

Evaluation of Sure Start South Kilburn EAL Project.

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Executive Summary

Scope and methodology

The evaluation focussed on the following questions:

- Is the project reaching local children and their families?
- Is the project having the desired effects (i.e. is it achieving the aims outlined above)?
- In what ways could the project be developed and improved?

The evaluation took place in February and March of 2004. The four main groups of people whose views were sought in connection with the evaluation were parents, practitioners in the nursery schools and classes and one pre-school within the area, relevant Sure Start team members and the managers of the project. It was not possible to talk to the project worker appointed to the post of Sure Start EAL teacher as she has been on sick leave since October 2003.

Face-to-face semi-structured interviews was chosen as the most appropriate method of gathering information due to the small number of people involved in the evaluation.

Findings

- The Story Sacks were seen to have had more impact on developing young children's English than the work done in schools.
- The project has been fairly successful in involving some families in their children's learning.
- The project has been seen to raise the self-esteem and confidence of some ethnic minority families but there are some anxieties about the project developing a culture of dependency.
- The project has the potential to support families in difficult circumstances but to do so the project needs to be underpinned more securely by Sure Start principles (e.g. the importance of teamwork).

- The project has been successful in facilitating access to community resources for *some* families.
- This was the least successful aspect of the project. Two of the three maintained nurseries did not feel that the project had developed the staff's professional expertise.

Recommendations

To better take into account the extremely complex and demanding nature of the project and to better balance the needs of the community and the needs of the children and practitioners within the setting it would be worth considering the following:

- Reviewing and possibly streamlining the aims of the project in order to make them more realistic and achievable.
- Reviewing the way in which the project worker's time is allocated.
- Examining the possibility of employing two or more project workers to take on the workload.
- Examining the possibility of the work in school being covered by existing consultants to enable the project worker to focus on the community work. This option however, loses the 'bridge' between the LEA and Sure Start and between maintained schools and the community.
- If the post falls vacant and is advertised, consider the possibility of employing a project worker on contract that will ensure year-round service delivery.
- Exploring whether a more family-friendly venue is available for the Story Sack sessions.
- Reviewing the organisation of the Story Sack sessions to consider ways in which this service could be developed to make it more appealing to a wider group of families.
- Re-evaluating the extent to which this project is underpinned by Sure Start principles and the extent to which it is embedded within the South Kilburn Sure Start set of services.

Evaluation of Sure Start South Kilburn EAL Project.

Aims of the project

The stated aims of the project are:

- To give equal access to all children in the community to access play and learning resources.
- To support the development of learning English as an additional language with both parents and children.
- To involve families in their children's learning.
- To give support to families in difficult circumstances.
- To give families the opportunity to access community resources.
- To raise the self-esteem and confidence of families from ethnic minority groups.
- To give training to early years teachers in the development of English as an additional language with young children.

(Taken from a paper presented to Sure Start South Kilburn's Parents' Council by Director of Sure Start South Kilburn, Autumn 2002)

The Service Level Agreement between Brent Primary Care Trust (acting on behalf of Sure Start South Kilburn) and Brent Ethnic Minority and Traveller Achievement Service, Education Standards Service specified that the aims of the project also included the following:

- To co-ordinate, streamline and add value to existing services, including 'signposting' to specialised services.
- To involve parents in the decision making behind the development of the Service [education of under-4s from ethnic minority groups with EAL needs].
- To avoid Service Users suffering stigma through taking up the Service.
- To be culturally appropriate and sensitive to all Service Users' needs.
- To promote accessibility for all local families.
- To achieve specific objectives which relate to Sure Start's overall objectives.

(From Service Level Agreement between Brent Primary Care Trust (acting on behalf of Sure Start South Kilburn) and Brent Ethnic Minority and Traveller Achievement Service, Education Standards Service, September 2002)

Scope of evaluation

The evaluation focussed on the following questions:

- Is the project reaching local children and their families?
- Is the project having the desired effects (i.e. is it achieving the aims outlined above, in particular the first set of aims)?
- In what ways could the project be developed and improved?

How the evaluation was carried out

This evaluation took place in February and March of 2004. There were four main groups of people whose views were sought in connection with the evaluation: parents, practitioners in the nursery schools and classes and one pre-school within the area, relevant Sure Start team members and the managers of the project. It was not possible to talk to the project worker appointed to the post of Sure Start EAL teacher as she has been on sick leave since October 2003 and was not available to contribute to the evaluation. See Appendix 1 for details of those involved in the evaluation.

Overall, a small number of people were to be involved in the evaluation so face-to-face semi-structured interviews was chosen as the most appropriate method of gathering information. Please see Appendix 2 for copies of the interview schedules.

Background

Sure Start South Kilburn is a Round 3 programme. It is situated in an area with a higher than average proportion of children aged from 0 – 4 years old, and a very diverse population in terms of ethnicity, culture, religion and home languages (National Statistics, 2001 Census). Languages spoken within the Sure Start South Kilburn area include Tigrinian Arabic, Urdu, Amharic, Twi, Somali, Punjabi and Fante. There is a relatively high proportion of Somalian families but also families from a range of other countries including Eritrea, Iraq, Kosova, Ghana, Nigeria.

The EAL project was developed in recognition of the fact that families new to the borough, or for whom English is not their home language need support to access to the local community and education services. Furthermore, the project was based on the premise that encouraging families to maintain their home language whilst

simultaneously develop their skills in English was an important way of maintaining families' sense of identity and community whilst also empowering children and parents.

Findings of the evaluation

Operation of the project

This project is quite a complex one in that it has four discrete but connected strands. One strand is that involving work with parents and children. This strand entails home visits, working with families in playgroups and other settings, running a weekly Story sack session in the local community centre, making referrals within the Sure Start team and, very importantly, developing positive relationships with parents in order to better identify their needs and help the families access appropriate services.

The second strand is the work in the three maintained nurseries involved in the project. The work in the schools focuses on supporting children with EAL, providing support and training to early years practitioners within the setting on ways to support the development of English with young children with EAL.

The third strand involved her work with other settings (e.g. Kilburn Square Clinic, Gordon House, and Salvation Army playgroup) where making links with parents and enabling and encouraging parents to access available services is an important element of the project worker's role.

The fourth strand involves work with other agencies and groups. This last strand is the least developed aspect of the project and without any available documentation and the opportunity to talk with the project worker this strand will not be included in the evaluation.

Between September 2002 and October 2004 the project worker had been involved in the following activities:

- Setting up and running weekly Story Sack sessions in community centre (term times only).
- Contributing to Parenting Support Group (set up by a Sure Start social worker)
- Visiting parents and families at home.
- Visiting families in settings other than schools.
- Introducing parents to available services and resources (e.g. Salvation Army playgroup).

- Working with staff and children in 3 maintained nursery settings.
- In one school leading the library session on Thursday morning to encourage parents to choose books with their children.
- In one school taking on the Music Library (funded by Brent Toy Library).
- Bringing Story Sacks into nursery settings.

Management and monitoring of project

The project worker has Qualified Teacher Status (QTS) and has been employed on a teacher's contract. This has implications for the hours the project worker is available and also the operation of some of the project-based services (e.g. Story Sack sessions).

The project worker has three managers. Her line manager is the headteacher of the maintained nursery school involved in the project and she is also managed by the head of Brent Ethnic Minority and Travellers Achievement project (EMTAP) and the director of Sure Start South Kilburn. The project-worker's line manager expressed the view that the 'tripartite management' had caused some problems when thinking about the development of the project but these problems were to be expected as 'the project is a pioneer for all the issues that are going to arise for integrated working'.

Regular meetings took place between the project worker and her line manager. The project worker was asked to fill in weekly timetables to indicate where she planned to be and also was asked to keep a log her work. Regular monitoring meetings involving the project worker and her managers were held to ensure that the project was developing along appropriate lines. These twice-termly meetings were on 26 September 2002, 18 October 2002, 14 February 2003, 6 March 2003, and 29 April 2003. The project was reviewed on 2 June 2003.

Initially the project worker was located in the nursery school within the area but soon moved into the Sure Start Kabin and shared an office with other members of the Sure Start South Kilburn team. One of the members of the Sure Start team felt that this was a positive move in that:

The concept of having one team in one office is excellent. It helps us to make referrals more easily...In terms of good customer care it is brilliant!

(Health visitor)

This view contrasts with that of the headteacher of the nursery school who expressed the view that the project worker should have remained based in the school

as the project 'involves more than community liaison' as it also incorporates a strong early years education dimension. For this latter aspect of the project to develop the head-teacher felt that the project worker needed to feel part of an early years school team.

The issue about where the project worker is based reflects one of the on-going, underlying tensions of the project, that of balancing the community-based work with that based in schools. With the imminent development of the new Sure Start offices and the extension of the Granville Centre the geographic location of the project worker may become less of an issue as the offices and the nursery will essentially be on the same site.

Expectations of the project

When asked to outline their expectations of the project there was a high level of agreement amongst the teachers, managers, Sure Start team members and others involved with the project. It was expected that the project would:

- Support and enhance provision for children with EAL
- Develop practitioners' professional expertise in supporting children with EAL
- Provide resources in school settings
- Work with families to enable parents to support their children's development, especially their language development
- Work with EAL families to integrate them into what was going on in the area
- Work with 'difficult to reach' families and break down barriers.

(From interviews with staff in 3 nurseries, Sure Start health visitors, Sure Start social worker, managers, pre-school managers)

To support the development of learning English as an additional language with both parents and children.

The feedback was mixed with regard to this particular aim. In two of the maintained nursery settings it was felt that the project could have contributed more to supporting the development of English amongst children and parents with EAL.

One practitioner commented that:

Some children would have benefited more from one-to-one work or smaller groups.

In the same school, the head commented that more could have been achieved had the project worker 'worked as part of the team and contributed to the 'big picture''. In this school and another school it was felt that attendance at weekly planning meetings would help the project worker contribute more to supporting young children learning English as an additional language.

In contrast the third nursery setting felt that the project had been successful in supporting children learning English as an additional language. The practitioner from this setting also pointed out that the project worker had only worked in the school for approximately a year, beginning in December 2002, which meant that the current nursery cohort in this school had not benefited from the project.

The six parents who were interviewed all felt that the project had been very successful in helping their children and, in some cases themselves, develop their English. Two parents talked positively about the project worker's work in the nursery, specifically in terms of the Thursday morning library session:

She [the project worker] discussed his [her son's] progress and about the importance of reading to children.

(Mother of four-year-old boy)

All the parents mentioned the Story Sacks sessions. Five out of the six parents who said that the Story Sacks played an important role in their children's development of English and early reading skills. One parent stated 'they are very good for learning language'. Another parent said that she had only attended a Story Sack Session once but had then moved out of the area. She commented that her four-year-old daughter had 'loved the cassette in the sack' and had gone on to say that the Story Sacks were 'good for developing language'. Another parent felt that more story sacks were needed, especially ones featuring monsters as 'the children love these and will listen to the story'.

From the responses of those interviewed it would appear that the Story Sacks were seen to have had more impact on developing English than the work done in schools.

To involve families in their children's learning.

Again, the Story Sack sessions at the local community centre appear to have been very successful in helping families become involved in their children's learning. One mother, who regularly attended the Friday Story Sack sessions with her two children explained that the project worker had shown the parents how to use the Story Sacks and encouraged them to 'have a go' themselves. This mother said that she enjoyed using the story sacks with her children and that her four-year-old daughter was 'beginning to link what is written and the words'. Another mother, for whom English is an additional language, said she enjoyed sharing the books in the Story Sacks with her children and went on to say:

I like reading and want them [her two children] to read. Not on the internet. I would rather they spent more time on books.

(Mother of two children aged three and four)

Another parent commented:

If I'm watching telly she'll turn it off and say 'Come on! Read to me!'.
There's a vast improvement in her ability to identify objects. If I say the word she points to the pictures. It's fun when my husband and me make different voices.

(Mother of three-year-old)

An early years practitioner in a pre-school setting felt that the Story Sacks were valuable:

In an area where it's recognised that parents don't read with their children it can be very helpful and could help children going into school, preventing disadvantage before they even start.

The Story Sack sessions were attended by up to ten families although at the time of the evaluation only one mother attended two of the sessions. This mother had used this resource on a regular basis and felt that the low attendance rates could have been

attributable to the location. Another parent however, who had attended the Story Sack sessions in the past felt that the Community Centre was a good location.

In one of the nurseries the project worker helped parents become more involved in their children's learning by helping them to choose books with their child to take home during a library session. In another nursery she helped with the nursery's Book Bag scheme and staff in both these settings felt that this input had been useful. The practitioner in the latter setting reported that the project worker had been:

...very helpful with parents. She had helped with the Book Bag scheme and spoke to the parents about how to share books with their children...She [the project worker] was very successful in involving families, she had a good rapport. It was helpful that she could visit their homes. She had access to the community, which the school does not have.

In another setting it was felt that the project had been successful in involving parents on an individual basis and:

...with some families [the project worker] has got into discussions about the role of play and been able to explain play as a vehicle for learning.

It would appear that the project has been fairly successful in involving some families in their children's learning. The Story Sack sessions although valuable could be developed further to attract more families. .

To raise the self-esteem and confidence of families from ethnic minority groups.

The majority of the respondents felt that the project had been successful raising the self-esteem and confidence of families from ethnic minority groups. A nursery teacher commented that the project:

Helped as it made them [the ethnic minority families] feel that the school was aware of them and helped them be part of the community. Extra contact with someone more 'official' helps as they feel they are being listened to.

In another nursery setting one of the practitioners expressed the view that the project had 'definitely' raised the self-esteem and confidence of ethnic minority families as it:

Acknowledged and celebrated everybody's differences.... [the project worker] would go out of her way to find books reflecting families' cultures and language backgrounds.

One of the mothers explained how she felt that the project worker had been very supportive and how her help had made a huge difference to herself and her children. This parent felt that the project worker had 'opened the door for life'. Some concerns however, were expressed about the degree to which the project was developing a culture of dependence. When asked about the extent to which the project was raising ethnic minority families' self esteem and confidence one of the managers of the project felt that the project was achieving this

...by the very fact that she [the project worker] got parents and children coming regularly [to Story Sack sessions] but I think she created a dependency culture. But if she had then powered them to take on a bit more responsibility within the Story Sack group session or discuss ways that they had found worked with their children, that sort of thing, but I don't think that went on. I think the potential was there but I don't think the opportunity was made enough of.

Another of the managers felt that the project was not 'capacity building' and this had led to parents becoming very dependent upon the project worker.

An experienced early years practitioner stated that the project had the potential to raise families' self esteem and 'to a degree it did this' but stated that she would like to see the project 'building up a confidence to be part of what is going on in the community'.

The existence of the project has acknowledged the presence and the particular needs of some ethnic minority families. The project has been seen to raise the self-esteem

and confidence of some ethnic minority families but there are some anxieties about the project developing a culture of dependency.

To give support to families in difficult circumstances.

It was hard to elicit views on this particular aim. One respondent felt that the project helped her setting support families in difficult circumstances as the project worker's work within the community meant that she was more aware of the families' circumstances and was able to 'fill in the details' for practitioners working in the nursery setting.

One of the managers stated that the project supported a 'limited few' families in difficult circumstances and pointed to the low number of referrals made by the project worker to other members of the Sure Start team such as the Sure Start social worker. The Sure Start health visitor noted that the project worker had only made two referrals to her since the project began whilst the Sure Start social worker noted that only one referral had been made during the same period.

Another of the managers noted that the project worker:

Has not utilised then range of support systems. There needs to be an understanding of how this [the operation of the project] links with a team approach.

Respondents seem to agree that the project has the potential to support families in difficult circumstances but to do so the project needs to be underpinned more securely by Sure Start principles (e.g. the importance of teamwork).

To give families the opportunity to access community resources.

Overall the view is that the project has been successful in facilitating access to community resources for *some* families.

The community-based aspect of the project worker's role enabled her to make contact with a wider range of the community than was possible by practitioners working within early years settings. One early years practitioner noted that the project worker had advertised the music library located in her nursery and had spoken to some

parents about the different groups being run within the community (e.g. Story Sack sessions and the fitness groups).

A mother of three spoke of how the project worker was not only a good person to talk to but also helped her find a nursery place for her child. Another parent told of how the project worker told her about the Story Sack sessions when they met at Kilburn Square Clinic. The project worker also told her about the Salvation Army playgroup and took her there the first time she went with her daughter, helped her gain a nursery place for her child and helped her find two BACES courses for herself in English and computing. (BACES is Brent council's provider of adult education in Brent and delivers a wide range of community-based classes).

The Sure Start social worker felt that the Sack Sessions were successful although on average only 4 – 10 families attended each session. The Story Sack sessions only run during the school term and therefore during school holidays this resource is not available, this makes it important that families access the other community resources that are available all year round.

Concerns have also been expressed that the project may have deterred some families, particularly Muslim families, from accessing and using the range of community resources:

Sure Start should encourage *all* groups to come together and work together but I feel anxious if it seems to be working the other way, weeding people out, which, to a certain degree I've seen with this project but not with any other Sure Start project. It has been very noticeable. For example, at the beginning of the project she [the project worker] came into one or both of the larger groups on Mondays and Fridays and would help out and be a great support but after a while other smaller groups seemed to establish themselves, for example through Story Sacks. We found we were losing at the rate of knots, Muslim families...In any Monday before the project started we had approximately twelve Muslim families and this went down to only one within a year. Some of the things [the project worker] arranged clashed with our sessions...Step by Step sessions on Wednesdays also lost a lot of EAL families since the project started.

(Manager of pre-school)

Unfortunately, no figures were available at the time of the evaluation to ascertain the language, religious and ethnic background of the families accessing different elements of the EAL projects.

To give training to early years teachers in the development of English as an additional language with young children.

This has been the least successful element of the project. One school felt that the project had made staff more aware of issues that had 'previously been unnoticed' and had been instrumental in 'raising the profile of multiculturalism' within the nursery and 'raising [our] awareness of the multi-cultural nature of the community we are in' This setting was very appreciative of the books and posters the project worker had brought into the school.

The two other nursery settings were less happy with the extent to which the project had developed the staff's professional expertise. In one setting it was felt that the implementation of the project had not led to the provision of a workshop, discussion or a 'model' for staff to learn from. It was felt that the project had:

...not supported or extended staff's thoughts beyond what they already knew.

In the third nursery setting the staff would have liked:

...a lot of new ideas and input to enhance their existing training and knowledge.

The staff felt that these new ideas were not forthcoming.

What has the project achieved so far?

It was clear from the respondents replies to questions that despite some reservations about particular aspects of the project the majority felt that the project was valuable and were able to list specific positive outcomes:

- The project has raised the profile of EAL.
- The project worker has been able to refer parents to BACES.
- The project has supported a few families through a limited number of referrals within the Sure Start team.

- The project has played a role in supporting a limited number of families and increased the mother's self-confidence.
- The project has acknowledged the particular needs of EAL families with young children.
- The project has led to the establishment of Story Sack sessions during term times.
- The project has provided schools with access to appropriate resources (e.g. dual text books or books and stories in children's home languages).
- The project worker's work within the community has led to an increase interest in nursery places.
- The project has enabled a music library to be established in one of the nurseries.
- The project has helped some parents become more aware of the importance of sharing books and stories with their young children.
- The project has helped some parents become more aware of the role of play in young children's learning.
- Children in three nurseries have been assessed to identify individual's stage of development with regard to learning English.
- The project worker has provided a very necessary support and a good 'listening ear' for some families who found moving into South Kilburn difficult.

Areas for development

The project is located within the community and within three maintained nursery settings. This has caused tensions that need to be resolved.

The work in the wider community has been developing successfully but it is time consuming. The Sure Start social worker has stated that parents would like the project worker to have had more time to work in the community (e.g. going to parent and toddler sessions, meeting families to identify those needing support). She also stated that if the project worker's time was allocated differently, with more time being spent on the community-based elements of her role, it would be easier for the project worker to work with other members of the Sure Start team (e.g. work with the social work in encouraging families to use the library or library bus). The fact that the project worker was employed on a teacher's contract necessarily limited the amount of work

she was able to do in the community and had implications for the continuity of services provided by the project, the Story Sack sessions, for example, only run during term times. As the Sure Start social worker observed, 'Families don't stop at four o'clock or in the holidays'.

Staff in the three maintained settings felt that the project would have more impact if the project worker were able to work longer in their settings:

We want more! More in terms of time and resources. We would have welcomed more than one day a week.

A practitioner in another setting felt that the project worker need to:

...have more time for working with EAL children. She needed time to talk with key workers to discuss strategies and have more ideas offered. More time was needed for support with parents in the school.

It was also felt that the project would have more credibility and impact in the nurseries if the project worker were able to:

Come before the session started, to set up and plan the work for the session and take responsibility for the 'unit' of work...Questions about children's backgrounds etcetera needed to be asked before the session but because of [the project worker's] timing this was not possible.

In another setting it was felt that:

In order for it [the project] to be successful within the nursery she [the project worker] needs to work more closely with other staff members. To actually get to know the children, their backgrounds and to talk to the key worker and to enable her to get to know the children's interests and needs and any important family issues.

All three settings mentioned the importance of the project worker participating in the on-going planning and two settings mentioned the need to take on board the ethos of each setting.

The Story Sack sessions were also seen to be valuable but staff in the maintained nursery settings would have welcomed more access to these resources, The project worker was usually very good at responding to specific requests (e.g. bringing in books in specific languages) but staff would have liked a range of resources to be brought in fortnightly or monthly so that staff could use them with the children. Alternatively, staff need information about where they can access the resources so that they are not dependent upon the project worker.

Parents had mixed views about the suitability of the location of the Story Sack sessions. One mother, a regular user of the resource, felt that the location of the session (in the Community Centre) was not good and felt a more central location such as Kilburn Square would draw in more families. This mother also suggested that the provision of a crèche might help attract families.

The nursery practitioner who has been running the Story sack sessions this term (February to March 2004) felt that the Story Sack sessions may attract more parents if the venue was made more parent-friendly (e.g. provide drink making facilities) and felt that the current location was not sufficiently 'cosy'. She suggested that the sessions should take place in a venue with sofas and comfortable seating and that the project worker should have toys available in addition to the Story Sacks as this may help the parents socialise and concentrate on choosing appropriate Story Sacks whilst their children were playing. She also felt that it was worth considering providing a crèche.

A practitioner in one of the nursery settings felt that the project would benefit from being located in a base to which parents would have access. The Story Sack sessions could take place in the base and there could also be a toy library. Such a base could help mothers feel less isolated and help them meet others and possibly to develop their own network of support. Then practitioner went on to suggest that the base need not be located within a school setting, as it was important to 'get toddlers involved and speaking English even before they start nursery'.

Recommendations

It was universally agreed that the EAL project was valuable and all the respondents wanted to see it continuing. To better take into account the extremely complex and demanding nature of the project and to better balance the needs of the community and the needs of the children and practitioners within the setting it would be worth considering the following:

- Reviewing and possibly streamlining the aims of the project in order to make them more realistic and achievable.
- Reviewing the way in which the project worker's time is allocated. Consider whether it would be possible for each of the three settings to be guaranteed a complete morning or afternoon of the project worker's time every week. This would require the project worker to arrive at the setting before the start of the session and remain a short time at the end of the session to talk to parents, plan future work and debrief staff etc.
- Examining the possibility of employing two or more project workers to take on the workload. This will have financial, space and management implications.
- Examining the possibility of the work in school being covered by existing consultants to enable the project worker to focus on the community work. This option however, loses the 'bridge' between the LEA and Sure Start and between maintained schools and the community.
- If the post falls vacant and is advertised, consider the possibility of employing project worker(s) on the Soulbury Scale and/or Officer Pay scales as this will ensure year-round service delivery.
- Exploring whether another, more family-friendly venue is available for the Story Sack sessions
- Reviewing the organisation of the Story Sack sessions and considering ways in which this service could be developed to make it more appealing to a wider group of families.
- Re-evaluating the extent to which this project is underpinned by Sure Start principles and the extent to which it is embedded within the South Kilburn Sure Start set of services.

Conclusion

The majority of the respondents valued the project. One of the managers felt that the project so far had displayed 'flashes of possibility that have not been embedded'. A nursery practitioner stated explicitly that she would 'like to see the project continuing'. Another early years practitioner stated unequivocally that:

The work is incredibly important and [she] wouldn't want to see Sure Start without this project.

When talking about the project one of the parents commented that:

Sure Start have been very understanding and always ready to help. I'm very happy with it.

Appendix 1: List of those involved in the evaluation

Director of Sure Start South Kilburn

Head of Brent Ethnic Minority and Travellers Achievement project (EMTAP)

Head of maintained Nursery School

Head of Infants' School

Teacher in nursery school

Teacher in nursery school

Teacher in nursery class

Teacher in nursery class

Manager of pre-school

Sure Start South Kilburn social worker

Sure Start South Kilburn health visitor

Sure Start South Kilburn nursery nurse

Mother (child aged 3 years, home language: Urdu)

Mother (children aged 6.6 years and 1.4 years, home language : Amharic)

Mother (children aged 4 years and 2 years, home language: English)

Mother (children aged 10 years, 8 years and 4 years, home language: unknown)

Mother (children aged 4 years and 3 years, home language: Tigrinian)

Mother (child aged 4 years, home languages: Tigrinnian, Amharic, Arabic)

Appendix 2 : Interview schedules for semi-structured interviews

SOUTH KILBURN SURE START EVALUATION

Informal interviews with parents accessing EAL project

- ◆ How often do you come (to the Story Sack session) ?

- ◆ Why did you come to this Story Sack session ?

- ◆ Why do you usually come to the sessions?

- ◆ Do you think you will come again ?

- ◆ What do you find particularly useful?

- ◆ What have you found particularly enjoyable?

- ◆ How does coming to the session help your child?

- ◆ Has coming to the session helped you make contact with another service (e.g. housing/health/social services etc) ?

- ◆ Would you like the sessions to include anything else?

- ◆ How old are your children ?

- ◆ What languages are spoken at home ?

Interview questions for Managers of Sure Start EAL Project

- a) What were your expectations with regard to the project?
- b) To what extent were these expectations met?
- c) Was there any mismatch of expectations between you and the project worker?
- d) How successful do you think the project has been in
 - i. Supporting children learning English as an Additional Language?
 - ii. Involving families in their children's learning?
 - iii. Raising the self-esteem and confidence of families from ethnic minority groups?
 - iv. Supporting families in difficult circumstances
 - v. Enabling families and children to access community resources
 - vi. Training early years staff in the development of English as an Additional Language?
- e) What do you think the project has achieved so far?
- f) What have been particular strengths of the project?
- g) What have been weaknesses of the project?
- h) What changes are you thinking of introducing to improve the project? (Have there been any particular problems – management/organisation/financial/time etc)
- i) Is there anything else you would like to add?

Interview questions for staff in early years settings

1. What were your expectations with regard to the project?
2. To what extent were these expectations met ?
3. Was there any mismatch of expectations between you and E?
4. What did E do in your setting? (How often did she come? who did she work with? Did she work with parents? Which children did she work with?)
5. How successful do you think the project has been in :
 - ◆ Supporting children learning English as an Additional Language?
 - ◆ Involving families in their children's learning?
 - ◆ Raising the self- esteem and confidence of families from ethnic minority groups?
 - ◆ Supporting families in difficult circumstances
 - ◆ Enabling families and children to access community resources
 - ◆ Training early years staff in the development of English as an Additional Language?
6. What do you think the project has achieved?
7. Are there any changes you think could be made to improve the project ? (Have there been any particular problems – management/organisation/financial/time etc)
- 8) Is there anything else you would like to tell me about the project?

End of evaluation