible career routes, it was notable that quite a number of young people had two very different options in mind, for example:

- Accountancy/composer
- Medicine/music
- Drama/medicine
- RAF/musician
- Creative writer/criminal psychologist

There is a sense that the ‘ambitious’ choice is the more risky one, and often the creative one, where there may be a greater chance of failure. However, the alternatives are not in themselves ‘unambitious’.

### 6.3. What influences young people’s choices?

Not surprisingly, parents and other family members often have a very strong influence in how young people think about what career paths they might pursue. Sometimes this takes the form of emulating a relative’s progress or attitude.

*“My Grandad was really ambitious and he’s sort of where I got my inspiration from in the first place”* (YP Depth Interviews, 2018)

*“I think it’s got to do with the parent as well, I think if the parents have got that vision and that drive for the child, it rubs off on the child...”* (Parents Focus Group, 2017)

More often it is about achieving a parent’s unfulfilled ambition, or not making the same ‘mistakes’ that others in the family have made.

*“My Mum told me don’t follow the way she went...She didn’t do very well and she chose all the GCSEs her mates were in so she ended up working in Asda ... she wanted to be a teacher and she’s getting bored working in Asda”* (YP Depth Interviews, 2018)

*“My parents haven’t been to college so I think they’re just hoping I go.”* (YP Depth Interviews, 2018)

*“Well, we live here [in East Leeds] - it’s not really going to help anyone. It’s sort of like a lack of ambition mixed with life decision...anything which has been an ambition just hasn’t ever come to fruition really”* (YP Depth Interviews, 2018)

Certainly, family support to pursue ambitions and dreams appears to be really fundamental.

*"I think my Mum's really big on me doing music because it's always been a passion of mine ... and she's like 'I really want you to be a music producer because like you're great at what you do'" (YP Depth Interviews, 2018)*

Life experiences can also impact on the direction that young people want to take, particularly if they are given the opportunity to reflect on that experience and see the positive elements within it. For example, experiences in a family where there is illness or disability can lead a young person to consider roles in health or social care. Equally, reflecting on their own earlier choices can spur young people towards a certain type of path:

*"I want to run my own business...it's going to be an after school thing for kids who have disabilities or issues like anger like ADHD or ADD because I've dealt with that... I want to take charge and I want to help people who have been in the same scenarios as me and make sure that they don't end up like me like going into high school and getting into the wrong crowd." (YP Depth Interviews, 2018)*

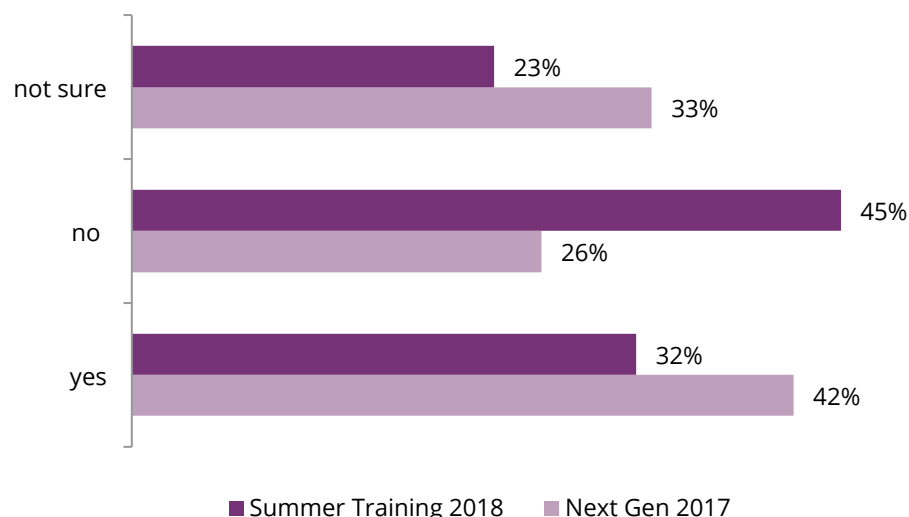
The role of schools in influencing future direction rarely featured in the young people's testimonies, other than some reference to individual teachers. In fact, official careers guidance was often felt to be at odds with the young people's own ambitions:

*"They [teachers] don't know you, I guess. Whereas here [at Chapel FM] they do know you and know what you're like, whereas at school like half the teachers don't even know I do music" (YP Depth Interviews, 2018)*

#### **6.4. The impact of Chapel FM on making choices**

In our Young People's Surveys we asked participants whether their ideas about future choices had changed since attending Chapel FM.

Fig 26: Have your ideas about jobs/careers/your future changed since you've been coming to Chapel FM?  
WH YP 2017 N = 48  
WH YP 2018 N = 32



Next Generation participants were more likely to say their ideas had been influenced by Chapel FM than Summer Training participants. This is likely to be due to the longer-term commitment of the Next Generation programme<sup>35</sup>, but it also reflects the fact that they tended to be initially less sure about their future direction than many of the summer participants.

We also asked parents/carers if and how they felt that Chapel FM influenced their children's future choices. The table below shows the average strength of agreement with the given statements (out of 5):

Fig 27: Comparative ratings for statement agreement  
WH Parents/carers 2017 N = 15  
WH Parents/carers 2018 N = 11

	Next Gen 2017	Summer Training 2018
Chapel FM encourages young people to be ambitious	4.46	4.82
Chapel FM encourages young people to be realistic	4.26	4.64
Attending Chapel FM helps my child/children to stand out from the crowd	4	4.5

<sup>35</sup> Next Generation is a 6-month programme and Summer Training is an intensive week-long course

Although there is broad agreement for all the statements, we can see that parents/carers are slightly more likely to agree that Chapel FM encourages ambition than realism or standing out from the crowd<sup>36</sup>.

Chapel FM's influence seems to fall into three main areas:

1. Widening the range of possibilities, making young people aware of different kinds of career choices
2. Giving young people opportunities to see what they are good at and what they enjoy (and what they don't enjoy)
3. Boosting confidence and giving encouragement to pursue existing ambitions

*"I've realised there are other possible choices."* (YP Survey, 2017)

*"I considered a career in music a more viable option (radio in particular)"* (YP Survey, 2017)

*"I decided to do more with tech and less with maths"* (YP Survey, 2018)

*"And if you're not good at interviewing, you'll be given tips how to do it, but then if that isn't you, that's fine. Try something else."* (Parent/carers focus group, 2017)

*"I've realised that actually I can achieve my dreams as long as I'm willing to try."*  
(YP Survey, 2017)

*"They [Chapel FM staff] tell you to follow your dreams and encourage us to do that."*  
(YP Depth Interviews, 2018)

*"Chapel FM have pushed me to pursue it [music] as something serious. Every kid wants to be a pop star or something like that. And I thought I was just one of them but Chapel FM almost made it possible to have a career in music. It's not something that I want to be famous at, like that's the last thing that I want, to be honest. But, it's just showed me that I can have it, enjoy it and even make a career out of it."* (YP Depth Interviews, 2018)

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<sup>36</sup> But note, the numbers are very small here

It appears that working in the arts and creative industries are not seen as obvious choices in the worlds in which many of the young people find themselves. Chapel FM puts those career paths on the agenda.

*"I think you're taught from a young age that if you're going to go and do a university degree in something that's artistic you're not going to get as far as someone that's going to go and do science."* (Graduates Discussion Group, 2017)

*"Just knowing that there's some people do that as a job is good enough I think for me, like that's inspiring, doesn't matter what they do, it's the fact that they do it and they can make a living from that."* (Graduates Discussion Group, 2017)

### **6.5. Examples of Ambitious Choices**

Many of the young people involved in our research are still at relatively early stages in their life choices and we do not have longitudinal data about those who have graduated from Chapel FM. However, a number of examples of choices considered 'ambitious' were highlighted in the course of the evaluation:

*"Her involvement [at Chapel FM] founded the basis for her decision to study for a BA Hon in Community Music"* (Parents/carers survey 2017)

*"I'm going to Leeds City College to do musical theatre...I think that's why a lot of people don't go along with their dreams because they don't get the support that they need."* (YP Depth Interviews, 2018)

*"[X has] really, really has come on in leaps and bounds and her interests have developed quite massively in the two years that I've known her. Through them [Chapel FM], she's very much decided to go down the triple threat route of wanting to act, dance and sing; previously it was just the music. The only place she's got that from is Chapel FM. She's found her passion and found what she wants to do with Chapel FM."* (Teacher interviews, 2018)



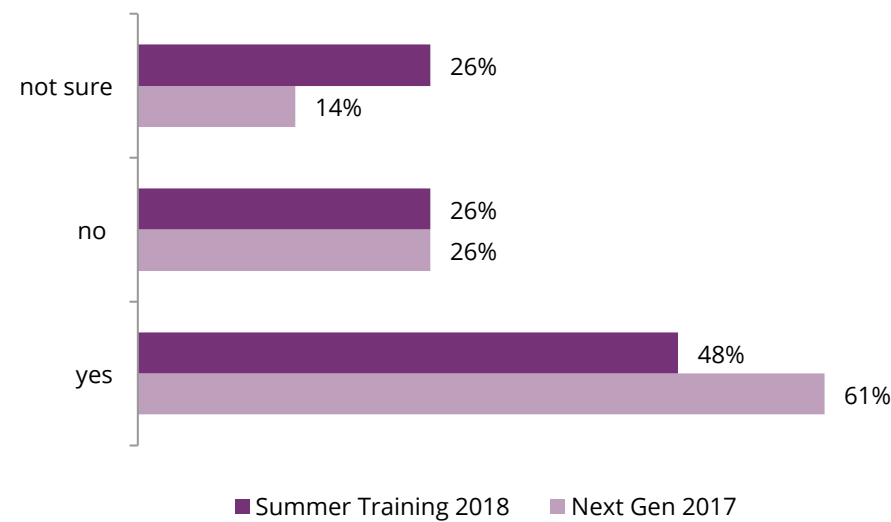
# 7. YOUNG PEOPLE BECOME ROLE MODELS & CHANGE MAKERS

## 7.1. Role models at Chapel FM

We asked young people and parents/carers whether they felt there were good role models at Chapel FM.

Next Generation participants were more likely to think that other young people were role models for them than those on Summer Training programme. The comparative length of these two programmes may account for this.

Fig 28: Are there any other young people at Chapel FM you consider a role model for you?  
WH YP 2017 N = 48  
WH YP 2018 N = 32



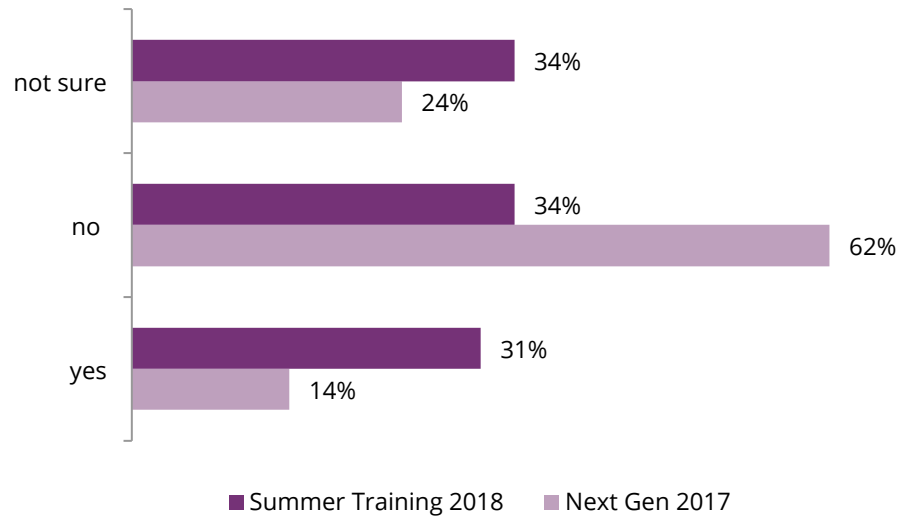
All the parents/carers who completed surveys agreed or strongly agreed that there were 'good role models to inspire my child/children at Chapel FM' (average score out of 5 was **4.73** in both years).

*"A [member of Chapel FM staff] - she's visually impaired herself. I didn't know that she was and I just find her just amazing how she's so good at her job. I thought she was so good and really friendly and warm and for me personally, I thought that she was a really good role model to follow."* (Mother of two visually impaired daughters, Parent interview, 2018)

*"B [member of Chapel FM staff] started on one of the courses. And then was an intern and then did voluntary work and then got a full time job."* (Parents Focus Group, 2017)

We also asked young people if they saw themselves as a role model to others:

Fig 29: Would you say that you were a role model to others?  
 WH YP 2017 N = 48  
 WH YP 2018 N = 32



Next Generation participants in particular were less likely to see themselves in this light.

## 7.2. What does it mean to be a 'role model' or a 'change maker'?

Our discussions with young people about role models threw up some confusion and also some discomfort. The survey findings above attest to this. Most of the young people could identify role models at Chapel FM, particularly among the staff, and sometimes among the other participants too.

*"Zoe [member of staff at Chapel FM] she's like my number one 'I want to be you'. She's had a huge impact on my music stuff... And Ryan [former member of staff at Chapel FM] because he's such a confident speaker... I really look up to them"* (YP Depth Interviews, 2018)

*"[Ryan, former member of staff at Chapel FM] He is a change maker because he introduces people to people and starts things."* (YP Depth Interviews, 2018)

What makes a role model can vary enormously depending on your values. Some of the common attributes of those deemed to be role models at Chapel FM were:

Fig 30: Commonly described attributes of a role model



However, some young people felt uncomfortable with the very idea of having a role model.

*"It's a hard one [the question of having role models]. I don't think so. I don't tend to look up to people, as weird as that may sound."* (YP Depth Interviews, 2018)

Being a role model was an even more fraught area. Again, the egalitarian culture of Chapel FM makes participants very unwilling to want to be seen as 'better' than anyone else. Claiming to be a role model falls into this category.

*"There are a few people who I know look up to me and there's some people who I've helped and some people I've taught and so I'd like to say no [to being a role model] in the efforts of modesty, but in all honesty, I do think... again sounding a bit unmodest... I do think that I am in some ways a role model for some people. God..."* (YP Depth Interviews, 2018)

*"It probably says something about everyone's self-esteem more than anything. Nobody thinks of me as a role model."* (Graduates Discussion Group, 2017)

*"It's just weird to think of someone thinking of you as a role model"* (YP Depth Interviews, 2018)

Many of the young people suggested that everyone at Chapel FM was a role model in some way.

*"In a way they're [Chapel FM participants] all sort of role models because it's like they're all very respectful of each other" (YP Depth Interviews, 2018)*

*"Everyone's sort of a role model for a different thing, everyone here is inspiring for different reasons. Some are teachers, some are great at what they do, some have overcome really difficult things" (YP Depth Interviews, 2018)*

Only one young person confidently described being a role model:

*"I'm a big role model to someone - my nephew...He's really naughty and I've been helping him... I don't want him to end up like me and end up getting excluded from school or anything, I want him to behave, I just don't want him to go through the same path as me. He has been through worse than me, but it doesn't mean that he can't change his behaviour. He said 'I really look up to you and I really want you to help me' so I'm like helping him through his language to people and I'm also helping him with his English because he's dyslexic so he struggles with English but he's got better."*  
(YP Depth Interviews, 2018)

While the language of 'role models' and 'change makers' often caused anxiety, in conversation young people could often describe occasions when they have taken responsibility or helped others. But the emphasis is on 'giving something back' rather than gaining kudos from a particular action.

*"I think this place [Chapel FM] is really good at creating people that are thoughtful, open, considerate...[they don't] necessarily think of themselves as role models or aiming to be role models but just by being good in those virtues, people see them as role models." (Graduates Discussion Group, 2017)*

*"You get encouraged to support other people. If you come and you're solely focused on yourself and your own progression, you'll find yourself not necessarily isolated, but you've isolated yourself and then... the environment isn't in keeping with how you would work."*  
(Graduates Discussion Group, 2017)

The Parents could also see how the organisation facilitates young people to take responsibility and go on to the next level.

*“At the minute on a Wednesday, she [daughter] actually comes and helps the class that they’re running at the minute. She’s not actually involved in it, she just comes and helps and assists because she did it last year and she wanted to do that herself.”* (Parents Focus Group, 2017)

### **7.3. Examples of young people as role models and change makers**

The Facilitators of the Next Generation programmes in 2018 were asked to identify examples of young people being role models.

#### **Example 1:**

- Worked really hard to get in with and support certain members of the course despite difficulties in the first few sessions
- Even if unable to take part in events, X comes along to show his support and offer help if needed
- Great effort in reinforcing the group’s chosen behavioural guidelines and became a huge part in ensuring that everybody felt comfortable and happy during sessions.

#### **Example 2:**

- More than willing to take on leadership roles inside of the course and at other events (if necessary) in order to support others and demonstrate skills
- Very positive to encourage good work/work ethic/general behaviour and supportive to others at all appropriate times
- Incredible demonstrations of guidance throughout the course, especially during the first few sessions, and showed a great level of ability in working well with everybody despite difficulty in the group.

#### **Example 3:**

- When the group was asked to think of ways to work effectively together and Y and one of her peers suggested that those who had taken part in course before act as mentors to those new to taking part in radio. As the course leader I was inspired by this suggestion and used it as the basis for some training in the

following week, where Y worked with one of the new participants to mentor him on interviewing skills. He found it somewhat difficult to work in a larger group of young people and Y recognised this, becoming a good friend and support to him during and outside of the course.

Example 4:

- At the start of the course, a brother and sister in year 7 briefly joined us and Z was extremely supportive of them both. She always asked if she could work with and support them and was very astute in recognising their initial nerves, which she helped them overcome to integrate with the group.

Leadership, taking responsibility and supporting others are clearly key attributes here.

#### **7.4. Change making beyond Chapel FM**

Applying the skills of a change maker outside Chapel FM can be harder to achieve. This is partly to do with the age of the participants but also to do with the already-identified lack of confidence many feel beyond the protective walls of the Chapel. However, there are some examples of attitudes and behaviours that do indicate willingness and desire to be a change maker in the community:

*“When the Love Arts Festival [a celebration of creativity and well-being in Leeds] is on it is just great. It’s all about mental health and stuff and it was really eye opening because I’ve never really experienced mental health and it showed me that it is a realistic thing and it happens and what I can do to help people with it and stuff which was awesome.” (YP Depth Interviews, 2018)*

*“I saw a police officer in town and he’d just been to a bar fight and split a bar fight up and his face was cut open, so I just went to the shop and got some antiseptic to help him and clean up... When I used to earn my own pocket money I used to go out and buy like stuff for the homeless and everything when I could. Me and my brother before we went into town on his birthday and we saw this homeless guy and we sat down next to him and had a big like two hours, three hours talk with him.” (YP Depth Interviews, 2018)*

*"I was offered a position to be a 'We' Leader<sup>37</sup> in the school and I'm able to help our school get to the point where we're able to change the world as well." (YP Depth Interviews, 2018*

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<sup>37</sup> An international youth development programme

## 8. YOUNG PEOPLE HAVE STRONG VOICES IN THE COMMUNITY

### 8.1. What does it mean to have a strong voice?

The idea of having a 'strong voice' meant different things to different people:

- Understood literally, meaning being able to sing or speak loudly and well
- Having an opinion and being able to articulate it
- Speaking up for yourself and others
- Being able to talk about your feelings

*"A strong voice is stating your opinion...out loud. These people [with a strong voice] are able to stand out there and say 'well, this is my opinion and I think that we should all act on this'" (YP Depth Interviews, 2018)*

*"A lot of the time we're not old enough to make our own decisions, but we are old enough to still be heard...A lot of adults make decisions but are they thinking about what they want for us or what we actually need?" (YP Depth Interviews, 2018)*

*"You don't keep stuff in at Chapel FM, you can tell people what's up with you...I have got a stronger voice since I've come here" (YP Depth Interviews, 2018)*

*"There's nowhere else really around here...where you can go and say how you're feeling and people actually listen to you about your opinions." (YP Depth Interviews, 2018)*

*"I had a very, very, very tiny voice when I was a kid...I'd say not only to be able to speak and to be able to actually say the things, but a strong voice is also the ability to feel in yourself that you can stand up and you can have an opinion on something personal and I'd say that's what a strong voice is, it's more about letting people express themselves verbally than it is about literally having a large voice." (YP Depth Interviews, 2018)*

In each case, Chapel FM was seen as a place where a 'strong voice' could be developed, primarily because it is a place where young people are listened to.

Many of the participants felt strongly that the views of young people are not considered enough in society and that this needed to be addressed.



*"Children often are marginalised and made to feel like their say isn't important because they're just children... they aren't aware of what's happening, they aren't old enough but I feel like Chapel [FM] has such an opposite view of that, because since I've been here there's been... such like a light shone on children's opinions." (YP Depth Interviews, 2018)*

Broadcasting and song writing (and other creative writing) were identified as the main conduits for young people's voices.

*"It's given me the chance to say that on live radio and put my voice out there. Especially the broadcasting course, that's helped me and even the music course, like writing songs about certain topics, is a way for me to be honest without feeling like I'm going to get criticised" (YP Depth Interviews, 2018)*

*"I've got a radio show in here [with] my mate...we talk about everything on there and that's just our way of getting our voice heard even if it's only in background of your living room" (YP Depth Interviews, 2018)*

*"[I write songs about] what's happened in my life and what's like my brother's gone through and everything and mainly my Mum because she's gone through a lot with like seven kids and in the past. Obviously my Dad's left home and got a new girlfriend and I don't really see him much, so I write about like all that and everything." (YP Depth Interviews, 2018)*

## **8.2. Are young people's voices heard in the community?**

In our Parents/Carers' Surveys, most respondents strongly agreed that 'It's important for young people to have strong voices in the community'.

The word 'community' is quite unspecific in this context, however. Most of the young people feel a strong sense of 'community' within Chapel FM and feel that this is a place where they have a strong voice. 'Community' might also mean the families and friends of participants, at school, within Seacroft, within East Leeds or within the wider Leeds area.

Broadcasting and the use of Facebook Live for performances does give the young people a more public platform, but from within the comfort of the Chapel:

*"They do the 'Lives' on Facebook and a lot of my mates saw that [Open Mic performance] and shared it and then tagged me in it...I was very shocked at myself that I'd done it."* (YP Depth Interviews, 2018)

As we have already seen, a lack of confidence can prevent newly found 'voices' from being strong at home or school. A strong voice can also be perceived negatively as 'opinionated' or 'difficult' in these contexts and this can close down opportunities to be heard. The lack of awareness of Chapel FM locally does also impact on whether young people's voices can be heard.

There were few examples of young people's voices being heard locally in Seacroft or in East Leeds. There was little sense of connection to these areas as a community:

*"I just don't see enough of East Leeds to see any of the voices from Chapel FM making a difference."* (YP Depth Interviews, 2018)

More concrete examples were given of Chapel FM participants taking part in citywide initiatives, and in effect, representing East Leeds to the rest of the city. This includes gigs, performances and festivals.

*"When you're doing gigs outside, you're almost representing what the Chapel is and there is a certain responsibility there, but I think that's a good thing."* (Graduates Discussion Group 2017)

*"Some people have a narrow view of the people from East Leeds ... by getting out there, giving young and old people a voice, we become a positive voice for the area, people stop thinking 'oh it's just a bunch of low educated, narrow banded people'. They listen to the broadcast and they go to the festivals, they see us perform somewhere and they go 'oh actually there's a hub of talent, there is music talent here, there are people with opinions, valid opinions'"* (Graduates Discussion Group 2017)

## 9. EAST LEEDS IS A COMMUNITY WITH PRIDE, VISION & HOPE FOR THE FUTURE

### 9.1. How do participants feel about East Leeds?

We asked both the young people and their parents/carers how happy they were with East Leeds. Only those who live in East Leeds answered the question.

In our 2017 survey, parents/carers scored their happiness with the area as **6.9** out of 10. The 2018 survey put the figure at **7.5**.

The young people scored their happiness with the area as **5.4** out of ten in 2017 and **6.6** in 2018. In both cases, the surveys after the Summer Training<sup>38</sup> gave higher figures than those post the Next Generation programmes. It is not clear why. The young people gave lower scores than the parents/carers on both occasions, suggesting greater dissatisfaction.

Attitudes among the young people to the area ranged from pride, to acceptance, to defensiveness to embarrassment:

*"I'm proud of where I'm from, I always will be"* (YP Depth Interviews, 2018)

*"It's not the best for crimes but... like it's all right, it's not as bad as other places...It's not as bad as what people think it is."* (YP Depth Interviews, 2018)

*"It's not the nicest area, it's rough, not many people are actually that nice to each other and nobody really wants to go anywhere, I don't mean that in the physical way of like nobody wants to like go out and go to Tesco's, I mean that in the way of like... nobody's really planning anything for the future"* (YP Depth Interviews, 2018)

*"When people come into where I work (I work in a fish and chip shop) and they talk to me like I'm a bit thick sometimes, it's like you're not bright enough for anything by being here"* (Graduates Discussion Group, 2017)

When thinking about 'East Leeds', many of the respondents focused on the Seacroft Green Shopping Centre<sup>39</sup>.

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<sup>38</sup> 2018

<sup>39</sup> AKA 'Tesco's'

*“East Leeds feel to me is when you’re out near Tesco’s and you see all the people vaping and people in tracksuits...and there’s all just them hanging around near Tesco’s and Greggs smoking and stuff, that’s what I would call the East Leeds vibe” (YP Depth Interviews, 2018)*

Anti-social behaviour and the lack of facilities and activities for young people were the most commonly mentioned downsides to living in parts of East Leeds.

*“The reason we’re moving is we’ve been threatened, well I’ve been threatened to be dead basically various times and we’ve had an awful lot of harassment, damage, violence, you name it” (Parents Focus Group, 2017)*

*“There’s some families that live near me that aren’t the best...just don’t get on the bad side of them because they’ll go off at you.” (YP Depth Interviews, 2018)*

*“I don’t like it, I don’t like it here. And like I don’t think there’s enough for young people either” (YP Depth Interviews, 2018)*

Some of the parents voiced concerns about the safety of the area. In our surveys, we asked young people whether they felt safe walking around Chapel FM in the daytime and the evening. **81%**<sup>40</sup> said they felt safe during the day and **44%** of Next Generation participants and **56%** of Summer Training participants said they felt safe in the evening. Many were dropped off and picked up by their parents/carers, so were unsure whether they would feel safe or not.

## **9.2. What impact does Chapel FM have?**

By contrast with the predominantly negative narrative about East Leeds, Chapel FM does provide participants with something in the locality of which to be proud.

*“At school [outside of East Leeds] it would be like ‘oh A is from East Leeds, it’s a shithole... there’s people I’ve brought from university here [to Chapel FM] and they’re like ‘wow, this is amazing!’ and they’re really impressed with the things that are going on.” (Graduates Discussion Group, 2017)*

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<sup>40</sup> 2017 and 2018 surveys

*"Because this [Chapel FM] is here, there's something that people can refer to [in East Leeds] in a positive way." (YP Depth Interviews, 2018)*

Chapel FM's very difference to the culture of the area is a strong part of its appeal – it is 'in' East Leeds but not 'of' East Leeds.

*"I think the Chapel brings like a nice sense to the area because there are a lot of people, especially around Seacroft that think they're like oh this big man, you know what I mean? Like they think they're indestructible with the way they act...but when you come in say here [to Chapel FM] ... no one like thinks they're better than anyone else, it's all equals." (YP Depth Interviews, 2018)*

*"[Chapel FM is] Probably the most safest environment you can think of away from your home." (Parents Focus Group, 2017)*

*"I always said it was my happy place ... it's like a different world" (Graduates Discussion Group, 2017)*

## 10. COMPARATOR ORGANISATIONS

Finding organisations that exactly replicate the operating model of Chapel FM is not easy. Instead, we have identified two organisations that share elements in common in the training work with young people, but which offer a slightly different approach. Both are in areas of significant ethnic diversity.

### 10.1. Stories We Could Tell @Vibe, Rochdale

Rochdale is a town in Greater Manchester with a population of just over 200,000. 37%<sup>41</sup> of the local population aged 16 – 74 have no academic qualifications and the area has high levels of deprivation, with 6% of the adult population claiming benefit<sup>42</sup>. The area has significant ethnic diversity, with 21% being from non-White backgrounds.

Vibe is a live music venue and hub in the centre of Rochdale. Stories We Could Tell (SWCT), based at Vibe, is a community group formed in 2015 to provide a communal safe space for young people with an offer that engages them on their terms, that is relevant, accessible and builds ownership. It aims to offer a supportive and stimulating environment for young people (aged 11 – 24) to find their voices and develop their creative side at their own pace, when they are ready and in whatever way they want.

The space includes a café, recording studio, Defiant Radio, a workshop, training, performance and exhibition space combined with staff who are professional artists and musicians, some also with social work and counselling backgrounds.

Opportunities offered by SWCT include:

- Visual arts – animation, photography, drawing and painting
- Music – song-writing, playing a musical instrument, rapping
- Technical – guitar-building, computer maintenance and production
- Writing – composing previews, reviews and interviews for broadcast, print and social media, creative writing and poetry
- Performance – broadcast and live

Arts Award qualifications are available through these routes and young people can also access projects run by partner arts and cultural organisations through SWCT.

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<sup>41</sup> The figure for England is 29% (ONS)

<sup>42</sup> M.E.N. media 2010

Young people are 'members' and 80% come to SWCT through a referral from the local partner organisations including Children and Adolescent Mental Health Services (CAMHS), MIND (the mental health charity), local schools and colleges. Many of the young people have experienced traumatic episodes in their lives and include those who are or have been asylum seekers and refugees, looked-after, self-harming, self-medicating, autistic, bullied or abused. SWCT is funded by the NHS Clinical Commissioning Group and the local authority, with project funding from Youth Music.

#### Comparisons with Chapel FM:

- While SWCT is not as sophisticated an operation as Chapel FM in its facilities or digital presence, it has in the region of 50 young people engaged at any one time, which is similar to Chapel FM. Because of its referral relationships, it also reaches more young people with very challenging lives. This allows SWCT to tap into sources of funding that Chapel FM does not currently access. SWCT is presently oversubscribed and cannot meet the demand from referrals with its current provision
- While the areas of activity offered are similar to Chapel FM, the approach is less formal and much less structured. Young people are not required to sign up to a programme but can attend more flexibly and explore the range of activities as they wish. Some choose not to participate in creative activities (at first, at least) but can become 'meeters and greeters' for other young people or a 'barista' in the café
- The approach attempts to be more responsive to the needs and interests of the young people who attend. For example, the guitar-making activities and rapping were developed in response to the interests of the members. The ethos is that the young people lead and the adults are there to help and support.
- The Board includes two members who receive full training and support

## 10.2. Beatfreeks, Birmingham

Birmingham is the UK's second largest and most diverse city. Founded in 2013, Beatfreeks Collective is a group of companies using creativity for good, based in the heart of Birmingham<sup>43</sup>. These companies are:

- Young Giant: A youth engagement agency building 'Institutions of the Future' through harnessing the power of youth, helping companies and young people to connect
- Doink: A Do and Think Tank 'humanising data through creativity to tell extraordinary stories and facilitate better decisions'.
- Free Radical: An art activism platform empowering young people 'to tell stories about themselves, the world and how they fit together (or not)'.

The shared mission of all these companies is:

'Fuelling conversations and concepts that dare people to challenge the way of the world'.

**Young Giant** takes as its starting point the idea that Millennials and Generation Z (aged 16 – 34) are more demanding as a workforce, consumers and citizens. To remain relevant, brands and institutions need to engage with young people. Beatfreeks gives organisations direct contact with young people to co-create new ideas, build engagement and deliver insight. They have worked with the Heritage Lottery Fund, Selfridges and PG Tips to name a few. In the process, young people gain valuable skills, experience and contacts.

**Free Radical** is an art activism platform that gives young people the space mentally, physically and digitally to tell stories about themselves and their world. The objective is to develop socially and critically-engaged young artists who use their work to be thought-leading, provide social commentary or act as provocation for wider discussions. Free Radical offers an artist development programme, talks and workshops, training, a festival, performance opportunities and projects.

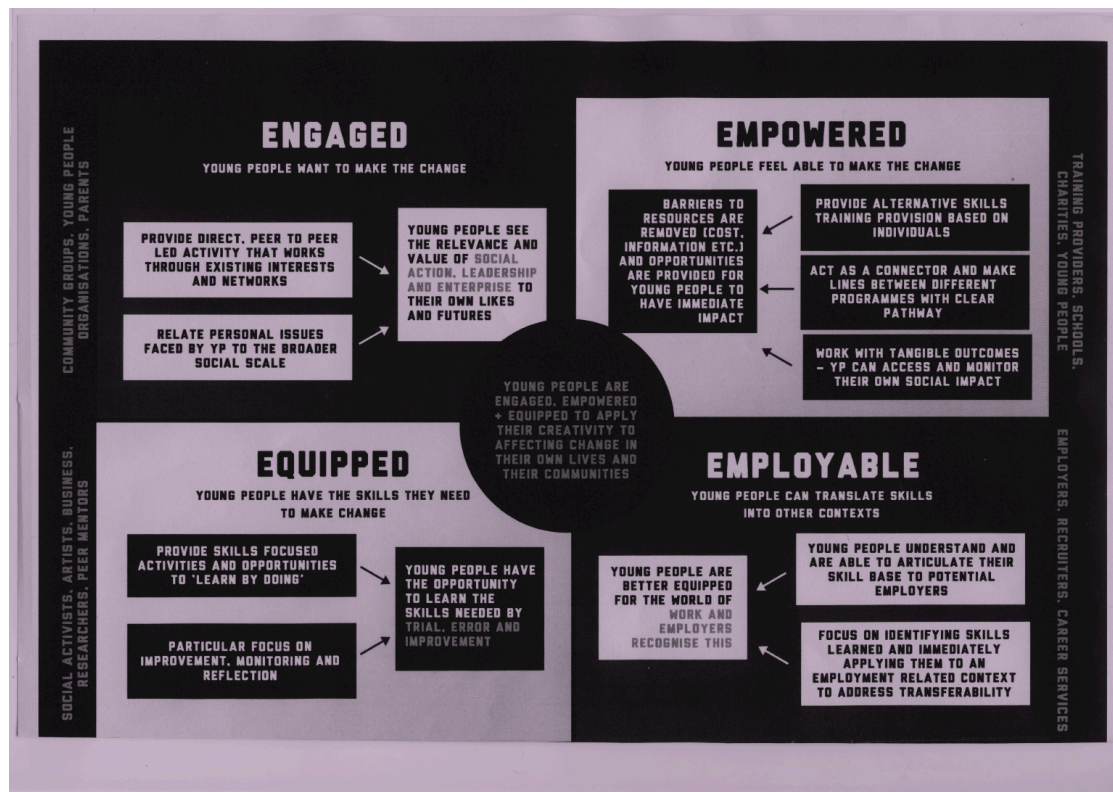
Beatfreeks' Theory of Change model is shown overleaf.

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<sup>43</sup> Beatfreeks.com



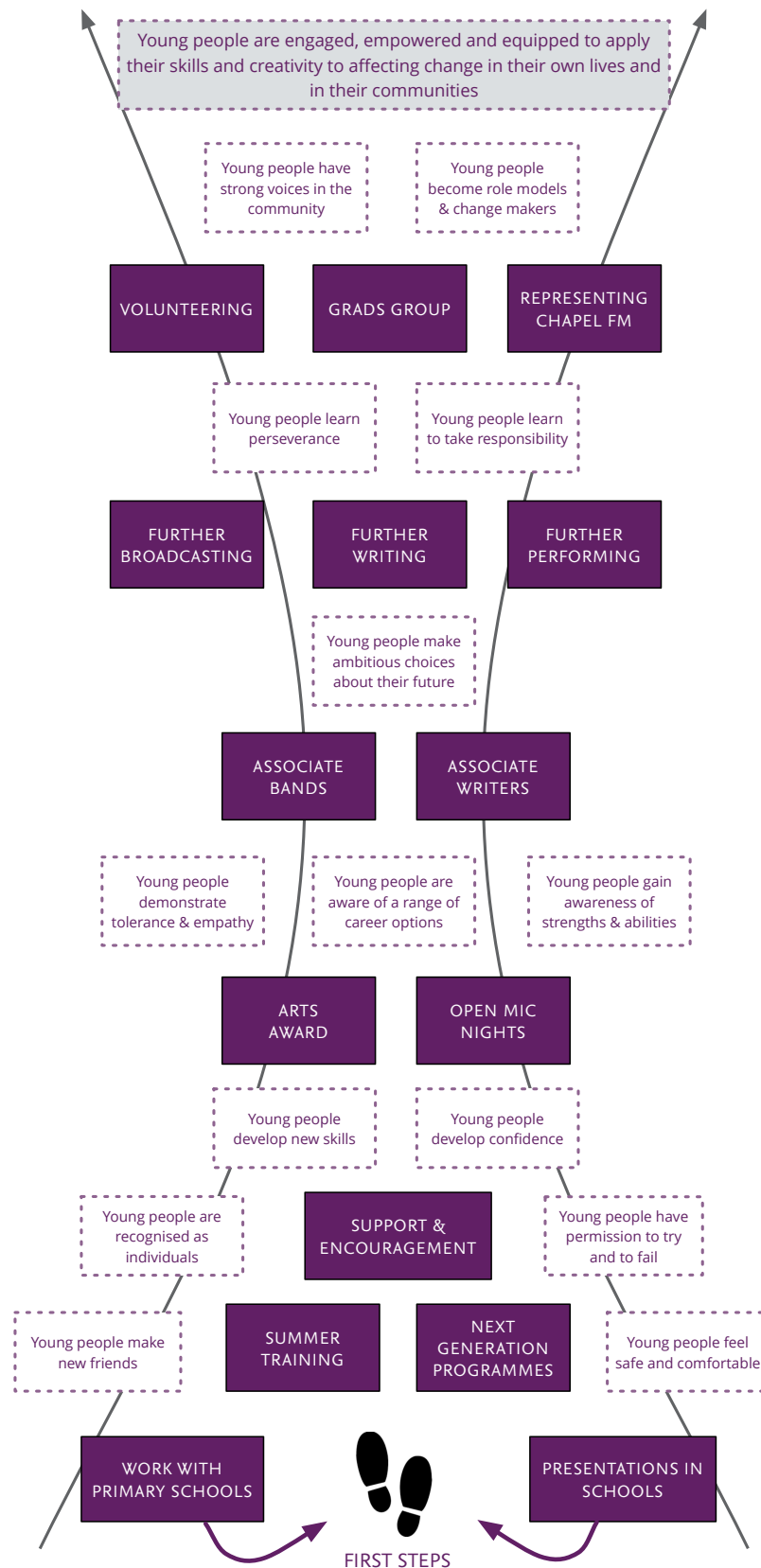
Fig 31:  
Beatfreeks  
Theory of  
Change Model



#### Comparisons with Chapel FM:

- The two organisations share the goal of wanting to equip young people with the skills and attitudes to become 'change makers' and use creativity as a tool to do so
- Beatfreeks tends to work with somewhat older young people than Chapel FM and therefore illustrates a 'what could happen next' scenario for Next Generation Graduates
- A core strength of Beatfreeks is its multi-cultural base of young people, something Chapel FM does not really have at present
- Beatfreeks understands that young people having a 'voice' is not only important for them, but actually valuable to organisations and businesses
- Beatfreeks links young people to a wider range of careers and types of employment, focusing on the transferability of the skills they develop

## 11. ILLUSTRATED THEORY OF CHANGE



## 12. CONCLUSIONS

Chapel FM's Theory of Change has been thoroughly tested through this evaluation. In most respects it is a good reflection of the way that change happens at Chapel FM. However, the evaluation raises questions on the robustness of the link between the training offered to young people and the ultimate vision for change as it is currently expressed. It also challenges the clarity of the pathways between the different outcomes.

Chapel FM is making significant impact in relation to its work with young people and this evaluation documents these successes. Detailed evaluation also gives us the opportunity to highlight potential ways to improve effectiveness and further increase impact.

### ACHIEVING OBJECTIVES

Through its training work, Chapel FM is successfully reaching young people who live and go to school in East Leeds. Half live in areas classified as among the most deprived 10% in England and many have challenging family and personal situations.

1

Satisfaction levels among the young people who participate and their parents/carers are very high.

2

Although Chapel FM is operating at or near capacity with its current offer for young people, there are many thousands more young people in East Leeds and this number is set to grow with the building of the East Leeds extension.

3

The pipeline for bringing young people into Chapel FM is rather uncertain. The organisation relies on the connection with schools and the support of individual teachers for much of the throughput, but teachers move on and schools change. Presentations by Chapel FM in schools have been very effective but rely on individuals with capacity to engage potential new participants.

4

<p>The current Theory of Change assumes that access to Chapel FM activities is made from a level playing field, but there are several barriers to participation, such as the lack of diversity among staff and participants, the perceived ‘tribalism’ of current participants, cost, lack of parental support and time commitment (and the lack of experience of committing to an activity). The inclusive feel inside the organisation can be seen as exclusive from the outside.</p>	5
<p>Young people are gaining skills specific to an area of interest and also ‘soft skills’, such as teamwork, communications and performance skills.</p>	6
<p>Arts Award seems to be a useful ‘hook’ to hang experiences from but it is not the main motivation for participation by most young people.</p>	7
<p>The atmosphere and ethos of Chapel FM are key to the acquisition of new skills and confidence, particularly the opportunity for young people to be themselves, to not be judged, to try and be allowed to fail in an encouraging and egalitarian environment.</p>	8
<p>Providing young people with opportunities to be listened to is one of the most valuable aspects of the training work.</p>	9
<p>The connection between Chapel FM and the ‘community’ is unclear. The fact that it is different to the local environment is part of what makes it special and appealing to the young people that attend, but also probably what holds it apart. It is not typical of what is expected in the local community, but it is something that those outside East Leeds can point to as a positive attribute of the area. It may therefore change these people’s perceptions of East Leeds.</p>	10

## INCREASING IMPACT & EFFECTIVENESS

There is some demand from these existing participants for more visual arts/communications and additional music opportunities to be offered.

11

External communications tend to be somewhat ad hoc, rather than systematic and strategic.

12

Awareness of Chapel FM and understanding of what it offers seems to be limited in the local area. The name 'Chapel FM' is not helpful or descriptive in this regard.

13

Chapel FM is clearly good at building young people's confidence. However, the trajectory is not always directly upwards, with some young people dropping in reported confidence levels over time. The key issue is being able to express that confidence outside the confines of Chapel FM.

14

There is no real clarity about what an 'ambitious' choice for the future is or is not. However, Chapel FM does seem to influence how many of the young people think about their futures.

15

There are role models for young people at Chapel FM among both the staff and the participants. However, the idea of being a role model is often not a comfortable idea.

16

Despite the numerous positive outcomes of the training work with young people, it is not clear whether it can directly influence the wider 'community' of East Leeds. The outcome would appear to be developing the individuals' social and cultural capital but that might result in them leaving East Leeds.

17

## 13. RECOMMENDATIONS

### COMMUNICATIONS

Consider changing the organisation's name. Already the names Chapel FM and ELFM are in use, but neither brings clarity to what the organisation is or stands for.

1

Consider whether being an 'arts centre' presents an unnecessary barrier to participation, particularly as non-arts activities are already offered, such as broadcasting, tech and cooking.

2

Invest in communications systems, resourcing and training.

3

Consider whether a referral system for teachers and other organisations could help with recruitment and open up funding possibilities.

4

Continue to work with primary schools to increase awareness and sow the seeds of future participation among young people.

5

Speak to the different motivations of young people who join Chapel FM in communications, whether they are 'towards' an existing interest or 'away from' difficult aspects of their lives.

6

### STAFFING

Reflect on the limited ethnic diversity within the staff team and aim to address this in future recruitment.

7

Ensure all new staff participate in mental health first aid training. Other mental health training and support may also be useful to provide for staff and participants alike.	8
Developing the coaching skills of the staff may prove valuable, particularly in supporting the participants to develop their skills and confidence outside Chapel FM.	9

## PROGRAMMES

Use this evaluation to clarify which are the core and essential elements of the training offer for young people and what is additional. Develop this into the forward strategy for the organisation to ensure the core elements are resourced properly.	10
Consider how the training work can be expanded as the East Leeds population grows – do the plans for extending the current building allow for this growth? Can they accommodate more visual arts/communications strands?	11
Develop clearer pathways for progression for young people other than just Arts Award levels. Parents/carers are also keen to understand more of ‘what’s next’ for their children. Clarifying the route to volunteering and potential employment for young people at Chapel FM and other work places would help.	12
Look to develop the technology strand of the training programme as a way to hook in a wider range of young people.	13

Emphasise the transferability of the skills that young people are gaining at Chapel FM. Demonstrate how creativity is important in many walks of life, but also as part of mental well-being. Look to engage with businesses and third sector organisations, as well as arts organisations in the city. Consider the value of the youth voice being developed.

## THEORY OF CHANGE

Consider modifying the vision of Chapel FM to reflect the fact that young people may not see East Leeds as their 'community'. Refer to the wider community benefit more broadly.



## APPENDICES

## A. EVALUATION FRAMEWORK

	ASPECT TO BE MEASURED	METHOD OF DATA COLLECTION
1.	Starting points	
Who gets involved in Chapel FM and how? What assumptions are made about these starting points?		
1.1	How many come from East Leeds?	Chapel FM records
1.2	What is their socio-economic background?	Parents'/Carers' survey
1.3	How did they hear about Chapel FM?	YP interviews Parents'/Carers' survey
1.4	Why do they choose to come to Chapel FM?	YP participant interviews
1.5	Why do some drop out? What are the barriers to attending? Travel, cost, conflicting demands of other activities, lack of parental support?	Feedback from YPs or their parents (telephone or email)
1.6	What other extra-curricular activities do they participate in?	YP survey
1.7	Where does Chapel FM fit into their lives?	YP participant interviews
1.8	How is Chapel FM perceived in the East Leeds community?	Donut research
1.9	What assumptions are made about how YP initially get involved? Capacity, selection, choices	Staff session
2.	Developing Skills	
What are the skills and what needs to be in place for skills to be acquired? What assumptions are made about skills development?		
2.1	Specific, technical, transferable. Breadth and depth How are they acquired? How are they demonstrated?	Arts Award folders, Individual Learning Plans, observation, YP interviews, Parents'/Carers' survey
2.2	Is there any impact on schoolwork or in other parts of their lives?	YP interviews, Parents'/Carers' survey, teacher interviews
2.3	What is the link between skills and qualifications?	YP interviews
2.4	How do the skills and qualifications (music grades/Arts Award) compare to other areas of Leeds and nationally?	Chapel FM records, secondary data sources
2.5	Does Chapel FM offer the skills and opportunities YPs are looking for?	YP interviews, Parents'/Carers' survey

3.	Developing Confidence	
How does increasing confidence manifest itself? What needs to be in place for confidence to be developed? What assumptions are made about developing confidence?		
3.1	Examples of increases in confidence	YP interviews, Parents' /Carers' survey, Reflective Journals
3.2	Health and well-being measures	YP survey, YP interviews
3.3	Is there any impact on schoolwork or in other parts of their lives?	YP interviews, Parents' /Carers' survey, teacher interviews
3.4	Making new friends	YP interviews, YP survey, Parents'/Carers' survey
3.5	The role of providing opportunities outside Chapel FM	YP interviews
3.6	How important is 'feeling safe' in developing confidence and how does Chapel FM do that?	YP interviews, Parents'/Carers' survey
4.	Making ambitious choices	
How are ambitions developed? What needs to be in place for ambitious choices to be made? What assumptions are made about making ambitious choices?		
4.1	Examples of ambitious choices	YP interviews
4.2	Ambitious vs realistic choices	YP survey, Parents' /Carers' survey, staff feedback
4.3	How do YP find out about choices available?	YP interviews
4.4	What is the place of role models in making choices?	YP interviews
4.5	Does participating at Chapel FM improve employment chances?	YP interviews
5.	YP have strong voices in the Community	
5.1	Perceptions of East Leeds	YP interviews, YP survey, parents' survey
5.2	Examples of 'strong voices'	YP interviews, Parents' /Carers' survey, teacher interviews
5.3	Which young people have a strong voice and why?	YP interviews, staff feedback
6.	YP become role models and change makers	
6.1	Examples of YP as role models and change makers, e.g. volunteering, voting, activism. Different scales	YP interviews, YP survey
6.2	What influences whether YP become role models and change makers?	YP interviews, staff feedback
6.3	Do young people see themselves as role models?	YP interviews, YP survey

## B. METHODOLOGICAL STATEMENT

In total, 80 individual young people have participated in our research. A small number of young people have taken part in multiple elements of the research, but the majority have responded to one or two parts. Over the past two years<sup>44</sup> 115 young people have been involved in Chapel FM programmes. We have therefore engaged 70% of the population of young people and can be confident in the results presented.

A total of 26 parents and carers have responded to the various elements of the research. This is clearly significantly lower than the number of young people and it can be assumed that it is the most engaged parents who have responded and been involved. This may therefore impact on the results. We cannot be sure, for example, that there are not parents who are either dissatisfied or indifferent to the impact that Chapel FM has on their children.

The research stages are described below in more detail:

- **Parents/Carers Focus Group**

This focus group was held in the Methodist Chapel meeting room adjacent to Chapel FM on 22 February 2017. There were six participants, four female and two male (one of whom was also a Board member). They were invited to participate by Chapel FM staff. The discussion lasted two hours.

- **Graduates Discussion Group**

The Graduates Discussion Group was held at Chapel FM on 27 February 2017. Everyone in the 'Grads Group' was invited to attend by Chapel FM staff. There were seven participants (including one Board member). The discussion lasted 90 minutes.

- **Young People's Survey 2017 & 2018**

Paper copies of the survey were handed out to all young people who participated in the Next Generation programmes and Associate Bands/Writers groups in July 2017. The survey was also available online. To ensure the confidentiality of the paper responses, special envelopes were provided. 48 young people took part.

The 2018 survey was circulated to those who took part in the summer training programmes and therefore included children new to Chapel FM and those who had

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<sup>44</sup> 2016/16 and 2017/18

already participated in other programmes. 32 young people took part. Again, the survey was available online and on paper.

In both cases a £25 High Street Voucher was offered as a prize draw to encourage completion.

- **Parents/Carers Survey 2017 & 2018**

The parents/carers surveys were circulated by Chapel FM staff both on paper and emailed as a link to the online version. They went out at the same time as the surveys to the young people in both 2017 and 2018. In 2017, 15 parents completed the survey and in 2018 11 were completed.

In both cases a £25 High Street Voucher was offered as a prize draw to encourage completion.

- **Depth Interviews with young people**

All young people who participated in the 2018 Next Generation programmes were given information about the depth interview process. Information was also handed out to parents/carers to keep them informed. The young people chose whether to opt in to the process by completing a form.

Twenty young people agreed to take part and the interviews were held at Chapel FM between 27 February and 28 March 2018. They took place on a one-to-one or one-to-two basis in a private space and lasted between 30 minutes and an hour.

## C. INDIVIDUAL CASE STUDIES

These case studies are drawn from the depth interviews with young people at Chapel FM, with additional information from parents, teachers and Chapel FM staff. They have been anonymised to protect the individuals' identities.

### A's Story, age 14

"X [*Chapel FM member of staff*] came into our school and told us a bit about the summer broadcast that was going on, which was like a taster kind of thing and I thought 'oh, this is cool, why not?' I told my mum about it and she was like 'this is a really good way to develop your social skills' because I was a very introverted person, still kind of am, but I'm getting there.

I felt really welcomed and appreciated here and the environment was amazing and the people here are amazing and I thought this is really my thing. I've never enjoyed something like I have this and I can't really explain it, but it was so amazing. I really want to be here and be a part of this.

When I first came, I would have never started writing poetry but now it's like a thing that I love. One thing leads to another and I'm ending up doing loads of different things.

I'd probably say, this sounds like so cliché, but my confidence has grown a lot. Three years ago I wouldn't have been speaking to you if I'm honest, I would have avoided it as much as I could.

I have more friends here than I do at school. We're all very friendly and close. Although we all have our differences, we're all involved in this [*Chapel FM*] and it's something that kind of brings us together, in a way.

People like Y [*Chapel FM staff member*] she's like my number one 'I want to be you'. She's had a huge impact on my music, she's always giving me tips on how to improve, but it's not like 'this is awful', she's like 'you know, this is what you could do to make it better'. And Z [*Chapel FM staff member*], because he's such a confident speaker. I really look up to them.

I don't know a single person that doesn't listen to music at some point in their life and it just amazes me how much it can affect someone's life. I write poetry a lot, and I read books a lot and it amazes me how much those two things can affect someone in whatever way and I just want to be able to do that.

I think East Leeds is really misinterpreted and people think 'oh it's full of kids that roam around the streets crashing cars and stuff'. People seem to look at the bad things but it's not always what you think. Because this [*Chapel FM*] is here, there's something that people can refer to in a positive way.

This is definitely my second home. This is where I can do my thing that I love with the people that I love and this is where I want to be all the time."

## B's Story, age 13

"I was dance mad and still am, but not as much since I've started Chapel FM because Chapel FM has technically taken over because it's that amazing. I've loved it.

You don't have to act different, you can act yourself and just always be yourself. I feel that in school you can't really say anything to anyone, but when you come here you can talk about anything. It's different because in school you're seen as that type of person, but in Chapel FM you can be whatever you like, you can be your normal self, you don't have to change.

The most important thing is you meet friends. It's very hard to me to make friends because I'm an only child. When I first started this year I didn't know anyone and then I've met a load of people. We've all become friends. That friendship is here forever.

Only a few weeks ago my mates gave me the confidence to actually perform on Friday Night Live [*Open Mic*] and that was very strange because people have never heard me sing. I was very scared to do it. I recorded it and it went onto one of the broadcasts. I'm proud of myself because at Chapel FM they do the 'lives' on Facebook and a lot of my mates saw that and shared it so and then tagged me in it and then I found out that they'd done it and I was very shocked because it was the more popular people of Leeds East [*school*] that had done, it so I was very shocked at myself that I'd done it.

I had no confidence really because I'd been told to go jump off a cliff, I was very suicidal and I was very lucky that I found the support, because when I lived in Halton Moor unfortunately I got assaulted, I got abused, I got everything and I was very lucky that I found people that could help me.

At my school you've got over 1,000 students and my school don't do anything about anything, if you get bullied, they don't do anything, you get assaulted, they don't do anything, if you have a fight in my school, nothing happens. I got hit a few months ago and they didn't do anything about it, they just put the girl in isolation.

The confidence here has brought me to who I am now. At first I didn't have confidence because where I used to live it was very hard for me to have confidence, but since I moved and since I've come here, my confidence has raised. I can talk about anything to anyone around here.



My Mum says 'oh but my daughter does it, my daughter's amazing, she performs there' and my Mum is so proud of me. She's told so many people about me since I've started here.

I'm proud of myself and I've got the confidence."

B's Mum said:

"We found this place for the summer school last year. It was a bit of a difficult time at home, so having her away from where we were living for two weeks every day was wonderful because I knew that she'd be amongst people that a) she was completely safe with, but amongst completely different balance of people and she fell in love with the place and I don't think we've really left since. I love the fact that I know she's safe and she's doing something that not many kids get the opportunity to do.

The reason we're moving from HM [*local area*] is we've been threatened, well I've been threatened to be dead basically various times and we've had an awful lot of harassment, damage, violence, you name it, we've had it and she's come here and felt at ease. She doesn't feel that anywhere else.

We've changed groups because the Tuesday night group wasn't exactly right for Hannah but the adults [*Chapel FM staff*] realised that and found her a slot in the Wednesday group. I think at 12/13 they've got to start learning how to behave and here, I know they've got to behave. And the other children that they meet, even the ones that have got other disabilities, any special needs, it doesn't matter here. Everyone just accepts everybody as they are."

## C's story, age 15

"I signed up for the Next Gen course that they do and once I started doing it, it just became part of what I did a lot of the time. And then I started attending the Open Mic nights and things and just got really comfortable... I've performed quite a few times actually at the Open Mic nights. I sing and I'm trying to learn ukulele.

Most of the music stuff I did was at school. I think I was just free and I was like 'I should probably start doing more stuff out of school that will help me with it' and now I just don't understand why I never went [*to Chapel*] before. I quickly made friends because obviously they were all interested in the same things, so it was quite good to relate on something.

I'm really socially awkward sometimes, so when I first walked in [*to Chapel*] I think I sat in the corner...I've become a lot more confident with just talking with people...I used to be quite weird around people...doing this has really helped. When we do broadcasts and stuff, I used to be really quiet and didn't really want to say anything, but now...we got told to do a 20 minute broadcast and I think it went on for 40 minutes because we were just talking for that long.

[*I've also improved*] my singing skills and being able to put emotion and stuff in, so I think I've improved quite a lot on that.

My Dad...I think he's noticed a lot my confidence changing and he has commented on it a lot.

Here [*at Chapel*] I feel comfortable because I've been here that much, I might as well live here.

[*Next year*] I'm going to Leeds City College to do musical theatre. [*My ambition is*] something to do with 'triple threat', which is obviously dance, drama and music, because that's a course that I've gone for. I'd like to do something with Broadway... that's a really ambitious dream but... I'm hoping that eventually I'll be able to get there.

I think the support of everyone here [*at Chapel FM*] and just friends, staff and everything has been really good, like with Y [*staff member*] when we did Next Gen, she was really supportive and helped me with a lot... She's just like she's an amazing singer, she's great at guitar and she's just really confident and bubbly and stuff and like stories that I've

heard you know, how she used to be when she first started, I think I just see her as a really confident person. I'd like to be like her. "

C's school said:

"In particular C, she really, really has come on in leaps and bounds and her interests have developed quite massively in the two years that I've known her. I think she just started on the Arts Award but now, through them [*Chapel FM*], she's very much decided to go down the 'triple threat' route of wanting to act, dance and sing. Previously it was just the music. The only place she's got that from is Chapel FM because she doesn't do drama here, she doesn't do dance here and because of them, she has now decided right, I really want to do all three, so she's been getting involved a lot more with the dance clubs here since. She's absolutely found her passion and found what she wants to do with Chapel FM.

They all know her there, you know, and she's quite proud of that, there's a quiet confidence about her. She's calmed down a bit as well. More maturity."

## D's story, age 15

"[In the drama group] everybody's confident and everybody's themselves in it. Here it's quite relaxed. A lot of people don't like school lessons, for example acting or music, because it's too structured, whereas here we're in charge of it. The adults here do listen to us, which is what I think a lot of people don't feel from school, home, whatever and it's just an alternative environment really.

I'm certainly more confident. If I was back at Year 7 me for example, I wouldn't be comfortable with being recorded or whatever. I'm certainly not letting my medical conditions hold me back (I never did anyway) but I'm certainly being more 'I will do this' and 'you're not going to stop me from doing this'. The main one that stops me doing stuff is my seizures.

[I've learned about] Leadership definitely. I never used to be very good at it, I used to be kind of bossy, but now I take on other people's ideas, because I've got used to working with people I don't usually hang around with. I tend to kind of talk to people more and I talk to people in a wide range of different ways, as I've learnt stuff like that from acting.

The people here are different and it doesn't matter about the background, they all come here to be together and they're all friendly and they're all nice."

Staff at Chapel FM said:

D experiences non-epileptic seizures brought on by stress, sudden loud noises, flickering lights. Therefore she can find new people and places a challenge. She is passionately devoted to performing and youth theatre and this means that she is determined not to let her condition stand in her way.

She was able to interact with new people on her own terms and not as an illness or disability. She had an established group of friends from the previous youth theatre but she seemed to grow in confidence with the new members as the weeks went by.

When it got closer to the performance date, D was on certain ground and was able to use her experience to take on a leading role in terms of supporting and guiding other group members. She has signed up for the new Drama project.

## E's story, age 17

"I didn't have many friends in high school. [*A member of staff at school*] basically pointed this place [*Chapel FM*] out to me before he left and I looked into it.

I would definitely say I have changed a lot and this place is really a big thing in me changing, because it was something different and it was somewhere I could be me instead of being the person who I'd had to be in the past.

I wasn't really in the best of ways at school, I was bullied a bit, I'd been bullied since primary school so it wasn't really a new occurrence, so I had to be someone that I wasn't just so I could sort of avoid those people and when I was here, I could be myself. I've definitely made a lot of friends here.

[*Seacroft is*] not the nicest area, it's rough, not many people are actually that nice to each other and nobody really wants to go anywhere... nobody's really planning anything for the future. Coming here it was like everyone here had chosen to come here...it was people who were interested in bettering themselves ... 'everyone had hope' would be a really cheesy way of saying that. Everyone here is a role model for a different thing and everyone here is amazing in some way.

It's so free [*at Chapel FM*] that you can come in and if you've got an idea, you can sit down and talk to someone and then in a few days' time if there's a studio free, you can do something."

Staff at Chapel FM said:

E is a regular attendee at Chapel FM but this was his first foray into Drama. He is extremely bright and articulate.

He very quickly gelled with two of the other young men in the group, knowing that all three had experienced trouble with other young males socially. E found himself in the position of role model and group expert and this has lasted into the new project, where all three enjoy each other's company and a shared understanding.

In the last year I have watched him grow. He is more self-assured and seems less driven to have to be the centre of attention. When he takes centre stage he knows why and enjoys his moment.