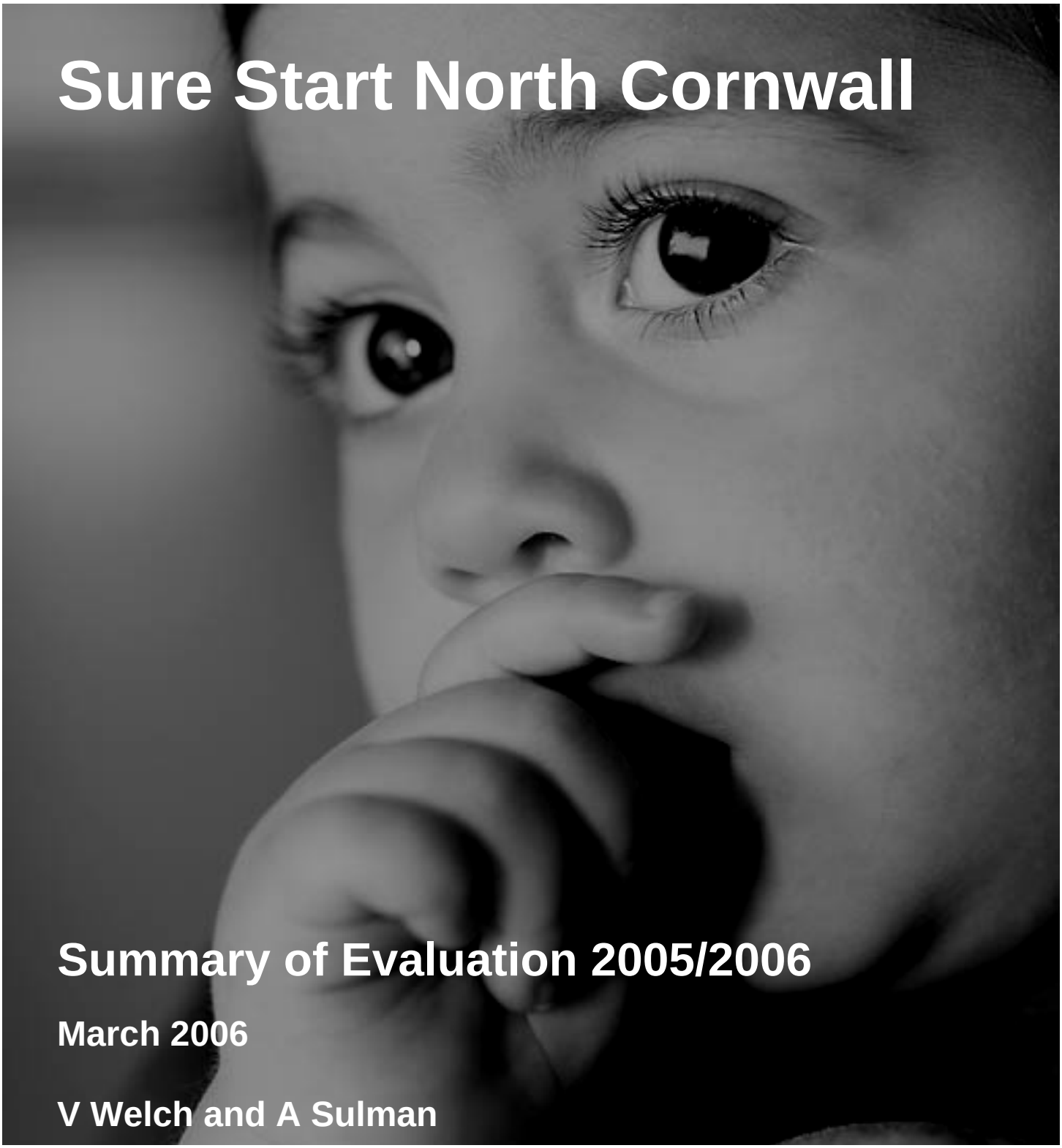

Sure Start North Cornwall

Summary of Evaluation 2005/2006

March 2006

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Introduction

History

Sure Start Local Programmes (SSLPs) are required to evaluate their services and this requirement will continue with the transition to Children's Centres. Over the past five years the Social Research and Regeneration Unit has been involved with the evaluation of several Sure Start Local programmes in Cornwall. This evaluation activity has varied considerably from programme to programme in line with local requirements and information needs. In this programme this has involved significant evaluation of individual projects and services within the programme as well as a number of whole-programme evaluation activities and the evaluation of cross cutting themes. In tandem with this, we have provided programme staff (and some users) with training in research skills and they have been supported in becoming increasingly self-evaluating. Over the past year as programmes began moving on to become Children's Centres there was a reassessment of what was required from local evaluation and this programme together with four others with whom we work in Cornwall decided to adopt a new model of evaluation.

Drivers for the change to the New Model

Policy Context - Sure Start Local Programmes and Children's Centres work within a complex network of policy. Their work is subject to a number of guidance, aims, targets, objectives, outcomes and principles and some programmes have set their own local targets. It is important that the evaluation of Sure Start takes full account of all the relevant criteria.

Outcomes - There has been an increasing drive from central authorities towards evaluation that focuses primarily on outcomes. Although there is an acceptance that both formative and process evaluation have an important role to play in service improvement, the main expectation of the local evaluations is that they will focus on identifying, evidencing and measuring outcomes. It was therefore important that the new model should have a clear emphasis on outcomes.

Resources – As SSLPs became Children's Centres the pressure on limited resources continued. Resources for evaluation, like resources for other aspects of the work, were becoming increasingly scarce and it was therefore important that the new model became increasingly streamlined and allowed efficiency gains by, for example sharing of research tools and development work between Centres.

Change in emphasis - Although some programme wide evaluation has always taken place it was more usual for evaluation efforts to be directed towards specific projects of interest to the programme. Pressure on resources also suggested a move towards evaluation which focused mainly on programme or centre-wide outcomes.

Support for staff – As evaluators we have provided significant training and support for staff in programmes. In the main this has aimed to support their development as evidence based, self-evaluating practitioners. This has included in-house training, mini-conferences and individual consultation and support. It is particularly important as external evaluation moves towards a more programme-wide model that similar support continues for staff. In this way individual services can continue to be evaluated as effectively as possible to ensure that the services being delivered are effective, appropriate and of a high standard.

The Resulting Model

The resulting model was agreed with programme managers and Boards or subgroups as required, although this process took a little longer than was hoped. The model consisted of three main strands and a few supporting activities. These are outlined briefly below before discussing each strand in more depth later in this report.

Thread One – Programme Matrix. A complex map of the programme's services against Every Child Matters Outcomes. The aim of the matrix is to identify which individual services are contributing to the outcomes and propose mechanisms by which they may be achieving this. The matrix has been developed with input from staff and has encouraged them to engage more fully with the framework.

Thread Two – Basket of Indicators. A set of annual measures that will allow the programme to efficiently evaluate its progress towards a range of outcomes. The basket of indicators has been developed in consultation with many local stakeholders and expert practitioners as well as expertise from the university.

Thread Three – School impact study. A research project designed to run for at least three years. The study works with schools in the area which have reception age children. Its main aims are to identify which services have been important in preparing children to thrive when they reach school, to measure the impact of the Children's Centre and to share good practice.

Supporting activity – Annual data. The Social Research and Regeneration Unit collect, critique and collate all external secondary data required for the Sure Start Unit annual returns. The unit was nominated to do this for all programmes in Cornwall at the request of various data providers, who preferred a direct timely approach from one source rather than a range of requests from several different sources.

Supporting activity – Staff and project support and training. We have provided a number of training and networking activities for staff during the year. In addition a wide range of individual support has been provided for staff to help them with data, self-evaluation and research issues.

Methods

The local evaluation of Sure Start Local Programmes and Children's Centres is a complex undertaking that requires a number of discrete research projects. To achieve the evaluations we have had to apply a number of different research methods. As in previous years this has encompassed both qualitative and quantitative methodologies.

Some typical methods used –

Depth interviews – When relevant researchers have conducted formal and informal interviews with staff, managers, families and other local stakeholders. Most often these have been semi-structured interviews which aim both to explore and capture opinions on services and family issues as well as to gather more 'tangible' information (e.g. service use, satisfaction, resource requirements, methods applied, theoretical underpinnings etc).

Light-touch interviews – Researchers have frequent contact with users of services and with staff. Such contact provides opportunities to gather rich information without over-burdening respondents. This is particularly important when dealing with family members who are frequently very busy juggling a number of competing demands.

Focus and similar groups – Researchers have conducted group work to gather views. Examples include holding group discussions to generate feedback on particular courses, activities or projects.

Paper based surveys – A number of paper based surveys have been employed, for example a survey of parental opinions in the School Impact Study, a survey of consultation preferences, and a number of surveys specifically to gather information for individual projects.

Feedback sheets – Many services within the programme use feedback sheets in differing formats. Some do so unaided, others have required support with the design, dissemination or appropriate analysis of these forms.

Observations – Researchers have performed observations and participant observations within a number of settings. This method has proved to be a valuable method for eliciting the perspectives and preferences of young children as well as gaining the trust of group participants.

Secondary data analysis – A significant amount of desk-based research has been undertaken. This has often involved collecting and analysing evidence from external sources. In addition several analyses have been conducted which include data generated from within the programme (for example from the registrations and contacts information compiled within the programme).

Thread One – Programme Matrix

Sure Start programmes are highly complex enterprises consisting of a multi-professional staff group delivering a wide range of services as well as a number of regular and/or occasional externally commissioned projects. The new model of evaluation discussed above will be very effective at identifying the outcomes achieved by the programme as a whole but it is also important to understand exactly what the programme comprises and how it is achieving those outcomes. The programme matrix is the first step in this process.

The matrix lists all of the services provided within the programme and then maps these against Every Child Matters Outcomes. However rather than performing this as a simplistic 'tick-box' exercise a great deal of time and effort has been put into proposing the actual ***mechanisms*** by which individual services are achieving any given outcome. In this way the matrix begins to develop a number of statements of 'process' many of which can be developed into testable hypotheses for further evaluation or research. It is very important to know not just that a service believes it is making a contribution to an outcome but ***how*** it believes this contribution is being made, since this potentially provides a way to delineate the individual contributions of diverse services within a complex web of activities.

The matrix was developed over time with input from staff in the projects delivering services. For example although the evaluators were able to list the majority of services provided, only the staff in the programme were able to ensure that the matrix was a fully comprehensive list. Similarly although the evaluators were able to 'seed' the matrix with potential statements it was necessary to engage with the staff and managers in the project to be able to propose the full range of mechanisms they felt were contributing to the achievement of various outcomes.

Staff were encouraged to engage with the matrix in a number of ways. Above all we asked them to bear in mind that the mechanisms should aim to describe how the outcomes were achieved for the ***child.*** Many of the 'aims and outcomes' in the Every Child Matters framework are quite vague and the temptation for many staff was to describe outcomes achieved by adults or the family as a whole without stating clearly how this obtained the outcome for the child. Staff were particularly encouraged to base statements of mechanisms on ***evidence*** where at all possible. In this context evidence could be in the form of findings from their own or external evaluation or indeed findings from appropriate wider evidence such as published research or materials from their own professional training. However it is important to understand that at this stage the matrix remains a set of largely under-tested claims.

The process of developing the matrix proved to be very helpful to many staff, giving them the opportunity to think in detail about existing services in the context of Every Child Matters. Many have commented that the approach will be helpful to them in planning future work and activity.

It is the nature of family services such as Sure Start programmes and Children's Centres that their services change and develop over time. This is in response to changing needs but also in response to changing policy and changing levels of resource availability. Because of this the matrix needs to remain a 'live' document which should be updated at regular intervals. One way in which it could be updated would be for information about new services to be collected using a suitable form and this information to be added to the matrix. A suitable form would also serve the purpose of being a planning form for any

proposed services. This would allow staff the opportunity to think clearly about how and why services are to be delivered and would further provide the information required by managers, board members and others making decisions about which services should be delivered.

The matrix as a whole also allows those making decisions about the programme to identify strengths in service delivery as well as any gaps or areas of weakness. Such an activity should not however be solely based on the matrix alone since it is important to understand local needs and preferences.

The complete matrix is best viewed as a large wall chart, it is a large document. A bound copy of the matrix as it currently stands is available as Annex One to this report. The following five pages of this report provide a digest of information from the matrix, however the reader is reminded that by the necessity to stay within the bounds of this document we have had to reduce the level of detail somewhat, therefore it is recommended that interested readers also view Annex One.

There are a number of underlying issues which impact on the achievement of outcomes in all five areas of the Every Child Matters framework. These are not restated throughout the report and readers should presuppose that they apply to all services. These include –

- All staff have a good understanding of the programme as a whole and are able to refer and signpost to services both within the programme and externally.
- All services and activities are provided in safe and secure environments with appropriate risk assessments being completed.
- All staff and services operate within a defined set of programme policies for example the Child Protection / Safeguarding Children policies.
- Staff in contact with families are CRB checked.

Thread One Continued – Matrix Findings

Be Healthy

Physically healthy
Mentally & emotionally healthy
Sexually healthy
Healthy lifestyles
Choose not to take illegal drugs

Due to a particularly strong set of expertise amongst the Sure Start North Cornwall health team, many of the services' strengths particularly lie within this first ECM outcome (with particular attention given to the birth to three matters 'Healthy Child' outcome). The following only provides a snapshot of particular examples. All the following services contribute to all outcomes using a holistic approach. There are many services which specifically help guide and encourage interaction with health services. Links are made with families who have particular needs or are facing difficulties (e.g. Behaviour support group, Postnatal Depression Group, Pregnancy Loss Support Group, Domestic Violence visits at Pop-in and Play, Special Parenting Service and also Under 1's). These services not only contribute to the emotional wellbeing of children and families but also to the efficiency of staff, enabling them to signpost families to appropriate extended services and support.

Services such as Young Parents Bumps and Babes, Cookery Course / Eatsome Project, Child Health Clinic, Home Visits by Health Professional, Family Health and Antenatal / Bosom Babes Breastfeeding Group contribute strongly to enhancing the general and physical health of children and cultivating a culture of healthy eating within the family. Other services contribute to the 'physical' health of the child outcome in terms of the active and physically energetic play opportunities which are presented from ante natal through to older children.

Services such as Baby Massage Training, Cycling and Little Swimmers strengths lie in supporting both parent / carer and child in their attachment and bonding (from before birth); as well as introducing physical exercise as a positive experience. Most important these are services which can significantly cultivate emotional, physical and general health in a culture of support promoting self-confidence and self–esteem. Services such as Birth to Three Matters, Post Natal Group, Reiki Healing, Basic Counselling Skills, Cooking Story Packs and Indian Head Massage also provide support for healthy lifestyles.

All workers within the Sure Start Local Programme are committed to promoting healthy choices and positive models of parenting. The ethos of Sure Start is to ensure that children's health needs are identified and assessed at an early stage and a multi-disciplinary approach adopted in the delivery of a seamless service.

Stay Safe

Safe from maltreatment, neglect, violence and sexual exploitation
Safe form accidental injury and death
Safe from bullying and discrimination
Safe from crime and anti-social behaviour in and out of school
Have security, stability and are cared for
Parents, carers and families provide safe homes and stability

There are some key mechanisms by which Sure Start North Cornwall services cultivate the safety of children. For example the Postnatal Depression Group, Domestic Violence visits at Pop-in and Play and Special Parenting Service amongst others particularly contribute to safety of children using an advisory and referral / signposting system. As a result there is earlier identification and meeting of need for those experiencing difficulties.

The team provide support to families in making safe decisions and protecting children from violent environments and behaviour. Much research recognises that this can have an important impact on the mental and emotional wellbeing of children and families. This extends to services which help parents and carers to manage behavioural difficulties. This is achieved by confronting the issues which affect the family and understanding the impact on children (e.g. through behavioural workshops).

A particular strength of Sure Start North Cornwall's services extends to accommodating the more general safety issues and specific practical guidance for all families. Pop-in and Play for example provide a range of guidance - Electrical Home Safety Visits, NCDC Food Safety Team, and Domestic Violence visits. Furthermore projects such as Car safety training, Fire Safety / Safe Start / Phoenix Project services heighten parent's and carer's awareness of safety issues and Early Years First Aid enhances protection for children.

There are also general ways in which all services meet the safety outcomes in terms of CRB checks for staff, risk assessment of facilities and clean and safe toys and equipment. Attention is also paid to the principles of *Birth to Three Matters (Keeping Safe / Being safe and protected)* **www.standards.dfes.gov.uk/primary/publications/foundation_stage**

Enjoy & Achieve

Ready for school
Attend and enjoy school
Achieve stretching national educational standards at primary school
Achieve personal and social development and enjoy recreation
Achieve stretching national educational standards at secondary school

In terms of the 'Enjoy and Achieve' outcomes Sure Start North Cornwall appears to offer many services which have a wide range of early learning opportunities not ordinarily be available to its families. These learning opportunities provide a very strong basis for preparedness for school education (e.g. Storysacks training, Story Time / Play Together, Pop-in and Play sessions). Imaginative, creative play and Play Around Toy Library is particularly useful not only for the play resources it provides but also for the links to other services (signposting) and pre-schools.

Speech and Language Therapy provides a very important service for young children particularly for those with special needs. Mechanisms used include mental stimulation and guidance to enhance communication skills which potentially can have a significant effect on the child's self confidence and self esteem.

Services whose strengths lie in specialist play opportunities include the Sure Start North Cornwall's Birth to Three and Singing and Signing. ('A competent learner', Birth to Three Matters). This is particularly demonstrated by Sure Start North Cornwall's Crèche team, who along with a van and equipment are able to provide a backdrop of quality play experiences and childcare for children at most of the Sure Start North Cornwall services. Support for standards in pre-schools also contributes to early education as an important grounding and basis both socially and educationally.

Other services aim to provide fun ways in which parents and children can learn and bond are; Cornish Early Babies Coffee Morning, Lunch and Toddler Group
Treasure Baskets Art & Craft / Therapy Workshops, Monkey Music, Toddler Time. Such services encourage children and parents to learn to play together by providing structured and unstructured activities specifically tailored for different age groups. Sure Start North Cornwall services contribute very significantly to families' ability to access and interact with other children and adults outside of home. This enhances children and families' social networks and most importantly provides an important basis for enjoying the structure and challenges children will experience at school.

Make a Positive Contribution

Engage in decision making and support the community and environment
Engage in law-abiding and positive behaviour in and out of school
Develop positive relationships and choose not to bully or discriminate
Develop self-confidence and successfully deal with significant life changes and challenges
Develop enterprising behaviour
Parents, carers and families promote positive behaviour

Generally speaking Sure Start North Cornwall contributes to this particular outcome most strongly through advising and supporting families to help guide their child's development and through various outreach work. There are services which bring a direct benefits by promoting positive family behaviour especially where there are particular needs such as Behaviour support group, Dad's Aloud, One Parent Support Group, Parent to Parent / Befriending Service and Young Parents Group.

Key mechanisms for this work include the promotion of self confidence through new activities and experiences, exploring challenging behaviour in families via boundary setting and promoting positive behaviour. It's also important to note that these services can have contact with families who have particular special needs or difficulties and can help promote children's behaviour in terms of new social skills and networks.

In many instances this outcome is co-dependant on other outcomes. For example services such as Speech & Language therapy and Minders Together can provide children with specific opportunities to develop areas in which they may be challenged. Both of which also contribute to "A Strong Child" and "A Skilful Communicator" Birth to Three Matters outcomes. These aid the development of self confidence and self esteem through new challenges and learning for children from an earlier age.

Parents and carers are also encouraged to support and guide their children's development through information and advice. For instance there are many services which support positive modelled behaviour for children and families by helping parents and carers to become more involved in the community (e.g. Chair person and committee skills workshops, Partnership Board Involvement and Volunteer Support Service. The range of support offered by Community Gems Training Support provides a good basis for family development by encouraging community involvement. Particularly as groups like the Post Natal Depression Group amongst others included in the matrix can provide parents with opportunities for their own self confidence and development, which much research shows can have an impact on children.

Although it is impossible to include examples from every service in this summary, it is important to note that the majority of Sure Start North Cornwall services through various means attempt to give support and guidance to improve family bonding and inclusivity for all families and children. This takes place with particular emphasis on community involvement for families and outreach work due to the geographically widely spread Sure Start North Cornwall areas.

Achieve Economic Wellbeing

Engage in further education, employment or training on leaving school
Ready for employment
Live in decent homes and sustainable communities
Access to transport and material goods
Live in households free from low income
Parents, carers and families are supported to be economically active

Sure Start North Cornwall services cultivate economic wellbeing outcomes for families; for the most part this can range from direct contribution from the programme in the form of subsidized services, to advice and support for families in order to encourage more long-term economic wellbeing.

For example services which appear to most directly contribute to the over coming of socio-economic disadvantage include the Credit Union and housing, debt and benefit advice given through the presence of various agencies at the Sure Start services. In this way parents and carers have the opportunity to draw on the information and guidance of directly or by being referred from other agencies / service providers. Specific mechanisms range from giving guidance to families who need general information about managing their debt, informing them about the benefits they're entitled to, as well as provision of general practical advice about finances. At one extreme this could include finding immediate solutions to problems and issues, which potentially have a direct impact on the health, stability and general wellbeing of the child and family.

The Credit Union also provides a service which not only aims to financially assist parents and families, but to also encourage families to contribute and involve themselves in a self sustaining community enterprise. This could in turn provide good modelling for children in the future, by potentially helping to promote a culture of community contribution within the family.

In addition to this Sure Start North Cornwall's well established links and signposting with Cornwall Neighbourhoods for Change, Connexions and Job Centre plus as well as other agencies provide parents with support to access training / employment opportunities which potentially could be argued expand opportunities for parent's economic growth, as well as providing a good role model for children in later years.

Additionally, Sure Start North Cornwall's services provide employment, training and education opportunities for parents and carers. For example Career info software packages, CD Rom packages, Computer skills workshop and Digital Video / Multi-media Skills. This provides the option of expanding skills with no cost to parents and carers. Job Hunting Workshops and SMARTI Business Planning Skills also aim to expand options and employability, all of these services potentially can help parents and carers to develop a culture of learning within the family.

The mobile toy library and visits from Health Professionals etc undertake outreach and travel to families in remote areas providing more opportunities for children to interact with toys and other children at very little cost to families. Sure Start North Cornwall financially assists some families and children who need additional help to access services, particularly via Pre-school Funding and Support and special needs funding or more generally by providing transport.

Thread Two – Basket of Indicators

As part of the 'New Model' of evaluation much work was done on compiling a unified set of indicators that could be used annually to measure the progress of Children's Centres towards a range of outcomes. It was considered important to make these indicators meaningful within the local context, as in the experience of SSLPs externally imposed indicators had been largely ineffective in measuring the local situation – indeed it is often over looked that Sure Start Unit indicators were national indicators and never intended to be particularly useful at the local level.

Historically Sure Start Local Programmes and CCs have been presented with new guidance at regular intervals. This has often arrived in the form of guidance documents, but also as web site information, letters or by verbal advice from regional officers. As a result although new aims / objectives / targets / principles etc have frequently been identified for programmes and centres to work towards, it is not always clear about whether these supersede or 'bolt on to' existing requirements. (NB we use the word 'criteria' below to describe all of these aims etc and by this we mean 'all of the things Sure Start Local Programmes and Children's Centres are told they *should* be doing'). Consequently there has at times been some confusion over which criteria Sure Start Local Programmes and Children's Centres need to focus upon.

An analysis of the sources listed below conducted in September 2005 identified over 70 aims, indicators, measures, requirements and principles which applied to the work of SSLPs and CCs. It was also noted that some other potential criteria were excluded from this analysis and that further criteria were being developed locally (e.g. Local Area Agreement and CC's Minimum Standards document).

- Every Child Matters Outcomes Framework (AIMS only - targets, indicators and inspection criteria were excluded)
- Sure Start PSA (as stated in Children's Centre guidance AUG 03 document (these relate to 04-06 SS PSA)
- Sure Start PSA 05-08 (NB these are the targets for <u>Sure Start as a whole</u>, they are not specifically for SSLPs or CC's alone)
- CC Core Offer AUG 03 document - components of Core Offer
- SS Principles as presented in most SS and CC documents

Thus these 70 judgement criteria formed the basis of the first stage in the development of the annual evaluation indicators. Over the next few months indicators were developed and refined against these criteria in consultation with a wide range of people from around Cornwall. This process included some difficult decisions about which outcomes should be indicated as a priority. In the main it was thought most appropriate to focus on the Every Child Matters Framework but to be mindful that many of the indicators used here could be useful in measuring progress against other outcomes. Decisions were also needed about individual indicators, often this meant arriving at a practical compromise.

Successive revisions of the basket of indicators were made and consulted upon until a robust, effective and manageable set of indicators was prepared. This basket is envisioned as the minimum set that each Centre should be using, it would also be possible to identify a small number of additional local outcomes which were specific priorities for individual Centres.

One further benefit of this approach is that if the basket of indicators is applied in all Children's Centres there is the potential both to aggregate data to higher levels and (where appropriate) to conduct comparisons between Centres. This means that measures of progress at a Local Authority level would also be available using meaningful data to which local stakeholders had 'subscribed' and felt ownership of.

The indicators ultimately selected include both secondary data (from 'existing' data sources) and primary data to be collected afresh within each area. In effect this means that there will be a strong local voice given the high level of input to the indicators from local parents and carers. Tools to enable this data collection have been developed in draft form and are presented in the appendices of this report.

The final draft of the basket was completed at the end of January 2006 and was circulated to contributors and other interested parties. It was presented as a 7 page document comprising of an introduction followed by pages of indicators. This document is reproduced below.

We would like to restate that we are very grateful for the wide range of contributions made to this process and recognise the expertise of the various contributors.

Annual Evaluation Indicators - Developed for Sure Start Children's Centres in Cornwall

Introduction

The following indicators were developed in consultation with a wide range of stakeholders from across Cornwall, including Parents, Board and sub-group reps, Children's Centre staff and managers, local practitioners and researchers.

Their purpose is to provide sound evidence that will enable Children's Centres to evaluate their contribution towards a number of outcomes. Primarily the outcomes that need to be evidenced are from the Every Child Matters Outcomes Framework however many of these indicators will also provide evidence against other criteria (Children's Centre Core offer, minimum standards, PSA PIs etc).

Where suitable data already exists this will be used, however such secondary data is not always available, is not always sufficiently specific to Children's Centre areas or ages or it is thought to be unreliable. Therefore some new (primary) data will also be collected. The three main sources of primary data collection include the Centre's own monitoring and information, data collected during an annual survey of eligible families and data collected as part of the Schools Research Module[1].

This 'basket' of indicators has been reduced from a much larger set of proposed indicators. The principles behind item selection included –

- Overall the indicators must be manageable on an annual basis – data collection should not be excessive and should be limited to those items that will provide the most valuable information
- Indicators must be capable of showing change over time
- Indicators must be capable of showing differences between Children's Centre areas
- Indicators must be reliable and repeatable
- Indicators should be as specific, valid and accurate as possible - capable of showing any impact that Children's Centres are having on children in their area
- Where possible indicators should relate directly to the child rather than to parents
- Where possible data should be generated in the same way in different Children's Centres so that data can be aggregated to provide information for Authority-wide evaluation

During the process a number of other indicators were identified which whilst not selected as annual evaluation indicators could provide valuable contextual information for Children's Centres, such indicators could be periodically updated as and when data is available. These Context Indicators will be identified together with recommendations about routine monitoring indicators in a separate document.

Data from the first round of data collection for these indicators will effectively provide a reference point or baseline against which future data can be compared. Consequently it would be nonsense to radically change this first version of the basket of evaluation indicators in following years however minor changes may be needed as time goes by, for example if additional or local aims are identified or if secondary data items become unavailable.

Warning – indicators, whether they are externally imposed or developed locally are usually measurable proxies for wider aims and objectives. They are NOT recommendations about which areas within these wider areas are most important or which deserve most attention or resources, indeed their validity as proxies depends on them being seen in this way. For example if funding were diverted from other areas to focus only on encouraging families to wean their child after 4 months there could be a significant change in the indicator without a significant change in whether families promoted other aspects of healthy choices i.e. the proxy-outcome link would be spoiled.

Vicki Welch. Social Research and Regeneration Unit, University of Plymouth. Jan 2006.

[1] More information available from V Welch, Social Research and Regeneration Unit, University of Plymouth. 01872 224009. vwelch@plymouth.ac.uk

Be Healthy

	Primary (new) data	Secondary (existing) data
Physically healthy	**Schools module** • Proportion of parents who agree and strongly agree with 'I feel my child is physically healthy'	• HES data (admissions of children under five a, Lower Respiratory Infection, b, Gastro-enteritis, c, Severe Injury * plus further categories as advised • Proportion of mothers breastfeeding their babies at 4 weeks
Mentally and emotionally healthy	**Schools module** • Proportion of parents who agree and strongly agree with 'I feel that my child is mentally emotionally healthy' and disagree and strongly disagree with 'I feel my child is less self confident than most children of the same age'	• Ave FSP score for PSE Social development and PSE Emotional development • Proportion of children having P, Q, R and S scores on SSLM – RECOMMENDATION that ALL children are screened on SSLM at 2 years. •
Sexually healthy		
Healthy lifestyles	**Annual Survey** • Proportion of parents who agree and strongly agree with 'I feel my family generally has a healthy diet', 'my children eat 5 portions of fruit or veg each day', 'my child is physically active for at least 30 minutes on most days', 'my child enjoys playing sports'. • Proportion of households where no one smokes.	• Proportion of mothers smoking at their booking appointment. • The proportion of mothers smoking at 36 weeks of pregnancy. • Proportion of mothers smoking after the birth (as noted at HV's 2nd EPDS)
Choose not to take illegal drugs		
Parents, carers & families promote healthy choices	**Annual Survey** • Annual proportion of babies weaned before the age of 4 months (respondents asked to select which month solids were introduced to youngest child's diet). • Proportion of respondents to annual family survey agreeing or agreeing strongly with statement 'Families should teach young children about health living'	

Stay Safe

	Primary (new) data	Secondary (existing) data
Safe from maltreatment, neglect, violence, sexual exploitation		• Number of children under five referred to cause for concern meetings • Number of children under five on child protection register
Safe from accidental injury and death		• HES data - admissions of children under five for severe injury • Number of children under 5 years attending MIU or A and E departments with accidental injury
Safe from bullying and discrimination	**Schools Module** • Proportion of respondents to starting school survey 1 agreeing or strongly agreeing with I feel my child – 'is more self confident than most children', 'has a good awareness of what is / is not safe', 'gets on well with other children'	• Average FSP score on PSE - SD
Safe from crime and anti social behaviour in and out of sch'	**Schools Module** • Proportion of respondents to starting school survey 1 agreeing or strongly agreeing with I feel my child 'is more self confident than most children', 'has a good awareness of what is / is not safe', 'gets on well with other children'	• Average FSP score on PSE - SD
Have security, stability and care		• Number of children referred to cause for concern meetings • Number of children on child protection register • Average FSP score on PSE - ED
Parents, carers and families provide safe homes and stability		• Annual number of families with a child under five in temporary housing / B/B at some point during the year

Enjoy and Achieve

	Primary (new) data	Secondary (existing) data
Ready for school	**Schools Module** • Responses to Starting School survey 1 proportion of parents agreeing or strongly agreeing with I feel my child 'Is likely to do well at school', 'Can deal with changes more easily than most children', 'Can think more creatively than most children'	• Average FSP score on PSE - DA
Attend and enjoy school	**Schools Module** • Proportion of families responding to schools module QR2 at end of FS – agreeing or strongly agreeing with 'My child's attendance at school has been very good', 'My child enjoys being at school'	• Proportion of absences from possible school sessions • Average FSP scores on PSE - DA
Achieve str'ing national educational stds at primary school		• Proportion of children achieving FSP scores of 9 in three or more* of the 15 dimensions of the FSP
Ach've personal & social development and enjoy rec'tion'	**Annual Survey** • Proportion of parents agree and strongly agree with 'my child is physically active for at least 30 minutes on most days', 'my child enjoys playing sports'.	• Average FSP Scores for PD, and CD and PSE – DA and PSE – SD and PSE-ED
Achieve str'ing national educational stds at secondary school		
Parents, carers and families support learning	**Schools Module** • QR 2 - Annual proportion of families who attend at least one parent / teacher consultation evening or similar session	

Make a Positive Contribution

	Primary (new) data	Secondary (existing) data
Engage in decision making and support the community and environment	**Programme Monitoring **** • Annual count of parents participating on Board and sub groups • Annual count of parents volunteering in programme	
Engage in law abiding and positive behaviour in and out of sch	**Schools Module** • Responses to Starting School survey 1 proportion of parents agreeing or strongly agreeing with I feel my child 'Gets along well with other children' 'Gets along well with other adults'	• Average FSP score on PSE-SD
Develop positive relationships and choose not to bully or discriminate	**Schools Module** • Responses to Starting School survey 1 proportion of parents agreeing or strongly agreeing with I feel my child 'Gets along well with other family members', 'Gets along well with other children' 'Gets along well with other adults'	• Average FSP score on PSE-SD
Devel' self-conf' & successfully deal with sig'nt life changes & challenges	**Schools Module** • Responses to Starting School survey 1 proportion of parents agreeing or strongly agreeing with the I feel my child 'Can deal with changes more easily than most children' and disagreeing or strongly disagreeing with – I feel my child ' is less confident than most children of the same age'	• Average FSP score on PSE-ED
Develop enterprising behaviour	**Schools Module** • Responses to Starting School survey 1 proportion of parents agreeing or strongly agreeing with - I feel my child – 'enjoys imaginative play' and ' enjoys exploring different ways to solve problems'	• Average FSP score on PSE-DA
Parents, carers and families promote pos'ive behaviour		

Achieve Economic Well-being

	Primary (new) data	Secondary (existing) data
Engage in fur'r education, employment or training on leaving school	**Annual Survey **** • Responses to annual family survey 'How many adults in your household (18 and over) are currently engaged in further education, employment or training (FT or PT)'	
Ready for employment	**Annual Survey **** • Proportion of respondents to annual survey agreeing or strongly agreeing with 'The Sure Start Children Centre has helped members of my family to get a better job' **Programme Monitoring **** • Annual count of parents volunteering in programme	
Live in decent homes and sustainable communities	**Annual Survey** • Proportion of respondents to annual survey agreeing or strongly agreeing with 'The Sure Start Children Centre has helped my family to get a better home'	
Access to transport and material goods	**Annual Survey** • Proportion of respondents to annual survey agreeing or strongly agreeing with 'The Sure Start Children Centre has helped my family to get a better standard of living'	
Live in households free from low income	**Annual Survey** • Proportion of respondents to annual survey agreeing or strongly agreeing with 'The Sure Start Children Centre has helped my family to get a higher income (from work and/or benefits)' and 'I feel that my family currently has a low income overall (from work and/or benefits)'	
Parents, carers and families are supported to be economically active	**Annual Survey** • Proportion of respondents to annual survey agreeing or strongly agreeing with 'The Sure Start Children Centre has helped a member of my family to get a job', 'There are sufficient child care places in my local area', 'childcare in my local area is affordably priced'	

Overarching Indicators

	Primary (new) data	Secondary (existing) data
Early identification of children with special needs and disabilities with inclusive services and support for their families	**Annual Survey** • Responses to annual family survey proportion of respondents agreeing or strongly agreeing with 'One of my children / my child has been identified as having special needs or a disability' AND If Yes 'I feel that our family has received sufficient support with our child's special needs or disability'	

Thread Two continued - Further indicators

In addition to the indicators selected for the basket of indicators a number of other measures were discussed that were thought to be worth conserving in some format. After further refinement two further sets of data items emerged.

The first are indicators that although not suitable as annual indicators were thought valuable to provide contextual information to help Centres understand their localities and thus tailor services most appropriately. These context indicators could be gathered at the start of the Children's Centre activities to provide a baseline (some may already have been collected for business plans etc). We would recommend that context indicators should be updated as and when information becomes available (or every three years minimum).

The second set were indicators that it was felt should be routinely collected as part of programme monitoring, or that it was thought may be required for periodic returns to the Sure Start Unit and/or the Local Authority. Most Centres will be using standard data monitoring packages to record membership, registration and contact information. We recommend that Centre staff become fully acquainted with these programmes so that the best possible use and hence value can be obtained from them. The results that these packages produce are dependant on the quality (and sufficiency) of the data input to them. Most monitoring requirements will be met by such computer programmes however listed below are some additional items that we feel are appropriate for Centres to collect.

Recommendations for context data – baseline to be established, data to be renewed three yearly or as available. These indicators are primarily to inform service planning and delivery rather than to evaluate services.

Item	Geography	Potential sources
Births to girls under 18yrs of age (3 yr rolling ave)	Mother resident in CC Ward (or in future possibly SOA)	ONS – Neighbourhood statistics / Public Health dept / SWPHO
Number of women having a live birth who have been in contact with 'drugs midwife'	Mother resident in CC Ward	Midwifery services / Public Health
Number of children attending A&E and/or MIU's with accidental injury	Child resident in CC Ward	Public Health
Crime statistics – a) all crimes against the person b) domestic violence/abuse c) all crimes involving child victims under the age of 16	CC Ward	AMETHYST
Proportion of unauthorised absences in primary and secondary schools	Schools based in CC ward	Schools / CCC / LINC
Number of families in temporary housing / B&B at some point during the year	Temporary residence in CC Ward	District Councils / Housing Departments

Housing stock condition audit / report	Results may be presented in a variety of formats and for different areas, however this is potentially a valuable context indicator	District Councils / Housing Departments
Position of local schools in school league tables	Schools n CC Ward	CCC
Number of FTE day care places available for 5 days per week, 48 weeks a year / 10 hours a day		FIS

Recommendations for additional Centre annual monitoring – this data collection may be additional to data collected for packages such as ESTART, systems need to be established at the earliest opportunity.

Item	**Comments**
Proportion of families **seen** within two months of the birth of their baby	The SSU indicator specifies the proportion of families 'contacted'. We feel it important to measure the proportion of families actually seen (at home or at an activity). Normally these would include an initial home visit to assess the family's needs and give information about services available.
Proportion of eligible families **seen** by the Centre	Necessitates accurate monitoring of all contacts to exclude double counting. Also important to record the proportion of users from outside of the area (or age group) using services.
Number of 'fathers' **seen** by the programme annually as a proportion of all families**	'Fathers' to include non-biological fathers in fathering role. **It is recognised that not all families will include a 'father', however it is thought important to have a relatively stable denominator for this measure which will facilitate intra-centre comparisons etc.
Numbers of children with special need or disability **seen** by the Centre as a proportion of all children know to have a special need or disability registered with the Centre	This data will be of most use if special needs and disabilities are effectively identified and recorded by the Centre, both at initial registration and when appropriate to update records (e.g. new assessment of needs)
Numbers, ages and frequency of contact of older children **seen** by the Centre	All children aged 5 and over seen by the Centre. It may be advisable to treat such children the same for registration and monitoring as younger children.
Proportion of children aged 2 having P, Q, R and S scores on SSLM	CC Ward / Recommend that all children are offered screening on SSLM as part of routine contact with Centre at age 2 as this has many other benefits.
Number of childminders **seen** by the Centre annually	Childminders actually seen (at home or at an activity).

Number of parents **participating** in formal Board or Sub group meetings throughout the year as a proportion of all people participating in such forums.	Data collection for this would normally include analysis of minutes or meeting notes – it is therefore important that these include a 'present' section
Number of parents participating in any consultation activities	Could include attendances at consultation events, responses to polls, surveys, attendance at feedback meetings, evaluation contacts etc. Care will be required to ensure that double counting does not take place – this may necessitate the exclusion of some contacts from the count (e.g. responses to anonymised surveys).
Number of parents actively participating in voluntary work with the Centre or the Centre's outreach services.	This should measure parents who have provided at least one session (morning or afternoon) of voluntary work during the year, but not those who have been listed as potential volunteers but who have not taken part.
Number of families on family mailing list (newsletters etc) as a proportion of eligible families.	Assumes that at least one mailing is sent annually.

Thread Three – School Impact Study

One of the most important roles of Children's Centres is to ensure that children are given a head start to enable them to flourish throughout their schooling. The Schools Impact Study was designed to assess the impact that Children's Centres are having on children and families starting school and to provide information about what is most effective in this area. Initially funding allowed the researchers to approach all schools (with Foundation Stage children) in five Sure Start Local Programme areas. In total 41 schools were contacted, and invited to take part in the study. Schools ranged in size significantly with some having very small number of reception class children (less than five) and others have many (more than sixty).

Schools were initially sent letters and information explaining the study, these were then followed up by telephone and/or face to face contact with a researcher who invited the school to take part. It was explained that the research would generate a small amount of work for staff in schools but that every step would be taken to ensure that this was minimised. It was explained that the information generated would be of significant value to Sure Start Children's Centres and that this would in turn this will help them to deliver services that would give children an advantage when they reached school. It was agreed that schools that decided to take part would also be provided with copies of anonymised annual reports and other information which would be valuable to them. To date a total of 29 schools agreed to take part across Cornwall, more schools may have agreed to take part if this study had not be put 'on hold', indeed some of the schools unable to take part this year had indicated that they would be happy to take part on the 2006/7 academic year. Six of these schools were situated in this programme area. To date across Cornwall 245 responses have been received from families with children in 20 different schools, it is possible that some questionnaires are yet to be returned to the researchers.

The researchers would like to commend the Head Teachers and staff in schools who were very welcoming, interested in the study and keen to be involved in this aspect of the Children's Centres work. This illustrates both their general commitment to interagency working and to the welfare of the children in their care.

The 5 Research Components

Five annual research components were planned as part of this study. It was planned that information from each component would be brought together to build up a picture of the progress made by each child against the use they had made of various services. This would enable the research team to pinpoint what Children's Centres can do to help prepare children to benefit most from their schooling. It was envisioned that the Impact Study would operate for a minimum of three years in order to gain sufficient evidence of change across time. The five components are outlined below.

Starting School Survey 1 – 2005/6 administration completed

Schools were supplied with copies of questionnaires to hand out to parents or guardians of all children starting in reception classes (see appendix 2). These were to be given out at the earliest convenient opportunity after the child started in reception class. Parents were asked to return the questionnaires to school sealed in the envelope supplied. Schools were asked to gather these envelopes together and return them to the researchers in large prepaid envelopes. These questionnaires examine families' use of services in the early years and ask parents to assess their child's current development. Parents were also

asked to give signed permission to allow the school to share basic information about their child's progress during their time in reception.

Starting School Survey 2 – not yet administered
Schools were to be supplied with copies of questionnaires to hand out to parents or guardians of all children finishing the foundation stage (see appendix 3). These were to be given out at the earliest convenient opportunity after schools have reported to parents at the end of the foundation stage. As with survey 1, parents would be asked to return the questionnaires to school in the envelope supplied. Schools would again be asked to gather these together and return them to the researchers in large prepaid envelopes. These questionnaires examine parent's and carer's opinions of how their child has settled in to school and again ask them to assess their child's current development. They further ask for their own assessment of which services have been most influential in helping their child with their transition to school.

Baseline Assessment – not yet administered
Where parents gave their permission schools would be asked to share data generated by any baseline assessment that they performed when the child entered reception. Where this is available the format of this data is likely to vary from school to school.

Foundation Stage Profile – not yet administered
Where parents gave permission schools would be asked to share data generated by the Foundation Stage Profile at the end of the foundation stage. Usually this will be in the form of 15 Foundation Stage Profile scores for each child.

Other School Information– not yet administered
Reception teachers and other school staff involved with foundation stage children were to be asked to complete a short questionnaire detailing their knowledge of and opinions about Sure Start Children's Centres (see appendix 4). In particular teachers were be asked for any observations about any difference made by these services to children who have been involved with them and/or general differences they may have noticed between various cohorts of children. If possible schools were to be asked to collect two further items of key data for the research (1, How many parents or guardians in the school attend the Governors' AGM, 2, what proportion of families with a child in the reception year attend at least one parent-teacher consultation during the year).

At the time of writing (March 2006) and in line with planned roll out of this research, only the first family survey has been administered. However since this study was originally planned changes have been made to the ways in which local evaluation is resourced and commissioned and it currently seems highly unlikely that further work will be possible on the study. Whilst this is to be regretted we have tried to do what we can to maximise the value of the work we have undertaken to date in the following ways -

- All of the main questionnaires to be used in this study have been developed, these are reproduced in the appendices of this report so that they may be used as a resource in future for this and other programmes – we ask only that their source is acknowledged as per normal conventions.
- The data collected from the first survey of families has been analysed and is reported for interest in this document. However it should be remembered that it was never intended to be a stand alone research item and therefore its value is limited.

- Head teachers were promised annual summaries of information comparing their own schools with schools across Cornwall. Although extremely limited at this time brief data sheets will be provided to Heads as a courtesy measure, these will only summarise the information for Cornwall in general.

Thread Three Continued – Early Findings School Impact Study

One of the first things that the questionnaire asked was whether families were willing for the school to pass basic information such as the child's Foundation Stage scores to the researchers. The response to this question was very promising with 94% of families already agreeing to the sharing of this information (n=233). Together with information from the family this level of sharing would allow a detailed picture to be constructed for each child in the study. Some respondents appeared to 'miss out' this question and so the format of the question has been changed for the second family questionnaire in order to increase the item-response rate. The researchers are confident that even more families would have given their permission in a second application.

The next section of the questionnaire examined families' use of various childcare and early education services in the years before the child started school. The tables below show the proportions of families across Cornwall using services of different types and the similarities and differences between these and the proportions for this programme. Given that the number of responses from any particular programme is relatively low the differences seen are quite small and should not be seen as significant. This is particularly the case since in some cases these terms are used somewhat interchangeably (e.g. preschool playgroup).

Use of various Childcare types - Cornwall

	Used pre-school?	Used playgroup?	Used nursery?	Used childminder?
	%	%	%	%
Yes	63%	47%	63%	11%
No	37%	53%	37%	89%

Use of various Childcare types – North Cornwall

	Used pre-school?	Used playgroup?	Used nursery?	Used childminder?
	%	%	%	%
Yes	62%	34%	58%	10%
No	38%	66%	42%	90%

It is also interesting to note that nearly all children in families responding to this survey have had some experience of childcare or early education. Indeed out of 245 respondents

only 5 across Cornwall had not had some experience in setting-based childcare (Playgroup, preschool or nursery) prior to starting school and two of those had been cared for by a child minder at some time.

Across Cornwall the average (mean) age of starting any childcare was 24 months, the youngest being at six weeks and the oldest starting at 4 years. The mean age was similar in each local programme. Further analysis was conducted to discern if there was a pattern of ages at which children started. There was a fairly equal distribution of ages at which children started in childcare with the exception of the age of two when proportionately more children started than at any other age. To a greater or lesser extent this pattern was observed in each local programme area. The table below shows the cumulative percentage of children that had started by key ages (Cornwall).

Age by which child had started in child care

		Cumulative Percent
Under one year	59	24
Under two years	36	39
Under three years	93	77
Three and over	56	100
Total	244	

Respondents were asked to indicate how many half day sessions of childcare their child had attended in the year prior to starting school. This suggests that the majority of children used childcare or early education for 5 or more sessions a week for the year preceding school. Again there was no significant difference between the various local programmes in this regard. The table below summarises the findings (Cornwall).

Number of half day sessions per week

	Frequency	Percent
Not indicated	8	3
1 to 2 sessions	15	6
3 to 4 sessions	61	25
5 to 6 sessions	143	58
7 or more sessions	18	7
Total	245	100

Respondents were asked to write in which early years services they had used appendix 5 gives a complete list of these services. They were also asked which services had helped most to prepare their child for school and how they had helped. In most cases the most helpful service had been an early years setting such as a nursery, playgroup or preschool. Significant numbers claimed that Sure Start services and/ or services such as parents and toddler groups had been the most helpful, Other families mentioned their own family

members and a few mentioned practitioners such as Speech and Language Therapists or Occupational Therapists.

Two hundred and twenty four respondents commented on the ways in which these services had helped to prepare children for school. These responses were analysed and are summarised below.

- Confidence – many of the early experiences that young children have been exposed to have helped them to build their self confidence. In particular in this age group the main concerns include being happy and secure, being able to separate from parents or carers without excessive anxiety and learning skills for independence. Confidence is seen as one of the key benefits that children have gained from their early experiences.
- The child's own capabilities – it is encouraging that many parents recognise their children's intrinsic strengths and traits as being an important factor in enabling the child to settle into school. Traits such as being friendly, inquisitive and quick to learn are all recognised. It is noted that a happy child is an effective learner.
- Family influences – families themselves are seen as helping children with transitions to school. For example children with older siblings often have exposure to school and learn from their siblings what to expect. In addition close and extended family are seen as a vital source of support for the child's physical, emotional and social development and in many cases their early learning. Children are seen as benefiting from a stable and caring home environment.
- Socialisation with peers – many of the experiences that children are having prior to school are helpful for socialisation and this is seen as a necessary skill for setting into school. In particular children are encouraged to understand the needs of others and to learn social skills. Parents feel that children who are able to form enduring friendships with a peer group that transfers together to a school benefit from this continuity.
- Socialisation with other adults – many children are having the opportunity to socialise with a wider range of adults and to learn to build trusting and constructive relationships with them. This includes staff in settings, childminders and staff in Sure Start programmes. In addition some respondents value early opportunities for children to begin to meet and interact with their child's teachers before starting school.
- Quality of staff and settings - staff in early years and other settings are regarded as being of high quality and this is seen as fundamental to preparing the child for school. In particular they are seen as warm and caring as well as having the skills required to help the child with transitions and with early learning. Some parents comment that a stable staff group is very important in settings and that staff need appropriate pay and recognition. The high quality of the staff leads to settings which are regarded as providing a friendly, happy and constructive atmosphere. High staff to child ratios in settings is seen as crucial to enabling quality.
- Structure – many respondents comment on the fact that children have had early opportunities to learn about slightly more formal and structured settings and that this has helped with the transition to school. This is generally seen as working best when done in a sensitive and low key manner. For example experiences such as taking a register, sitting with other children for an activity, lining up, sitting and eating together, concentrating on one task for a short period of time, wearing uniform in nursery and following basic rules are thought by most parents to be helpful. A small number of parents whilst recognising the benefits of structure also

emphasis the need for freedom within boundaries and have concerns that excessive formality is counterproductive.

- Early learning – many parents comment on specific early learning that has taken place with their children, either at home or in a setting. In particular learning colours, shapes, numbers and letters in as fun a way as possible is thought to be good preparation. Similarly opportunities for imaginative and creative play and to share and enjoy books are seen as good preparation for school. Learning is seen as being best achieved through play whenever possible. Many parents comment that their children are keen learners and that they have been helped to enjoy learning and to have fun in and out of school. Some respondents mention early learning goals and/or specific curriculum issues.
- Enrichment – early opportunities for activities such as music and dance, art and craft, outdoor play are seen as good preparation for school. Several parents comment on the benefits that children can gain by enjoying 'soft play' facilities. Respondents feel that it is valuable for children to be exposed to a wide range of different experiences. Parents comment that in Sure Start areas there is greater availability of these activities from a very early age including activities available to babies. After starting school, the benefits of extra curricular activities were mentioned, although some felt that the costs of these could be prohibitive.
- Special and individual needs – a number of respondents referred to their child's special needs and that these had been recognised and catered for by a range of staff, including those in nurseries, those in Sure Start's and a range of practitioners. This was thought to be good preparation for school for children with special needs.
- Cost of provision – a number of respondents comment on the costs of childcare. Nursery vouchers are recognised as being very helpful although some people feel they should be entitled to free places from an earlier age (e.g. 2.5 years). Some respondents commented on the closure of a low cost playgroup in their area, it seems that cost is still regarded as being a barrier to some families' uptake of services.
- Links with school – many respondents comment on the links that settings had with schools and the links that schools make with families prior to school. In particular opportunities to get used to school gradually are seen as helpful. In this respect visits to schools, home visits by teachers and starting initially for half days are seen as helpful. Some parents thought that more of these opportunities would be helpful. Some parents mentioned that information from schools prior to starting had been helpful or that more information would be useful. A few parents mentioned learning together schemes, where child and parent learn together in a school setting. A few parents mentioned feeling that schools themselves are under-resourced with classes that are too formal or large to be fully effective.

Use of Sure Start and Children's Centre services

When asked whether the family had used Sure Start or Children's Centre services with this child across Cornwall slightly more than half (52.5%) indicated that they had. In this programme 47% of respondents had used Sure Start services which is slightly below average for Cornwall as a whole.

Respondents were asked which Sure Start or Children's Centre services they had used. Appendix 6 lists services used by respondents from this programme area.

Respondents who had used Sure Start services were asked to give an indication of the frequency of their use. Across Cornwall an average of 71% of respondents who had used

Sure Start services had done so regularly (more than once a month). There was a statistically significant difference in this finding between various programmes across the county (Chi Square p = 0.017). These differences are detailed in the table below however it should be remembered that these programmes vary in many respects (e.g. age of programme, level of resources, local needs profile and local geography) and that these and other factors will have a complex influence on service uptake and frequency of use. What this finding does again confirm is that the programme monitoring required by the Sure Start Unit, i.e. using the number of different children contacted per month is failing to capture significant detail about the real intensity of work in local programmes. Furthermore it should be remembered that these results relate only to children in school reception classes this academic year, the picture for younger children may be very different.

Sure Start Local Programme - frequency of Sure Start use

		More than once a month	Once a mmonth or less
TREVU	Mean % within Sure Start Local Programme	84	16
CHY CARN	Mean % within Sure Start Local Programme	56	44
PEBBLES	Mean % within Sure Start Local Programme	77	23
PORTHEYL	Mean % within Sure Start Local Programme	67	33
NORTH CORNWALL	Mean % within Sure Start Local Programme	76	24
CORNWALL WIDE	Mean % within Sure Start Local Programme	71	29

Use of other services

The table below shows the numbers and percentages of respondents across Cornwall who claimed to use certain services ‘regularly’ with this child. Respondent were required to self-define ‘regularly’. In this way it is hoped that the responses they give have meaning for them, perhaps related to the importance that they place on their use of services.

	Used Health Clinics regularly?		Used Health Visitors regularly?		Used GP doctors regularly?		Used parent toddler groups regularly?	
	Count	%	Count	%	Count	%	Count	%
Yes	67	28	96	40	126	52	86	36
No	175	72	146	60	116	48	156	64

GP services were used regularly by 52% of respondents, Health Visitors by 40%, Parent Toddler groups by 36% and Health Clinics by 28%. There were a few significant variations between this programme and the Cornwall average, in particular -

- There were a greater proportion of respondents who used Health Visitors regularly (50%).
- There were a lesser proportion of respondents who used GP services regularly (42%).
- There were a lesser proportion of respondents who used Parent Toddler groups regularly (24%).

Across Cornwall a small number of other services were noted as being used regularly with this child. These are listed below.

- Library (6 cases)
- Speech and Language service (3 cases)
- Todlins (2 cases)
- Audiologist (1 case)
- Art classes (1 case)
- Asthma clinic (1 case)
- Dentist (1 case)
- Gymnastics (1 case)
- National Childbirth Trust (1 case)
- Sunday School (1 case)
- WILD (1 case)

Respondents were asked to provide a judgement of their child against certain criteria. These were selected to indicate for various outcomes, the intention was not so much to get a reliable measure of each child's performance in each area but to get a measure which could be compared over time and against the school's assessment of the child. If this study is able to run for three years as originally planned it would also be possible to compare how the average rating of parents on each of these criteria changed year on year. The tables below show the percentages of parents giving each response for Cornwall and by families in this programme – comparisons between the two tables are interesting but should be performed with caution due to the different sample sizes.

Cornwall

	Strongly Agree	Agree	Disagree	Strongly Disagree	Really Don't Know
	%	%	%	%	%
Enjoys imaginative play	72	27	0	0	1
Has a good awareness of what is / is not safe	37	56	7	0	0
Is LESS confident than most children	4	16	43	33	5
Gets along well with other children	46	52	1	0	0
Gets along well with me and other family members	80	19	1	0	0
Does NOT get along well with other adults	1	5	42	49	2
Is physically healthy	64	34	2	0	0
Is likely to do well at school	41	52	1	0	6
Learns more quickly than most children of the same age	14	33	20	0	32
Is mentally / emotionally healthy	53	45	1	0	0
Can deal with changes more easily than most children	15	42	17	2	24
Eats enough fruit and vegetables	36	46	15	2	1
Might eventually go on to further or higher education	24	49	1	0	27
Enjoys exploring different ways to solve problems	27	55	5	0	13

North Cornwall

	Strongly Agree	Agree	Disagree	Strongly Disagree	Really Don't Know
	%	%	%	%	%
Enjoys imaginative play	80	20	0	0	0
Has a good awareness of what is / is not safe	40	58	2	0	0
Is LESS confident than most children	2	18	40	34	6
Gets along well with other children	40	58	2	0	0
Gets along well with me and other family members	77	19	4	0	0
Does NOT get along well with other adults	0	6	43	49	2
Is physically healthy	75	23	2	0	0
Is likely to do well at school	58	42	0	0	0
Learns more quickly than most children of the same age	16	32	12	0	40
Is mentally / emotionally healthy	72	26	2	0	0
Can deal with changes more easily than most children	18	36	16	2	28
Eats enough fruit and vegetables	42	42	12	2	2
Might eventually go on to further or higher education	24	50	0	0	26
Enjoys exploring different ways to solve problems	28	52	4	0	16

As mentioned it is not the absolute values that are of interest in these tables, rather it is the differences that these results could potentially show over time. So whilst there are clearly some noticeable differences between individual programmes, and between programmes and the Cornwall mean values, there is insufficient data at this stage to say with certainty that these differences are not due to chance alone. Notwithstanding this the researchers feel that a number of points can be made at this stage.

Firstly it is encouraging that respondents feel able to give a judgement of their children using these criteria. In each area the majority of parents gave a positive or negative indication rather than selecting 'don't know'. As would be expected there was a little more uncertainty when respondents were either asked to compare their child against other children or asked to think about the future.

Secondly it is pleasing to see that although there is a spread of responses it seems that overall parents have a reasonably positive view of their child's development and capabilities.

Thirdly it seems that respondents have been reasonably open and honest, for example 17% of these children across Cornwall are felt not to eat enough fruit and vegetables.

This would suggest that the methods used are sound and capable of yielding interesting results if this study is continued.

Differences between users and non-users of Sure Start / Children's Centre services

At this stage it was not planned to try to identify any differences between children that had used Sure Start and those that had not. It was planned that this would have been tested after the results of the second survey and the child's baseline and foundation scores were known. However with the research 'on hold' it was thought valuable to run these analyses now. This has been done for Cornwall as a whole due to there being insufficient data at this stage to analyse separately for individual programmes.

One difference that is statistically significant is that families that have used Sure Start or Children's Centre services are more likely to have used a number of setting-based childcare options (Chi Square $p=<0.001$). Similarly families that have used Sure Start used setting-based care from an earlier age (Chi Square $p=0.002$), although there is no difference in the amount of sessions attended in the year before school.

There was no difference in families' use of health clinics, Health Visitors or GP services, but families that had used Sure Start or Children's Centre services were more likely to have used parent-toddler groups (Chi Square $p=0.004$). It is however possible that some of these were provided by Sure Start and therefore an association between these two variables is not unexpected.

Some of the parent's judgements of their child's capabilities did differ slightly between those who had used Sure Start and those who had not, however at this stage there is insufficient data to say whether this effect is statistically significant. The exception to this is that there appears to be a statistically significant difference in how the child relates to other adults (outside the family); in families that had used Sure Start respondents were more likely to strongly agree that their child 'gets on well with other adults' (Chi Square $p=0.04$).

Supporting Activity – Annual Data

Each year Sure Start Local Programmes have to return data of different types to the Sure Start Unit. The actual data submission is conducted electronically on web-based forms. However before this submission can take place information has to be collected, checked and collated into the most suitable format.

Much of the data required is secondary data which needs to be gathered from a range of data providers. Early in the life of Sure Start a series of meetings were held between programme managers, evaluators and data providers from a wide range of agencies. As a result of these discussions it was agreed that researchers from the university would be best placed to act as a central point for data requests and collation. This circumvented difficulties and duplication of effort that arose for data providers when they were approached on different occasions by several different programmes with requests for similar data for specific geographies. This arrangement continued to include the most recent returns (September 2005) with researchers from the university sourcing, critiquing and collating all external data for all programmes in Cornwall.

In September 2005 information was made available to programmes for entering on to forms M1 and M7. In previous years data has also been supplied variously for forms M2, M5 and annexes 5a and 5c. Where necessary programmes have also been supported in using the Sure Start Unit web-based data entry system. Programme managers can access the 2004/5 data and all historical data via this system. Examples of items included in this data are basic population and ethnicity information, population of different ages, live births and numbers of mothers having a live birth, smoking rates in and out of pregnancy, breastfeeding rates at different ages, rates of re-registration on the child protection register at different ages, Speech and Language information, referrals for postnatal depression in the area, number of low birth weight babies etc.

Annual data for 2005/6 is due to be submitted to the Sure Start Unit in June 2006 (forms M1 and M7). Although it should be noted that the range of data items for this submission have been reduced[2]. We have however advised the Unit that this represents a challenging timetable since much of this data will not normally be available from external providers at this date. We recommend that whoever is responsible for data collection for this period contacts data providers at the earliest opportunity to notify them of the changed requirements.

We would also take this opportunity to remind all programme managers that they will need to submit M3 (programme contacts) data for March this year in early April 2006.

[2] See the letter to All Programme Managers and Monitoring Officers. Eisenstadt SSU dated 30th June 2005 and subsequent timetables based upon this.

Supporting Activity – Support for staff and projects

Researchers in Sure Start programmes have been a valuable resource and have frequently been accessed by staff for help with a number of issues. For example researchers have helped locate and interpret complex data and have helped access and interpret research articles. This has greatly supported practitioner's ability to practice in an evidence based way. Researchers also frequently provide support and training for practitioners wanting to increase their ability to evaluate their own projects. Many have acquired the skills to plan evaluations, apply research methods and interpret their findings. This has lead to service improvement and the development of new services. Researchers have also been pleased to provide ad hoc support with parts of the self evaluation process, for example questionnaire design or analysis of data.

During the year the Social Research and Regeneration Unit have arranged and hosted a number of 'mini-conferences' for local Sure Start practitioners. These have been themed occasions allowing workers engaged in similar projects to come together from different programmes to learn from each other and exchange information. From the evaluation perspective these were opportunities to reflect on what works well and how services could be improved. Feedback from workers who have attended these sessions has showed that they were highly valued as networking and learning experiences.

Other Work Done During the Year

As well as the three strand model some other themed evaluation research has been conducted. In most cases this took place early in the year before the programme decided to switch to the three strand model.

This research has been reported elsewhere. In this programme this work has included –

- Evaluation of Toy Library
- Employment Strategy
- Pedal Back the Years
- Key Informant's Survey
- Evaluation of Speech and Language Therapy effectiveness

Conclusions

The evaluation of Sure Start North Cornwall has been through a period of transition from being research mainly based on discrete evaluations of individual projects or themes towards an approach which is primarily based on the identification and measurement of the outcomes achieved by the programme as a whole. This transition has been both challenging and rewarding and it is felt that the new model of evaluation is well matched to the continuing needs of the programme as it continues to provide services through its own transition into Children's Centres.

This report has primarily been about the process of the evaluation itself although it has provided an opportunity to report the remaining evaluation findings that have to date not been recorded elsewhere. Hence it is a complex and lengthy report; efforts have been made to simplify it as far as possible and make it as accessible as possible. If the evaluation contract with the programme were able to continue we would have expected to spend further time producing summary versions of this report for a range of audiences. It is with some regret that in order to include as much current data as possible we have needed to complete this report at the end of our existing contract and consequently time does not allow the production of various summaries.

The indications are that the programme and workers within it continue to value evaluation highly and that they are keen to adopt an 'evidence based' approach to both the development and the delivery of services within the programme.

We have now worked with the programme for several years and have found this to be an enjoyable and rewarding experience. Looking back over the evaluation activity we feel that the programme has responded to findings and has allowed evaluation to have a positive impact on the programme. The researchers would like to thank the managers, staff, families and other stakeholders with whom we have worked. In particular we thank them for their welcome and their participation which has enabled our work to be carried out. Without this our work would have been much less enjoyable if not impossible to carry out.

We wish the programme every success in the future.

Recommendations

A number of recommendations have been made throughout the body of this report; we do not reproduce them here. In particular they concern recommendations for monitoring and data collection.

We would also recommend the three strand model of evaluation as having the potential to provide the programme with robust and detailed evaluation of its progress, especially towards Every Child Matters outcomes.

In particular we recommend that the programme maintains, extends and updates the matrix. This is useful both as a planning tool and as basic 'process' evaluation. Further it provides key statements that could trigger more detailed evaluation of individual services.

We also recommend that the basket of indicators is used as an annual benchmarking exercise for this programme and all Children's Centres in Cornwall. We sincerely thank all those stakeholders that took part in the development of these indicators.

We recommend that serious consideration is given to continuing the Schools Study which even at this very early stage is beginning to yield interesting findings. This study fits well with current thinking about outcome evaluation and provides a valuable opportunity for Schools to interact with Sure Start and Children's Centres, an opportunity that many head teachers have particularly valued.

Finally we recommend that staff within Sure Start and Children's Centres continue to be self-evaluating and develop their skills in this respect. This should be seen as a process of gaining experience and insights which inform practice and improve services. Practitioners have different levels of evaluation expertise and managers will need to encourage and support each practitioner to continue to develop their research skills and understanding.

Bibliography

The following list of references offers a selection of relevant literature and research papers which is by no means definitive. The intention is to provide the reader with some background information to support the contents of this report and act as a springboard for more in depth research.

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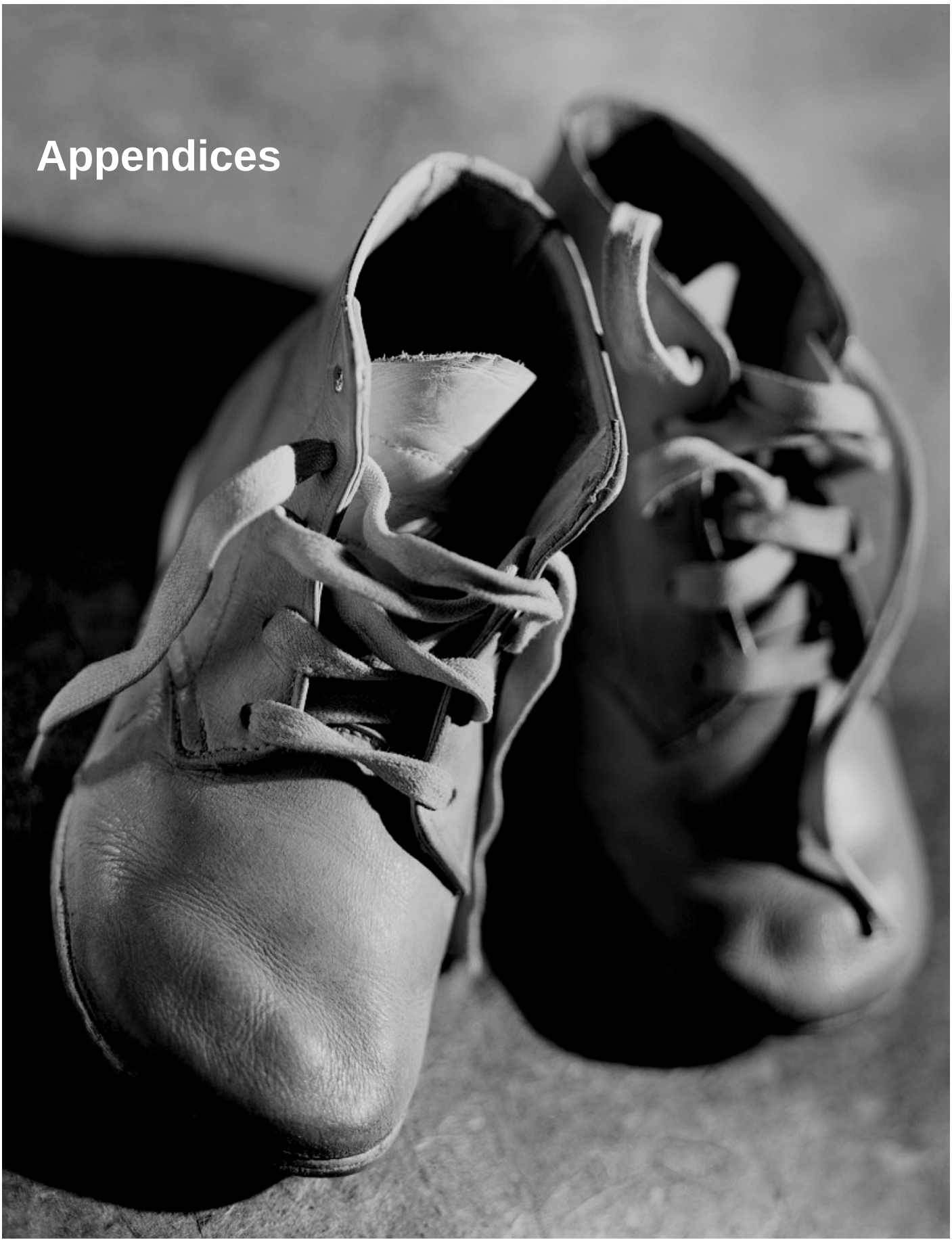
Appendices



Appendix 1 - Draft Annual Family Survey

NB This is a proposed annual survey required to generate information for many of the indicators in the Basket of Indicators. The pre-amble assumes that the survey would be administered by the University of Plymouth. The original of this survey is presented as an A5 book-fold document. The current draft has 6 pages which allows space for a further two pages to be added within a typical book-fold. This means that additional questions could be developed, perhaps specific to the needs of the individual Centre. However we strongly advise against including questions simply to fill space. NB the font size has been reduced slightly to comply with the formatting required for this document. In the real survey it would be larger.

Administering the questionnaire

Most extant programmes have comprehensive membership lists. One purpose is to allow dissemination of information including regular newsletters and information. One method for delivering surveys is to include them with a mailing being sent to the membership.

However where the programme is new or for other reasons does not have a comprehensive list of family's contact details it may be necessary to use another frame. For example some programmes have worked effectively with the Child Health department who will post-on at cost price prepared mailings to all eligible families in the area. Again such mailings may include newsletters and other information as well as surveys.

Response rate for such surveys are often relatively low. Methods for increasing response rate include –

Simplifying the language and layout of the form.
Minimising the number of questions
Assuring anonymity and/or confidentiality
Minimising the number of surveys administered
Including a FREEPOST response envelope
Sending reminders and/or further copies of the form
Providing incentives such as vouchers or prize draws

Each of these methods may have advantages and disadvantages, readers are invited to discuss this with the authors of this report.

Analysing the responses

It is recommended that the responses are analysed by someone with competence in research using appropriate software (e.g. SPSS for the quantitative items and nVIVO for open ended responses). Such analysis should pay due regard for data protection and other ethical issues. Analysis would be most efficiently conducted if carried out centrally for the whole of Cornwall rather than separately for each Centre. Such a move would also allow further analyses such as comparing Centre's results to the mean for the rest of Cornwall or against similar Centres.

Reporting

Reporting should be carried out bearing in mind the individual needs of each Centre as well as the need to generate annual indicators. In this way it is expected that a number of formative points will emerge as well as summative information. It is recommended that a variety of reports are presented in formats that are effectively accessible to a range of

audiences. In particular a mechanism to feed back findings to research participants is highly recommended.

Sure Start Children's Centre – Annual Family Survey

This survey aims to do three things.

- It is an opportunity for families to have a say about Children's Centres.
- It will get information needed to improve Children's Centre services.
- It will measure the impact that Children's Centres are having.

The survey is conducted by researchers from the University of Plymouth who will process the forms and write a report. The form is anonymous and we will ensure that anything you say will be **confidential**. You do not have to take part but if you do you will be helping your Children's Centre. We need to hear from ALL families in the area, whether or not you have used Sure Start Children's Centre services.

You can return your form in the FREEPOST envelope provided. If you want further information or help completing the form you can ring Vicki Welch at the University's Cornwall Office on 01872 224009.

Your Household

Your home postcode								
Is anyone in your household pregnant?					YES		NO	
How many adults live in your household?								
Do any of the adults have special needs?					YES		NO	
How many children live in your household?								
What ages are the children?								
Do any of the children have special needs?					YES		NO	
How many people in the household smoke?								
How many adults (18yrs and over) are in full time paid work?								
How many adults (18yrs and over) are in part time paid work?								
How many adults (18yrs and over) do any voluntary work?								
How many adults (18yrs and over) are in full time education or training?								
How many adults (18yrs and over) are in part time education or training?								

Lifestyles

Please tick to show how strongly you agree or disagree with the following statements (please be as honest as possible – it IS anonymous)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel my family generally has a healthy diet					
My child eats 5 portions of fruit or veg a day					
My child enjoys playing sports					
My child is physically active for at least 30 minutes on most days					
My child is rarely ill					
Adults in my household are rarely ill					
I believe that families should teach young children about healthy living					

Sure Start Children's Centre services

Have you ever used a service provided by Sure Start Children's Centres?	YES		NO	
(IF YES) Please list all of the Sure Start Children's Centres services you have used in the last year.				

Sure Start Children's Centre services (continued)

Children's Centres provide different services for different families; you may have used some aspects of the services but not used others.

Please tick to show how strongly you agree or disagree with the following statements.	Strongly agree	Agree	Neither	Disagree	Strongly disagree	Not applicable
The Sure Start Children's Centre has supported me in my role as a parent						
The Sure Start Children's Centre has supported my child's social development						
The Sure Start Children's Centre has supported my child's early learning						
I have done some voluntary work with the Children's Centre						
The Sure Start Children's Centre has helped a member of my family to get a job						
The Sure Start Children's Centre has helped a member of my family to get a better job						
The Sure Start Children's Centre has helped my family to get a better home						
Compared to most families I feel that my family currently has a low income (from work and/or benefits)						
The Sure Start Children's Centre has helped my family to get a higher level of income (from work or benefits)						
The Sure Start Children's Centre has helped my family to get a better standard of living overall						
How can Sure Start Children's Centre services be improved?						

Other local services

Apart from Sure Start Children's Centres which local services do you feel are important to your family? (please list)

Childcare

Does your family currently use any childcare?	YES		NO	
(IF YES) Please describe the childcare that you use (e.g. type of setting and number of sessions per week).				

Please tick to show how strongly you agree or disagree with the following statements.	Strongly agree	Agree	Neither	Disagree	Strongly disagree	Don't Know
I feel that there are enough childcare places in my local area						
Childcare in my local area is affordably priced						

Babies

Only answer this section if you have a child under the age of 18 months

How old is your youngest child?			Weeks / Months (delete one)	
Did you breastfeed this child at all?	YES		NO	
Are you currently breastfeeding this child?	YES		NO	
(IF NO) How old was your child when you stopped breastfeeding?			Weeks / Months (delete one)	
Have you started to feed solid food to your youngest child?	YES		NO	
(IF YES) How old was your child when you first introduced solid food?			Weeks / Months (delete one)	
How could Sure Start Children's Centres best support families with babies?				

Special Needs

Only answer this section if you have a child with special needs

How old is your child with special needs?			Weeks / Months / Years (delete one)	
Has your family been able to use all of the Children's Centre services you wanted to use?	YES		NO	
Do you feel that you have had enough support from the Children's Centre?	YES		NO	
Do you feel that you have had enough support from other local services?	YES		NO	
How could Sure Start Children's Centres best support children with special needs?				

Other Comments

Please add any other comments that you feel would be helpful.
E.g. What are the most important issues for families in your area? How can young children be given the best start in life? What can services do to support families? How can more families be encouraged to use services?

Appendix 2 - Schools Module Family Survey 1

Background

This form is part of the schools research module. The aim is to collect information as early in the child's reception year as possible. This form has been applied once and the results are summarised in the report. The original of this survey is presented as a four page A5 book-fold document. It is generally printed on to coloured paper (in this case blue) to distinguish it from other papers that the child may bring home. NB the font size has been reduced slightly to comply with the formatting required for this document. In the real survey it is larger.

Administering the survey

The survey is administered with the help of schools and we are extremely grateful for their invaluable help with this. All children in the reception class are given a copy of the form to take home, attached is a return envelope. Families are asked to enclose the completed questionnaire and return the sealed enveloped to their child's school. The school are provided with large FREEPOST envelopes to gather together all the family's envelopes and post-on to the University for analysis.

Analysing the responses

Responses have been analyses centrally using appropriate software (e.g. SPSS for the quantitative items and nVIVO for open ended responses). The analysis paid due regard for data protection and other ethical issues. Analysis was carried out centrally for the whole of Cornwall rather than separately for each Centre to allow further analyses such as comparing Centre's results to the mean for the rest of Cornwall or against similar Centres. Results for individual schools were also delineated and will be reported in SUMMARY form to schools themselves. Results need to be further analysed together with the results from schools survey 2 and along side further information obtained from the school.

Reporting

Interim reporting is carried out within this document bearing in mind the individual needs of each Centre as well as the need to generate annual indicators. A number of formative points have emerged as well as summative information. It is recommended that a variety of reports are prepared in formats that are effectively accessible to a range of audiences. In particular a mechanism to feed back findings to research participants is highly recommended.

Starting School - Questionnaire 1

The University of Plymouth (SRRU) has been asked to conduct some research to find out how local services help young children be ready for school. We need to find out about which services and activities families have used in the early years and to ask parents and carers for their opinions. We would like your help by completing this short questionnaire and another which will be sent to you later in the year.

Also we would like your permission for the school to share basic information about your child's progress over the first year (e.g. Foundation Stage Profile scores etc).

Any information that you or the school give us will be treated as strictly confidential. Neither you, nor your child will be identified in any reports or publications.

If you have any questions or would like help completing this form please contact us on 01872 224009 and we'll be happy to help.

(please delete one option and sign below)

I do give (or) I do not give permission for my child's school to share basic information about my child with researchers from the University of Plymouth

Signature ……..……(parent / carer)

Name of your child				Child's date of birth				
Please enter your postcode								

Has your child attended any of the following? (please tick)	Pre-school	
	Playgroup	
	Nursery	
	Childminder	
If yes, how old was your child when (s)he first started to attend? (please write in)		
And how many half day sessions a week did your child usually attend (in the year before starting school)?	1 to 2 sessions a week	
	3 to 4 sessions a week	
	5 to 6 sessions a week	
	7 or more sessions a week	
Please list the names of any pre-schools, playgroups or nurseries your child has regularly attended		

Have you used any Sure Start or Children's Centre services or activities with this child?	Yes	No
If yes, how often would you say you have used Sure Start services on average? (Please tick)	Once a week or more	
	Once every two weeks	
	Once a month	
	Less than once a month	
Please list which Sure Start or Children's Centre services or activities you used with your child		

Apart from the services mentioned above what other services have you used **regularly** with your child?			
Health clinics		Parent toddler group	
Health visitors		Other (write in below)	
GP (Doctors)			

Please tick the boxes below to show whether you agree or disagree with each statement

I feel my child...	Strongly agree	Agree	Disagree	Strongly disagree	Really don't know
..enjoys imaginative play					
..has a good awareness of what is / is not safe					
..is **less** self confident than most children of the same age					
..gets along well with other children					
..gets on well with me and other family members					
..does **not** get along well with other adults					
..is physically healthy					
..is likely to do well at school					
..learns more quickly than most children of the same age					
..is mentally / emotionally healthy					
..can deal with changes more easily than most children					
..eats enough fruit and vegetables					
..might eventually go on to further or higher education					
…enjoys exploring different ways to solve problems					

Thinking about all the different services families might use, which have been the ***most*** help in making your child ready for school? Please write in.
Please explain how these services have helped your child to be ready for school?
Please use this space for any additional comments you may have about services for children and families and your child's preparation for school

Thank you very much for your help, please return this form to your child's school in the envelope provided.

Appendix 3 - Schools Module Family Survey 2

Background

This form is part of the schools research module. The aim is to collect information late in the child's reception year, preferably after the school have reported the FSP results to the parents. This form is a draft – it has not yet been administered. The pre-amble assumes that the survey would be administered by the University of Plymouth. The original of this survey is presented as a four page A5 book-fold document. It is intended to be printed on to coloured paper (e.g. blue) to distinguish it from other papers that the child may bring home. NB the font size has been reduced slightly in places to comply with the formatting required for this document. In the real survey it is larger.

Administering the survey

The survey is to be administered with the help of schools and we are extremely grateful for their invaluable help with this. All children in the reception class are given a copy of the form to take home, attached will be a return envelope. Families are asked to enclose the completed questionnaire and return the sealed enveloped to their child's school. The school are provided with large FREEPOST envelopes to gather together all the family's envelopes and post-on to the University for analysis.

Analysing the responses

It is recommended that the responses are analysed by someone with competence in research using appropriate software (e.g. SPSS for the quantitative items and nVIVO for open ended responses). Such analysis should pay due regard for data protection and other ethical issues. Analysis needs to be carried out centrally for the whole of Cornwall rather than separately for each Centre as this will allow further analyses such as comparing Centre's results to the mean for the rest of Cornwall or against similar Centres. Results for individual schools also need to be delineated and reported in SUMMARY form to schools themselves. Results need to be analysed together with the results from schools survey 1 and along side information obtained from the school.

Reporting

Reporting should be carried out bearing in mind the individual needs of each Centre as well as the need to generate annual indicators. In this way it is expected that a number of formative points will emerge as well as summative information. It is recommended that a variety of reports are presented in formats that are effectively accessible to a range of audiences. In particular a mechanism to feed back findings to research participants is highly recommended.

Starting School - Questionnaire 2

The University of Plymouth (SRRU) has been asked to conduct some research to find out how local services help young children be ready for school. We need to find out about which services and activities families have used in the early years and to ask parents and carers for their opinions. We would like your help by completing this short questionnaire you may also have completed one sent to you earlier in the school year.

Also we would like your permission for the school to share basic information about your child's progress over the first year (e.g. Foundation Stage Profile scores etc).

Any information that you or the school give us will be treated as strictly confidential. Neither you, nor your child will be identified in any reports or publications.

If you have any questions or would like help completing this form please contact us on 01872 224009 and we'll be happy to help.

Do you give permission for the schools to share basic information about your child with the researchers?	**YES**		**NO**	
Your signature				

Name of your child		Child's date of birth	
Please enter your postcode			

Since starting school Have you used any Sure Start or Children's Centre services or activities with this child?	Yes	No
If yes, how often would you say you have used Sure Start services on average? (Please tick)	Once a week or more	
	Once every two weeks	
	Once a month	
	Less than once a month	
Please list which Sure Start or Children's Centre services or activities you used with your child **since starting school**		

Apart from the services mentioned above what other services have you used **regularly** with your child **since starting school**?			
Playgroup		Preschool	
Nursery		Child minder	
Health clinics		Parent toddler group	
Health visitors		Other (write in below)	
GP (Doctors)			

I feel …	Strongly agree	Agree	Disagree	Strongly disagree	Really don't know
…my child's attendance at school has been very good					
… my child enjoys being at school					

Please tick the boxes below to show whether you agree or disagree with each statement

I feel my child...	Strongly agree	Agree	Disagree	Strongly disagree	Really don't know
..enjoys imaginative play					
..has a good awareness of what is / is not safe					
..is **less** self confident than most children of the same age					
..gets along well with other children					
..gets on well with me and other family members					
..does **not** get along well with other adults					
..is physically healthy					
..has done well in their first year at school					
..learns more quickly than most children of the same age					
..is mentally / emotionally healthy					
..can deal with changes more easily than most children					
..eats enough fruit and vegetables					
..might eventually go on to further or higher education					
…enjoys exploring different ways to solve problems					

During your child's first year at school have you attended any parent-teacher consultation sessions?	**YES**		**NO**	

Thinking about all the different services families might use, which have been the ***most*** help in assisting your child settle into school? Please write in.
Please explain how these services have helped your child to settle into school?

	Very Satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied
Overall how satisfied are you with your child's first year at school					

Please use this space for any additional comments you may have about services for children and families

Thank you very much for your help, please return this form to your child's school in the envelope provided.

Appendix 4 - Schools Module Staff Survey

Background

This form is part of the schools research module. The aim is to collect information late in the child's reception year, preferably after the school have reported the FSP results to the parents. This form is a draft – it has not yet been administered. The pre-amble assumes that the survey would be administered by the University of Plymouth. The original of this survey is presented as a four page A5 book-fold document. It is intended to be printed on to coloured paper (e.g. yellow) to distinguish it from questionnaires to be completed by families. NB the font size has been reduced slightly in places to comply with the formatting required for this document, in the real survey it is larger.

Administering the survey

The survey is to be administered with the help of schools and we are extremely grateful for their invaluable help with this. All members of staff having contact with reception class children are invited to respond. The school are provided with large FREEPOST envelopes to gather together all staff and family responses however if staff prefer to reply individually they are given a FREEPOST address to facilitate this.

Analysing the responses

It is recommended that the responses are analysed by someone with competence in research using appropriate software (e.g. SPSS for the quantitative items and nVIVO for open ended responses). Such analysis should pay due regard for data protection and other ethical issues. Analysis needs to be carried out centrally for the whole of Cornwall rather than separately for each Centre as this will allow further analyses such as comparing Centre's results to the mean for the rest of Cornwall or against similar Centres. Results need to be analysed together with the results from schools survey 1 and 2 which are completed by families as well as along side other information obtained from the school.

Reporting

Reporting should be carried out bearing in mind the individual needs of each Centre. In this way it is expected that a number of formative points will emerge as well as summative information. It is recommended that a variety of reports are presented in formats that are effectively accessible to a range of audiences. In particular a mechanism to feed back findings to research participants is highly recommended.

Starting School – Staff Questionnaire

The University of Plymouth (SRRU) has been asked to conduct some research to find out how local services help young children be ready for school. We need together the opinions and observations of all school staff working with reception class children. We would like your help by completing this short questionnaire. Please feel free to photocopy this form and pass to colleagues.

Any information that you or the school give us will be treated as strictly confidential. Not you, any child nor the school will be identified in reports or publications.

If you have any questions or would like help completing this form please contact us on 01872 224009 and we'll be happy to help.

Please enter the postcode of your school							

Which of these roles describe the work you do at the school (please tick all that apply and write in other roles that you have)	
Head teacher	
Foundation stage coordinator	
Reception class teacher	
Other class teacher	
Teaching assistant	
Special needs assistant	
Your other roles (subject leads etc)	

Please tick to show if you agree or not with the following statements	Strongly agree	Agree	Disagree	Strongly disagree	Really don't know
I understand the role of Sure Start Children's Centres					
Families in this area understand the role of Sure Start Children's centres					
The Sure Start Children's Centre provides school staff with enough information					
I am in regular contact with staff from the local Children's Centre					
I know which of our children have used Children's Centre services					
Children's Centres have had a positive impact on children's behaviour					
Children's Centres have had a positive impact on children's ability to learn					
Children's Centres have had a positive impact on children's physical health					
Children's Centres have had a positive impact on children's mental health					
Children's Centres have had a positive impact on children's safety					
Children's Centres have had a positive impact on families' material circumstances					

Have you seen any evidence (yet) that Sure Start Children's Centres have helped prepare children for school?	**YES**		**NO**	
Please comment				
Which other services do you feel are effective in helping to prepare children for school – why is this?				
What else should Children's Centres do to prepare children to do well at school?				

How can Sure Start Children's Centres help families to help their children?
How can Sure Start Children's Centres work most effectively with schools?
Any other comments you would like to add

Thank you very much for your help, please return this form to -

Vicki Welch, FREEPOST, Social Research & Regeneration Unit, Faculty of Social Science & Business, University of Plymouth, Drake Circus, Plymouth. PL4 8ZZ

Appendix 5 - Early years services used (with numbers of families) for Cornwall

NB the names used by different respondents may be interchangeable; we have only aggregated the numbers where we are sure this is the case. For example Budock playgroup may be the same as Budock Water playgroup but as we are not sure of this we have not aggregated them.

ACORNS (ST AUSTELL)	1
ACORNS NURSERY (PENRYN)	2
ART COLLEGE NURSERY FALMOUTH	1
BASSETT ROAD NURSERY	3
BEACON PRE-SCHOOL	4
BERRYCOMBE EARLY YEARS UNIT	10
BODRIGGY NURSERY	7
BODRIGGY PLAYGROUP	1
BOLITHO EARLY NURSERY	7
BOSTCASLE PLAY GROUP	2
BRACKNELL SPORTS CENTRE PLAYGROUP	1
BUDOCK PLAYGROUP	1
BUDOCK WATER PLAYGROUP	1
BUSY BODIES	2
CAMAUCUNTAF	1
CAMBORNE	1
CAMBORNE NURSERY	4
CAMELFORD NURSERY	14
CAMELFORD PRE-SCHOOL	8
CHILDMINDER	1
CLYDE HOUSE NURSERY (BRISTOL)	1
COLLEGE NURSERY (PENZANCE?)	1
CONNOR DOWNS PLAYGROUP	1
CORNWALL COLLEGE CRÈCHE	1
CROFTY MINORS	15
EARLY BIRDS BUDE	1
ELF NURSERY POLAND	1
ELIM	2
ELIM CENTRE	2
FALMOUTH COLLEGE OF ARTS NURSERY	1
FIRST STEPS KINDERGARTEN	1
FIRST STEPS NURSERY	2
FIT N FUN PLAYGROUP	2
FLYING START (NON SPECIFIC)	8
FLYING START BODMIN	1
FLYING START CAMBORNE	1
FLYING START PENRYN	5
FOOTSTEPS CRÈCHE SURE START TREVU.	1
FOUNDRY UNDER FIVES	16
FREETIME (HAYLE YOUTH CLUB)	1
GARDENS PRE-SCHOOL	1

GOLDSITHNEY PLAYGROUP	2
GOOSEBURY BUSH DAY NURSERY	7
GWINEAR MOTHER AND BABY	1
GWINNEAR PLAYGROUP	1
HAPPY DAYS (NON SPECIFIED)	3
HAPPY DAYS WADEBRIDGE,	2
HAPPY TOTS PLAYGROUP	2
HAYLE PRE-SCHOOL PLAYGROUP	3
HONEY POTS DAY NURSERY	1
HOPSCOTCH DAY NURSERY	13
ILLOGAN PRE-SCHOOL	1
LADYBIRDS	1
LEEDSTOWN	1
LITTLE OTTERS	7
LUDGVAN COMMUNITY CHILDCARE CENTRE	2
MONTESSORI NURSERY	5
MOTHER AND TODDLER GROUP (NON SPECIFIED)	1
NANCLEDRA PRESCHOOL	5
NOAH'S ARK, ILLOGAN	2
NSPCC MOTHER AND TODDLER	1
OASIS	9
OASIS LUDGVAN	2
OTTERHAM CHILD CARE CENTRE	1
PENDEEN PRESCHOOL	1
PENRYN C.P. NURSERY	1
PENRYN INFANT SCHOOL	1
PENRYN INFANT SCHOOL AND NURSERY	1
PENRYN INFANTS NURSERY	1
PENRYN INFANTS SCHOOL	1
PENRYN INFANTS SCHOOL NURSERY	1
PENRYN METHODIST CHURCH PRE-SCHOOL	1
PENRYN NURSERY	7
PENRYN PRE-SCHOOL PLAYGROUP	6
RAINBOW	1
RAINDROPS DAY NURSERY	1
READY STEADY GO HAYLE	1
RHOSGADFAN	1
ROSKEAR	2
ROSKEAR NURSERY	15
RSE- RUN BY THE NSPCC 1 TO 1	1
RUISLIP GARDENS PRESCHOOL (RUISLIP)	1
SALVATION ARMY PLAYGROUP	3
SANDCASTLE CONNER DOWNS	5
SECRET GARDEN (KENT)	1
SMILING FACES PRE-SCHOOL	1
ST CHRISTOPHER'S	1
ST DAY CP SCHOOL	1
ST DENNIS UNDER FIVES PRESCHOOL	1
ST ERTH PLAYGROUP	1
ST ERTH TODDLER GROUP	2

ST EVAL	1
ST FRANCIS SCHOOL	1
ST HILARY	1
ST IVES SCHOOL	1
ST JOHN’S PRESCHOOL PLAYGROUP	2
ST JUST (NURSERY)	3
ST JUST NURSERY PLAYSCHOOL	2
ST JUST PRESCHOOL PLAYGROUP	5
ST MERIADOC INFANTS	2
ST MERIADOC NURSERY	6
ST PIRANS HALL MOTHER AND TODDLER GROUP	3
ST PIRANS PLAYGROUP	2
ST TEATH CHILDRENS CENTRE	1
ST TEATH PLAYGROUP	1
ST CHRISTOPHERS PLAYGROUP,	3
ST JOHN'S PRE-SCHOOL PLAYGROUP	3
ST IVES NURSERY	5
STRAWBERRY'S DAY CARE	3
SUNNY CORNER	19
SUNSHINE ROOM	1
SURE START PENZANCE	2
SURE START PLAYGROUP (NON SPECIFIED)	3
SURE START STAY AND PLAY (CAMBORNE)	1
SURE START TWINS GROUP(CAMBORNE)	2
SWEATPEA PRESCHOOL (KINETON WARKS)	1
THE BARN NURSERY	3
TIDDLERS PLAYGROUP	1
TIDDLERS PLAYGROUP KINDERGARTEN	1
TINTAGEL PRESCHOOL PLAYGROUP	8
TINY TOTS NURSERY WESTON-S- MARE	1
TODLINS MUSIC GROUP	1
TREGENNA CASTLE NURSERY	4
TRELOWAN	1
TRELOWAN PRESCHOOL PLAYGROUP	5
TREVITHICK MINORS	1
TUTBURY PRE-SCHOOL	1
TWEENIES PLAYGROUP	1
TWO BOATS	1
UNDER 5'S GROUP	1
WAVERLEY PRESCHOOL	1
WESLEY PLAYGROUP	1
WORBSTOW PRESCHOOL	1

Appendix 6 - Sure Start and Children's Centre services used –

Responses and combined responses

BODMIN CENTRE, HOLIDAY CLUB, BEHAVIOURIST
CAMELFORD
CLEASE HALL SURE START
DROP IN AND STAY AND PLAY
DROP IN BODMIN
DROP IN, TOY LIBRARY
DROP IN.
HOLIDAY DROP IN,
PARENT AND TODDLER GROUPS
POP IN AND PLAY, SING AND SIGN
POP IN AND PLAY.
S.S. STAY AND PLAY
SING SONG, SIGN, PLAYGROUP DROP IN, DELABOLE PLAYGROUP/ DROP IN, SING AND SWIM
SINGING AND SIGNING, DROP IN, SWIMMING.
ST TEATH
ST TEATH AND CAMELFORD
STORY TIME AT THE LOCAL LIBRARY. TOY LIBRARY
SURE START CENTRE BODMIN
TINTAGEL
TINTAGEL TOY LIBRARY
TOY LIBRARY AND ACTIVITY DAYS
TOY LIBRARY, SS VOUCHERS, FUN DAYS
TOY LIBRARY, SWIMMING
TOY LIBRARY. SURE START CHINA CLAY ACTIVITIES, FORUMS IN ST DAY AREA