



LOCAL EVALUATION REPORT

2004

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EXTRACT FROM SIXTH WAVE GUIDANCE:

Local programmes need to evaluate what they are doing so they can:

- Understand how well their services are performing
- Keep track of progress in meeting the objectives and targets for Sure Start
- Make changes to their programme as a result of programme findings

EVALUATION TO DATE

Sheffield University Evaluation

Firth Park and Shiregreen Sure Start will evaluate progress towards Sure Start PSA and SDA targets to assess baseline and short-term impact of the programme. In addition crosscutting issues will be investigated such as parental involvement work and cost effectiveness.

Sheffield University Evaluation Team has been commissioned to carry out an evaluation alongside other programmes in the city. Dr Michele Moore and Dr Karen Dunn will co-direct the Evaluation Team and manage the evaluation in conjunction with Gwyn Fields Sure Start Programme Manager.

The evaluation consists of assessing each Sure Start local programme individually and as part of the whole city's Sure Start provision for the future. The conclusions from this process will highlight achievements and good practice and furthermore contribute to future action plans (see Appendix 1).

The evaluations objectives for each Sure Start are to:

- Develop ideas on how the programme will develop and progress to accommodate changes and act upon the priorities identified
- Identify training relevant for Sure Start staff, their partners and their local community
- Clarify who are the most appropriate people and agencies to develop Sure Start work and consider strategies to promote the inclusion of 'hard to reach' groups

Facilitate open discussions of concerns and anxieties that impact upon the work of Sure Start and make recommendations about how these may be usefully addressed

Programme Manager and monitoring officer have met with the Evaluation team to discuss progress, topics to be covered and timescale. Meetings with staff occurred October 2003, with stakeholders December 2003, and the Partnership Board in February 2004, parents in April 2004, community groups in June 2004 and mixed groups in September 2004. The report will be available November 2004.

The Evaluation team will provide a regular evaluation newsletter, information on the national picture, regular meetings with programme managers to share good practice, delivery of workshops, and interim progress reports. Also they will write an action plan based on the discussions occurring giving ideas on what could make the programme work more effectively. Finally, an 'overarching' evaluation report will be written based on all six Sheffield Sure Starts progress so far and recommendations for the future.

The findings will be disseminated throughout the various Firth Park and Shiregreen Sure Start meetings and workgroups, in the newsletter and at future events. The Evaluation Team will produce a final report for circulation with local permission to other Sure Start areas, local partner agencies and anyone else interested in the programme. In addition a Sure Start Evaluation website will be created to demonstrate progress.

Sure Start Service Satisfaction Survey

Firth Park & Shiregreen Sure Start completed a Customer Satisfaction Survey covering individual demographic details, opinions of local services and comments on a variety of issues. This has provided a baseline of local residents information and attitudes (see Appendix 2).

After a three-year interval this Customer Satisfaction Survey will be repeated to provide comparison data to measure the impact of Sure Start in the Firth Park and Shiregreen area on provision of services, their use and local opinion of these. In addition to this, weaknesses within the survey will be addressed namely the 'do/don't use' question in the survey to explore why local parents/carers do not use local services and whether this is due to the services inherent irrelevance to individuals or to their unsuitability in their current format.

There was a need to find out how local parents felt about current services in the Firth Park/Shiregreen area. Six local parents were recruited as researchers. All

attended a training session that covered Health & Safety, different interview techniques, the questionnaire and a chance to practice techniques in a safe environment.

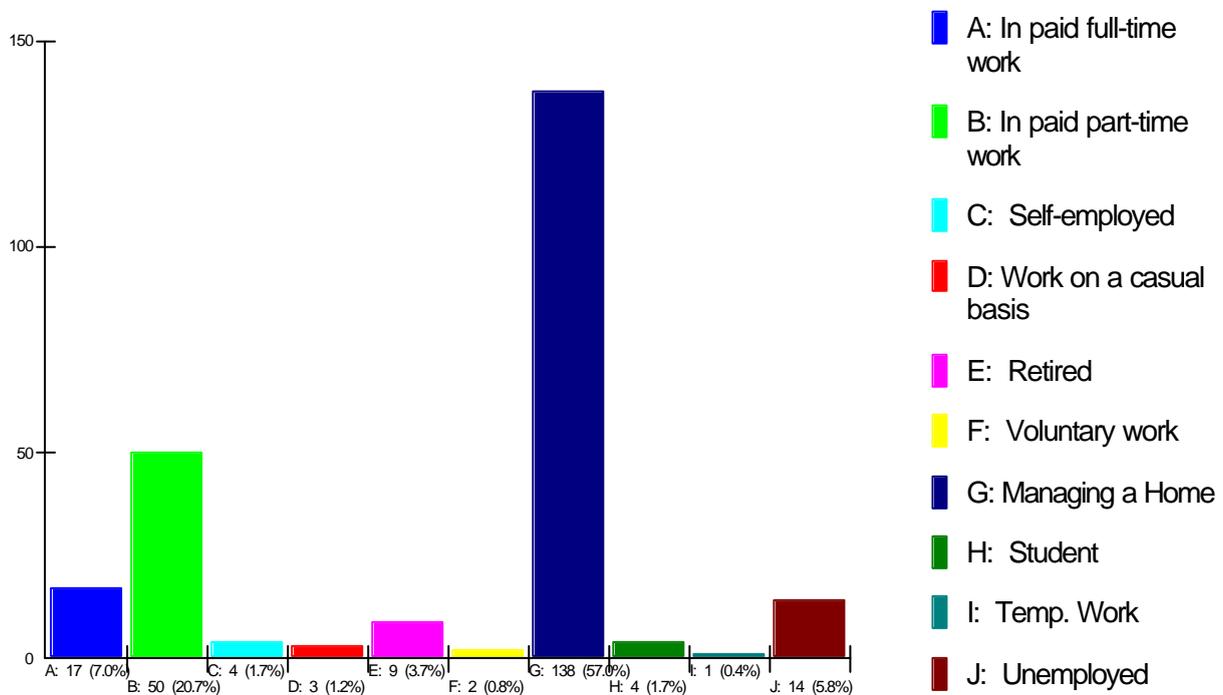
The survey started on the 13th May 2002 and ended on the 24th May 2002 each researcher working around 20 hours each in total. The first week the researchers targeted Parent & Toddler groups, Playgroups, outside Schools, Baby Clinics and local shopping areas. The second week a certain amount of 'Door Knocking' had to be done, targeting roads that had not been covered in the first week.

250 questionnaires were completed covering almost every road in the area. Around 10% of roads had no response this was due to either no one in, not willing to take part or that no under 5's lived on that road.

Each person who completed a questionnaire could enter a prize draw to win £50.00 Meadowhall Vouchers and received a free Sure Start pen. 85 parents also asked to be added to the Sure Start mailing list.

The survey provided valuable information on local demographic information, play areas, local groups, local services, and transport.

Figure 1 below indicates the employment levels of those surveyed.



Welcome Packs

Welcome Packs are given to parents/ carers of all children registered. The content of these packs is dependent on the age of the child. Contents include information on Sure Start, playgroups, crèche provision, Play & Stay sessions, local GPs and dentists contact information, safety equipment, sharing books with your child, top talking tips, baby play, baby tips, Children's Information Service leaflets, baby book, tape, ball, play-dough, and jigsaw. An evaluation form is included in each pack to determine its usefulness, age appropriateness of contents and opportunity to suggest other items to include (see Appendix 3).

Parents Voice

Parents Voice is the dedicated opportunity for local parents/ carers to contribute to and comment on Sure Start services. It has an informal meeting format with crèche support. Parents Voice is evaluated to ensure the effectiveness of the Parental Involvement Strategy to make certain all parents have the opportunity to contribute to the running and development of the programme. The evaluation includes looking at day, time, location, facilities, and format of Parents Voice as well as all other services, buildings and any other topic raised by parents/ carers (see Appendix 4)

Group Attendance

All groups set up and run by Sure Start workers are evaluated for attendance and content. Evaluation forms for each group are completed either directly after an attendance by the attendee or at the end of a series of attendances depending on the run-time of the group, e.g. a 10 week course. Furthermore staff complete a standard group evaluation form that assesses the course/ event on the same evaluation variables, making group successes comparable (see Appendix 5)

Sure Start Software

Evaluation of the capabilities and suitability of the software provision for Firth Park & Shiregreen Sure Start is managed through regular meetings of Sheffield monitoring officers, Sheffield monitoring officers and software representatives meeting, and regional Sure Starts monitoring officers and software representatives meeting. These meetings provide an opportunity to comment on additional features required of the software by Sure Starts, which are then built in to the next version of the software.

Service Level Agreements

Evaluated through monitoring data as laid out explicitly within each agreement. Each Service Level Agreement (SLA) has a built in requirement for monitoring and evaluation. Furthermore, additional evaluations of value for money against levels of service delivery are made to ensure all SLAs are performing to appropriate levels and quality of work.

Complaints and Compliments

Evaluation of all aspects of our services, staff and locations if not specifically targeted by the above evaluations are covered by the opportunity for anyone in contact with us to provide valuable information either by complaint or by compliment (see Appendix 6)

Evaluation Strategy

An Evaluation strategy has been written to ensure that the various evaluation that take place within Sure Start happen on a regular basis and that the results are disseminated widely and to the appropriate parties, and in addition all results are held in a central location to provide a resource to further improve evaluation as well as feed back to the Sure Start Unit and to other interested parties. To further facilitate this a standard evaluation forms for groups has been designed to ensure all groups report on the same evaluation variables (this is in addition to the evaluation sheets that are completed by attendees on a course etc.)

FUTURE EVALUATION

Participatory Appraisal Approach

Currently there are plans to recruit volunteers (and/or paid workers) from the local Sure Start Area, preferably with children under 4 years, with the intention of setting up a group to carry out Participatory Appraisal. A member of the Firth Park & Shiregreen Sure Start Core team will facilitate the group. The group will together decide on the best ways to conduct appraisal in the local area, defining the evaluation tools, locations, analysis of findings, and reporting methods.

This will ensure that at every aspect of the evaluation there is input from local parents/ carers ensuring that the evaluation is meaningful and correctly targeted.

In addition it will provide parents/ carers with valuable experience and opportunities to develop skills that may be used as a base to enable them to either enter training, education or employment.

Community Clinic

Health Visitors are working towards holding community clinics rather than individual surgeries, have one large clinic. Services include Parental Involvement Workers and Speech and Language Therapy. The clinic will be based at Firth Park Clinic initially, but will move to the NNI/ Children's Centre when built. Evaluation of parents/ carer's needs and requirements and quality and quantity of service delivery will form an integral part of the development of this clinic.

Health & Outreach Forum

This has been set up so that Health Visitors, Midwives, and Health & Outreach Workers in the local community, have an opportunity to communicate with Sure Start staff and each other to ensure we are working effectively together and in the right direction. Evaluation format will be based upon that used to evaluate Parents Voice.

Hard to Reach Strategy

Extending reach to groups whose needs are less well met. This strategy is an integral part of the 'Involving Parents Strategy', taking into account hard to reach groups needs and wants in line with current local provision, and the development of more as needed. Evaluation will be in-built into the strategy.

Events Impact

Parents/ carers are asked to evaluate the reach and content of events in various different ways. This is done either at the time of any event, in a follow-up evaluation after the event, and also at additional opportunities e.g. Parents Voice, Partnership Board, and from individual feedback.

Volunteers

Evaluation of volunteers training content, numbers of attendees, activity once trained, output and outcomes of volunteer work will be carried out routinely. This will ensure that volunteers are suitably enabled to carry out their role, are safe within it, the work they complete is of a high standard and appropriate to the environment they are in. The volunteer's productivity, skill development and personal development will be evaluated to assess the impact of volunteer work in the Firth Park & Shiregreen local area.

APPENDICES

**Sure Start
Firth Park & Shiregreen
Service Satisfaction Survey**

We are surveying the local community about services for the under 5's
ROAD NAME _____

1. HOW MANY CHILDREN UNDER 5 YEARS DO YOU CARE FOR?

Full Time Part Time

UNDER 1	UNDER 2	UNDER 3	UNDER 4	UNDER 5
<input type="checkbox"/>				

2. LOCAL PLAY AREAS: ARE YOU

VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	Do/don't use
<input type="checkbox"/>				

3. LOCAL TODDLER GROUPS: ARE YOU

VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	Do/don't use
<input type="checkbox"/>				

4. LOCAL PLAY GROUPS: ARE YOU

VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	Do/don't use
<input type="checkbox"/>				

5. HEALTH VISITOR SERVICES: ARE YOU

VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	Do/don't use
<input type="checkbox"/>				

6. LOCAL LIBRARY: ARE YOU

VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	Do/don't use
<input type="checkbox"/>				

7. INFORMATION/ ADVICE SERVICES: ARE YOU

VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	Do/don't use
<input type="checkbox"/>				

8. LOCAL TRANSPORT i.e. Easy access buses etc.: ARE YOU

VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	Do/don't use
<input type="checkbox"/>				

ANY COMMENTS

What services would you like to see in Firth Park/ Shiregreen?

- Play schemes Low cost healthy food shops More police on the beat
 Childcare at local Sports centre Advice for the unemployed Family Fun Days
 Evening health surgeries Computer training for teenagers Local youth clubs

PARENT: MOTHER FATHER LONE PARENT yes/ No

AGE:

15 TO 17 <input type="checkbox"/>	18 TO 20 <input type="checkbox"/>	21 TO 25 <input type="checkbox"/>	26 TO 30 <input type="checkbox"/>	31 TO 35 <input type="checkbox"/>
36 TO 40 <input type="checkbox"/>	41 TO 45 <input type="checkbox"/>	46 TO 50 <input type="checkbox"/>	51 TO 55 <input type="checkbox"/>	56 and over <input type="checkbox"/>

PLEASE TICK WHICH BEST DESCRIBES YOUR FAMILIES ETHNIC ORIGIN

White	Mixed	Asian or Asian British	Black or Black British	Chinese or other ethnic group
British	White and Black Caribbean	Indian	Caribbean	Chinese
Irish	White and Black African	Pakistani	African	Any other ethnic group, please write in
Any other white background	White and Asian	Bangladeshi	Any other Black background	
	Any other mixed background	Any other Asian background		

ARE YOU REGISTERED DISABLED? YES/ NO

DO YOU CONSIDER YOURSELF DISABLED? YES/ NO

DO ANY OF YOUR FAMILY HAVE SPECIAL NEEDS? YES/ NO

HOW WOULD YOU DESCRIBE YOUR EMPLOYMENT STATUS?

F/t paid work <input type="checkbox"/>	P/t paid work <input type="checkbox"/>	Casual work <input type="checkbox"/>	Temp. work <input type="checkbox"/>
Self employed <input type="checkbox"/>	Unemployed <input type="checkbox"/>	Student <input type="checkbox"/>	Managing a home <input type="checkbox"/>
Voluntary work <input type="checkbox"/>	Retired <input type="checkbox"/>	Other please state	

The University of Sheffield



School of Education

**Combined Evaluation of
Sheffield Sure Start Programmes**

Developing a Community of Sure Start Research Practice

AGREED EVALUATION STRATEGY

Michele Moore

Inclusive Education and Equality Research Centre

February 2003

1. Introduction

1. 1 The Core Research Team

Dr Michele Moore, Dr Karen Dunn and Pippa Murray work together as a team on all issues concerning the lives of young children, their families, their services and representative agencies. We began working together as the result of a cross University, multi-agency working group in Sheffield which met to consider the most appropriate ways in which research expertise in areas of young children's development and family life could contribute to sustainable working practices both within and beyond our immediate area. Between us we have extensive experience of all issues pertinent to the Sure Start evaluation agenda.

The commitments we bring to all our research activity are to

Conduct evaluations to provide independent and objective feedback for projects and/or partnerships working to support young children and their parents, caregivers and other family members.

Work alongside agencies and services to apply practically orientated findings emerging from research studies informed by leading practitioners and academics working across a range of disciplines

We specialise in

- Working *with* children, their families and their representative organisations, and *with* service providers and policy makers in their day to day struggles to break cycles of disadvantage, raise voices and advance an agenda for participation and inclusion in all aspects of community life
- Emancipatory, participative and action research aimed at real change
- Qualitative and Quantitative methodologies
- Maximising Organisational change and effectiveness
- Personal and professional development

We have worked with families, including young children, their allies and service providers developing services and implementing changes which they prioritise. We have longstanding experience of working across all of the major determinants of diversity in family life such as impairment, gender, cultural and

linguistic minority group membership, poverty and social exclusion to raise voices and raise issues. Our intention is to pioneer a dynamic reciprocity between research and applied settings in order to better advance the development objectives of key agencies.

We are not 'ivory tower' academics but have a real understanding of, and commitment to, achieving better outcomes for young children, parents and communities. In addition to our extensive research experience we have ourselves worked in a range of services with and alongside young children and their families.

1.2 **Core Project Team**

Dr Michele Moore and Dr Karen Dunn - Research Directors - both are Psychologists with a background in early childhood development, together they have written numerous articles and books on childhood and for professionals involved with children.

[Michele Moore is Director of the Inclusive Education and Equality Research Centre at the University of Sheffield.](#) This position enables her to bring to the evaluation the support of a wide community of researchers - including practitioner-researchers - who have established national and international reputations for the quality of publications and the excellence of their enquiry.

For the Sheffield Sure Start evaluation(s) we will additionally draw together research and development partners from across both of the Sheffield Universities to constitute a team with relevant expertise. Dr Moore will oversee and manage the practical delivery of the project.

[Karen Dunn is Director of Early Childhood Studies, Education and Counselling at Sheffield Hallam University.](#) She has researched and written extensively in the field of child development, services for families and children and education matters. Dr Dunn will jointly oversee the project and advise on all aspects of practical delivery.

Pippa Murray - Principal Researcher

[Pippa Murray is the mother of a child with severe learning difficulties with a professional background in under fives social work.](#) She has recently completed a PhD on support provided for families of young children with impairments and her book *Let Our Children Be* is widely regarded as providing essential and instructive insights for families and practitioners alike. Pippa has carried out extensive research involving children and their families, most recently

commissioned to write *Hello! Are You Listening?* for the Joseph Rowntree Foundation. She has strong local networks through her pioneering work for *Parents With Attitude* and is regularly involved in consultation projects for both Sheffield Social Services and the LEA. Pippa Murray will be responsible for the day to day running of the evaluation(s).

Brief CVs are given in Section 4 and full versions can be made available upon request.

The Core Project Team members have between them written many academic articles, books and consultancy reports in relevant areas of child development, parenting, partnerships, education and wide-ranging aspects of childhood and family life and service provision. We are known for publications seeking to advance a world-wide agenda on the rights of young children and their families, and for the development of innovative methodologies which enhance participation for excluded groups of young children and marginalized parents and caregivers.

1.3 Some indicative publications

Dunn, K., Moore, M. and Murray, P. (2003) *Evaluation of the Nottingham and Nottinghamshire Parent Partnership Project. Inclusion, Childhood and Education Publications. PP101*

Murray, P. (2002) *Partnership ? Let's Start with Respect: an exploration of the relationship between parents of young children and educational professionals.* Living Well. Kings Fund Publication.

Dunn, K. (2001) *Child Development and Education: New Voices, New Partnerships and Different Experiences.* Sheffield: Philip Armstrong Publications.

Murray, P. (2000) *Disabled Children, Parents and Professionals : Partnership on whose terms ?* Disability & Society Vol 15 (4)

Moore, M. (Ed) (2000), *Insider Perspectives on Inclusion: raising voices, raising issues.* Sheffield: Philip Armstrong Publications.

Moore, M. and Skelton, J. (2000) *Enabling Future Care. A Practitioners Guide for working with family caregivers.* Birmingham: Venture Press.

Moore, M. Sixsmith, J. and Knowles, K. (Eds) (1996) *Children's Reflections on Family Life.* London : Falmer.

Beazley, S. and Moore, M. (1995) *Deaf Children, Their Families and Professionals: Dismantling Barriers*. London : David Fulton.

2. Methodology

2.1 Research Model : A Community of Sure Start Research Practice

As Sure Start embeds over the coming years it will have a major impact on the health, education, emotional development, well-being and aspirations of young children and their families and communities. In many senses the willingness of a group of Sheffield Sure Start programmes to organise their evaluations to ensure mutual development as a [Community of Sure Start Research Practitioners](#), affirms the value of the crucial work that these individual Sure Start programmes have already pioneered to consolidate working partnerships based in the community.

Within our research model, Programme Managers for each participating Sure Start programme will operate as the key drivers of a [Community of Sure Start Research Practice](#) working together to evaluate their success in making Sure Start work. A partnership between the Sure Start Programme Managers supported by specialist practitioner and academic specialists to specifically advance the pragmatic agenda of the service providers will provide an exciting mesh of different strategies and aspirations for evaluating best practice and further evolving Sure Start in Sheffield.

Inevitably, the implications of evaluating Sure Start programmes as a Community of Sure Start Research Practitioners will offer many advantages to participating Sure Start programmes and to the city of Sheffield and its environs more widely. It will open up new visions in relation to expectations of families, it will forge new insights into the respective concerns of service providers and negotiation over the roles and responsibilities of various agencies in fulfilling the Sure Start delivery targets, and it will enhance strategy for raising participation of family members – including young children– in ways which build on their strengths. The recent shift in policy direction towards consulting with and maximising the participation of young children in planning for the services they use is important to bear in mind. In respect of this, our previous work has indicated that young children often have insider perspectives which are overlooked yet which hold great potential to help services reach their most vulnerable contemporaries (Dunn, 2001; Moore, 2000).

The emphasis on rolling out the principles driving the Sure Start approach to all services for young children and families tasks individual Sure Start programmes with significant duty. The combined evaluation will explore the extent to which

participating Sheffield Sure Start programmes will meet the challenge of this work and also identify resources necessary to support it. It will highlight good practice and consider avenues for wider dissemination of expertise already developed. We see the process of evaluation as an opportunity to enable all stakeholders to reflect on progress to date and inform direction for future Sure Start planning cycles.

Our objectives for each participating Sure Start programme are to :

- develop thinking in relation to possible directions in which the programme may move to accommodate new changes and operationalise the priorities they have established
- identify relevant training in aspects of new legislation and new challenges – and identify the participating programmes role in both acquiring this and providing it for different groups within the communities it serves
- clarify who are the most appropriate people/agencies to develop particular aspects of the focal Sure Start programme's work, and to consider strategies to promote the inclusion of groups currently 'hard to reach'
- engender open discussion of concerns, tensions and anxieties which affect the work of the focal Sure Start programme and make recommendations about how these may be usefully addressed
- promote joint and mutually beneficial evaluation practices through developing participating Sure Start programmes as a [Community of Sure Start Research Practitioners](#) - ensuring city-wide impact of the Sheffield Sure Start evaluations with national relevance.

Broadly speaking, the evaluation will comprise a drawing together of work undertaken by each participating Sure Start programme and a positioning in relation to both the challenges ahead and the city-wide context of Sure Start programmes. Outcomes will be in part reflective but also clearly action orientated in respect of work to be undertaken in 2003 and beyond.

2.2 ***Our approach***

We will use an action research partnership approach that aims to be of use to all those involved in the research process. Realistic evaluation (Pawson and Tilley, 1997) will be the guiding principle for our approach. What this means is that we aim to establish what are the key issues in practice and to

set up measures to assess, in as rigorous a manner as we can, not just what happens but also process information about how it happens. Our approach is unashamedly action-oriented. The chance to influence the development of each participating Sure Start programme is of great importance within this evaluation design. The process of gathering viewpoints and sharing data other data across from different Sheffield Sure Start programmes will establish useful evidence around which support for future Sure Start planning can be built.

For each individual Sure Start evaluation we will take the key imperatives of the Sure Start Unit Objectives and Delivery Targets as these define the responsibilities of Sure Start programme and develop our evaluation methodology around the agendas which this sets. This allows for those participating to feel the work is forward looking and addresses 'work in progress' issues as well as evaluating the impact of work already undertaken.

For example, we see the following as important evaluative questions;

- How does the programmes work strengthen outcomes for young children and their families in respect of the four key objectives
improving social and emotional development
improving health
improving young children's ability to learn and
strengthening families and communities ?
- How does the programmes current relationship with existing services, including other Sheffield Sure Start programmes, address the need for services to impact on the health, education, emotional development, well-being and aspirations of young children and their families and communities? What changes – if any - need to be made to enhance the impact of each participating Sure Start programme, both within its own locality and across the city now that programmes are tasked with mainstreaming the principles driving the Sure Start approach?
- What will the role of the Sure Start programme be in ensuring that the duty to meet the objectives and delivery targets will be met? How could the process of joining up working between Sheffield Sure Start programmes enhance the work of individual programmes ?

- What will be the long term role for each participating Sure Start programme in enabling strategic planning to make progress in increasing accessibility to services ? How can Sure Start work better ?
- How can each participating Sure Start programme build on its existing work to provide support for young children and families it currently finds 'hard to reach' ?
- Given recent legislation promoting more childcare, health and family support on school premises, how can Sure Start programmes maximise inroads into schools ?
- How will the requirement for Sure Start to contribute to training and to increase skills and professionalism within the sector affect the work of the programme?
- How do the programmes view their role in terms of facilitating greater employer involvement in capacity building to support families and young children?

So, some of the possible challenges and areas for consideration which occur to us are noted above. The specific detail of these will be negotiated with each participating Sure Start Programme Manager and other key stakeholders in the first phase of the project in order to ensure the evaluation meets local priorities.

In addition we will seek to develop quantitative aspects of the evaluation and to analyse available data about Sure Start Services to influence future mainstream activities with reference to nationally set Government Targets for Under 4's.

Appropriate quantitative questions include :

- i) What the Sure Start programme is providing
- ii) What the programme is achieving in terms of outcomes
- iii) Costs and resourcing

Emphasis on combining the Sure Start evaluations in this bid maximises possibilities for comparisons of what is currently being done (best value / practice) across programmes as well as with mainstream activities and will inform direction for future planning cycles.

2.3 Dissemination as part of the process

Team members have long histories of work with communities, statutory and voluntary sector organisations on initiatives affecting young children and families

(e.g. Sure Start, Young Children's Fund, New Start, Positive Play, Connexions, City Challenge, SRB, NHS Modernisation, Quality Protects). As part of this work we have developed novel methods to disseminate information and findings that involve information users and service users more in the process of saying what the data and findings could mean and what should be done about making any changes that are needed.

These methods will help to develop evaluation outputs that are of the most practical use to each individual Sure Start programme and also to the Community of Sure Start Research Practitioners as a whole. The approach also serves early on and throughout the project, to spread understanding and knowledge of what is working well and what is not working, and what to do about it both within and across the Sure Start programmes.

2.4 Project Strategy

The paragraphs below set out how we aim to achieve the objectives of the evaluation. For each participant Sure Start programme the proposed work is organised under three phases, each with identified targets and specific outputs.

Our approach to all new projects is to begin with work already in progress in any given setting and to work with established groups and individuals to review what is working and how aspects can be developed. As each programme evaluation gets underway, the Project Team will meet with the Programme Manager to note particular things they wish to have taken into account. This will ensure bespoke evaluation for each Sure Start Programme, tailored to factor in local priorities relating to nationally set Government Targets for Under 4's.

We will then start by taking stock of the perspectives of key stakeholders within the specific Sure Start programme. At this stage we anticipate that these will be:

- All programme post holders
- Parents and children who have been supported by the programme
- Representatives of the programme's Sure Start Board / Management Group
- Representatives of existing services
- Representatives of community organisations

PHASE 1

A preparatory stakeholder review will be undertaken with each of the groups above making use of semi-structured interviews and '**Evaluating the Programme**' focussed Workshops – to be facilitated by the principal Researcher (Murray). The purpose of these events will be to establish baseline data, allow a 'taking stock' of the programme's work from each group's perspective and facilitate a sharing of aspirations for future direction. The process is designed to firmly position all participants in the research process as fellow researchers. It allows an 'in process' surfacing of issues with as wide a group of people as possible and in our experience promotes interest in reading and engaging with interim and final reports, thus developing research capacity. Key Stakeholders who cannot participate in focussed workshops will be interviewed separately. Part of this initial work involves constructing and agreeing, in partnership with all participants a workable, realistic agenda for evaluation that will add value to practice as it unravels and make transparent all aspects of the process. The outcomes of each workshop will be formalised as a working document and circulated to all who attended for comment.

The aims of Phase 1 are to

Develop an evaluation model in accordance with the priorities of stakeholders involved

Encourage stakeholders to self assess in broad terms ways in which the programme meets user and potential user needs and to examine expectations and preferences with regard to future initiatives

The Outputs of Phase 1 of the project will be

An initial working document following each of the stakeholder group workshops reviewing the perspectives of the different groups.

The setting up [if appropriate] of an Evaluation Issues Information Website for the collaborating Sure Start Research Practitioners which will detail the progress of the unfolding evaluation and seek wider consultation.

PHASE 2

Within each Sure Start programme emergent issues from the preliminary stakeholders assessments will then be shared and reviewed through a '**Mixed Group Focus Workshop**' where representatives from each of the stakeholder

groups will come together to discuss key issues in a wider forum. This will allow for cross fertilisation of ideas across the key stakeholder domains within each programme and help to establish ideas for service development that take account of multiple perspectives.

Aims of Phase 2 are to

Develop an understanding of key issues across a range of groups within the programme, paying particular attention to the raising of seldom heard voices.

Develop models of participation which encourages the programme to identify the groups they are not reaching or service areas which they could usefully develop

Work with the programme to utilise 'data' collected via participation in all workshops to demonstrate effective consultation and self assessment and to disseminate good practice

Ensure that members of the programme are supported in their capacity to respond to what is learnt from each other.

Outputs of Phase 2 will include

Summary of the project activity which has taken place in this phase on the Evaluation Issues Information Website for the collaborating Sure Start Research Practitioners

Published 'action and implementation plans' for use as guides within each programme

Programme Evaluation report and dissemination to key stakeholders.

PHASE 3

Programme Managers for each participating Sure Start programme operating as the key drivers of the *Community of Sure Start Research Practice* model will periodically come together to share and review emergent issues based on data emerging through their own evaluation. **Across Programme Workshops** will be facilitated by the Principal Researcher and will involve other consultants, including parents as appropriate, who will be appointed on the basis of credibility in cross-cutting areas of mutual interest which are emerging. This will allow for cross fertilisation of ideas across the participant Sheffield Sure Start projects and help to establish ideas for broader service development.

Aims of Phase 3 are to

Develop an understanding of key issues across a range of Sheffield Sure Start programmes

Develop models of joined up working which encourages individual Sheffield Sure Start programmes to clearly identify their brief for widening participation and service development

Work with the participating Sheffield Sure Start programmes to utilise 'data' collected via participation in individual evaluations to demonstrate effective collaboration and to disseminate good practice

Ensure that the different Sheffield Sure Start programmes are supported in their capacity to respond to what is learnt from each other.

Establish a Sheffield Community of Sure Start Research Practitioners which will have a life beyond the focal evaluation(s).

Outputs of Phase 3 will include

Summary of the project activity which has taken place in this phase on the Evaluation Issues Information Website for the collaborating Sure Start Research Practitioners

Published 'action and implementation plans' for use as guides on cross-cutting development across the Sheffield Sure Start programmes.

Overarching report and dissemination to key stakeholders.

2.5 *Arrangements for project management and project administration*

The project managers will:

attend Sure Start programme meetings as requested and oversee the provision of regular written and/or verbal progress updates

manage all research staff

ensure all data collection is well conducted, including a high standard of workshop facilitation

be responsible for the writing and production of interim and final reports

co-ordinate the dissemination strategy in negotiation with the clients objectives

ensure that all timescales are met and that work is of a consistently high standard, taking appropriate remedial action if necessary.

2.6 *Relevant Research Expertise*

The Project Team is experienced in evaluations of the kind outlined above. Below we list some examples of work we have undertaken which is relevant to this proposal:

INDICATIVE PREVIOUS WORK WITH YOUNG CHILDREN, FAMILIES AND SERVICE PROVIDERS

INCLUDING SOME ONGOING

Development of Accessible Play Guidelines for the Regions of England.
Office of the Deputy Prime Minister

Evaluation of Nottingham and Nottinghamshire Parent Partnership
Nottingham LEA

Evaluation of Inclusive Play Opportunities Kidsactive; Derbyshire LEA

Developing and evaluating models of participation for young children and young people
Rotherham Young children's Fund

Multi-Agency Consultation project with disabled children/young people using respite care facilities Sheffield Social Services

Sure Start Evaluation in collaboration with ARC Research Consultancy.

Positive Play and Learn Project
Council for Race Equality and Sheffield Local Authority

Living with the spark: Recognising ordinariness in the lives of disabled children and their families University of Sheffield

Establishing partnerships between speech therapists, teachers, deaf young children and their families
Wigan and Leigh NHS Trust and Social Services.

Constructions of Special Educational Needs. Comparing attitudes to provision and inclusion across four LEA's : Sheffield, Barnsley, Leeds, and Doncaster. ESRC programme. Evaluating intervention programmes.

The impact of pre-school educate workers on the lives of families of young children Sheffield Health Authority.

Enabling older caregivers, their children and their providing agencies. Trafford Social Services and Salford and Trafford Health Authority / MENCAP

Young children's Reflections on Family Life HEFCE

The Experience of Difficulty: stories of problem young children. Communicating Experience. HEFCE

Insider Perspectives in Special and Inclusive Education: raising voices in the project of inclusion. Sheffield University, IEERC Project

Development of Communication Profiling with Young children and their Families. Wigan LEA with Wigan and Leigh Health Services NHS Trust

Sibling relationships and family conflict North Derbyshire Health Authority

Sibling and peer advocacy for young children with language and social impairments Derbyshire Health and Education Authorities

2.7 Theoretical Evaluation Timetable for each participating Sure Start Programme

THEORETICAL TIMETABLE	Week 1	Week 2	Week 3	Week 4
Month One	<p>Paperwork and quantitative data compilation and review</p> <p>documentary analysis and preparation for field work.</p> <p>Introductory meetings</p>	<p>Preparation for fieldwork, establishing Programme Managers priorities.</p> <p>Introductory meetings</p>	<p>Phase 1 Fieldwork: Negotiation of access and development of tools for fieldwork</p> <p>Preliminary interviews</p> <p>Documentary / quantitative data analysis and preparation for field work ongoing</p>	<p>Phase 1 Fieldwork: Series of Stakeholder Workshops commences</p> <p>Workshop analysis and preparation of stakeholder consultation documents ongoing</p>
Month Two	<p>Stakeholder Workshops</p> <p>Workshop analysis and preparation of stakeholder consultation documents ongoing</p>	<p>Stakeholder Workshops</p> <p>Workshop analysis and preparation of stakeholder consultation documents ongoing</p>	<p>Production of working documents reporting discussions in key stakeholder groups/ Interim report collating these to Management Group</p> <p>Setting up of Mixed Group Workshop</p>	<p>Phase 2 Fieldwork Mixed Group Workshop [s]</p> <p>Data analysis</p> <p>Writing of interim report</p>
Month Three	<p>Phase 3 Fieldwork</p> <p>Across Programme workshops[s]</p>	<p>Data analysis and writing of first draft of final report</p> <p>Feedback to participants</p>	<p>Revision of report in response to commentary from participants</p>	<p>Final report: Dissemination</p>

3. Specific work programme

The project team will deliver on the commitments made in this proposal which all parties have a copy of. In summary this means, this means the following tasks and outputs :

Tasks:

- Documentary and contextual analysis
- Stakeholder Group Workshops
- Individual interviews with key stakeholders
- Project management, review and initial analysis

Outputs:

- An initial working document following each of the stakeholder group workshops
- Interim summaries
- Action and implementation plans for within the Programme
- Action and implementation plans for use across the Sheffield Programmes
- Overarching report and dissemination to key stakeholders

4. Curriculum Vitae

Karen Dunn BA PGCE PhD

Karen is a Principal Lecturer and Head of Early Childhood Studies, Education and Counselling at Sheffield Hallam University in the School of Education. She has a background in child psychology and longstanding interests in all of the processes and experiences that are crucial for the healthy progress of a child's development. She is responsible for developing innovative higher education courses and opportunities for a wide range of education and childcare professionals. She has experience of directing research projects in local national and international contexts which evaluate services for young children and their families. She has undertaken a wide range of projects which locate young children and their perspectives as central and which have developed methodologies for accessing young children's views which are often excluded. She is currently involved in evaluation of Sure Start, Children's Fund and Parent Partnership projects. Her research and development work concerning young children and their services is widely considered to be ground breaking.

Michele Moore BA MSc PhD

Michele is Director of the internationally acclaimed Inclusive Education and Equality Research Centre at the University of Sheffield. She is Director of the National Programme of Inclusive Education Postgraduate and In-service courses for professionals working with children. Her background is in education and child development psychology. She has managed a coherent research and development programme stretching over 18 years, attracting funding aimed at advancing an agenda for inclusion. She has written many books, numerous book chapters, refereed journal articles, commissioned reports and conference papers which focus on the lives of children, their families and those who support them. She is currently involved in research and development activities with young children and their representative agencies and co-ordinates higher education links advising countries seeking to develop their special and inclusive education and family support services.

Pippa Murray BA, PhD

Pippa is the mother of a child with severe learning difficulties and has completed a PhD on support provided for families of young children with impairments. Her professional background lies in hospital generic and specialist social work for under fives. Her recent book *Let Our Children Be* is widely regarded as providing essential insightful and instructive insights for parents and professionals who work with them. She has carried out extensive research involving children and their families, most recently commissioned to write *Hello! Are You Listening?* for the Joseph Rowntree Foundation reporting on her evaluation of disabled teenagers' experiences. She has unique experience in developing

children and families as researchers which we feel will be invaluable for Sure Start evaluations.

5. Contact details

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School of Education
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388, Glossop Road,
SHEFFIELD
S10 2JA
Tel : 0114 222 8132

Email : m.p.moore@sheffield.ac.uk
cc. Postmaster@michele.moore.demon.co.uk

Welcome Pack Evaluation
0-12 months



Please can you fill in this evaluation and return it to us in the envelope provided. The information you give us will ensure the Welcome Packs are of use to you, contain the right type, and best quality, of goods and information, and ensure all new users of Sure Start get the best introduction to our services

Please circle your answer:

- | | | | |
|---|-------------------------------------|--------------------------|-----------------------|
| What did you think of the book? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Was the book age appropriate to your child? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Did your child use the book unaided? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| What did you think of the tape? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Was the tape age appropriate to your child? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Were you able to use the tape? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| What did you think of the safety equipment? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did you use the safety equipment? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Was the safety equipment relevant to your situation? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Did you think the information in the Pack was useful? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did you think the information in the Pack was relevant? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did you find the Welcome Pack contents suitable for the age-range? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| What did you think of the overall quality of the goods in the Pack? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did you find the Welcome Pack contents useful? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Parents Voice Attendance Enquiry Form



You were invited to our recent Parents Voice forum but we did not see you there.

Please can you help us understand why, so that we may make Parents Voice work for you.

What would you like us to change, and how? (tick box if applies, and write in reason)

The day?
The time?
The location?
The facilities?
The format of the meeting?
The content of the meeting?
Anything else?

PARENTS EVALUATION



Instructors Name:
Date:

Did the class meet your expectations?

Which changes would you suggest for future classes?

What has been the most important experience with your baby since the class?

What is your impression of the class?

Did your instructor help you to feel comfortable in the group?

Other suggestions for the class?

Where did you learn about the class?

COMPLAINTS REGISTRATION FORM
(FORMAL COMPLAINTS ONLY)



<i>OFFICE USE ONLY</i>	
COMPLAINT NUMBER:	DATE RECEIVED:

<i>Complainants details</i>	<i>Sure Start services users details (if different):</i>
Name:	Name:
Address:	Address:
Post Code:	Post Code:

Investigating Manager:	Date sent to Complaints Coordinator:
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Date of complaint: <i>(attach copy of letter or note)</i>	Written or Verbal <i>(Please circle)</i>	Date of acknowledgement letter: <i>(to be sent within 48 hours)</i>	Copy attached <input type="checkbox"/> <i>(please tick if YES)</i>
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Name of staff member notifying Complaints Coordinator:

Brief description of complaint:

Who/ what is the complaint about?:

Date interim letters (if applicable) sent to complainant:

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Date investigating Handler chased for response (if applicable) and brief details of reason:

Date:	Reason:
Date:	Reason:

Date of final response to complainant (attach copy):

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Date of programme managers final letter:

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