

# THE ROUNDWAY EVALUATION STRATEGY

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## 1 Introduction

### 1.1 Primary aim

The aim of this document is to outline an evaluation strategy for the Roundway Sure Start Local programme for the years 2005 – 2008. This document provides the details of the evaluation activities that will inform the development of the programme within the context of the local area's Children's Centres' agenda. The Roundway Partnership Board approved this strategy in April 2005.

### 1.2 Background

Sure Start is a UK initiative targeted at improving the lives of young children living in the Nation's most impoverished communities. This initiative is delivered through 524 local programmes in the most deprived wards across England. The Sure Start National Unit approved Sure Start Roundway as a local programme in August 2003. It is located in a densely populated section of the North London borough of Haringey. Approximately 10,675<sup>1</sup> people live here and the population per square mile is around 23,999 compared to the Haringey average of 19,452. It is estimated that between 25 and 27 percent of these people are between 0 and 16 years old. Roughly 900 of these are under four years--the age group targeted by Sure Start services.

The borough of Haringey is a highly ethnically diverse community. It is approximately 11.5 square miles and was formed in 1965 from the old boroughs of Hornsey, Tottenham and Wood Green. Approximately 216,507<sup>2</sup> people live in the borough and over half of them represent cultures outside of the United Kingdom. These countries include Greece, Turkey, Albania, China, India, Somalia and those from the Caribbean islands. It is estimated that 193 languages are spoken in the borough and Haringey reports one of the highest figures of asylum seekers in England, which ranges between 4,800 and 6,000 annually.<sup>3</sup> These groups include people of Kurdish, Somali, Afghan and Kosovan origins who are likely to live in poverty, since they do not have access to benefits or work. The unemployment rate is 7.3 percent,

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<sup>1</sup> Figure extrapolated from information provided by the RICHs system in the Haringey Primary Care Trust.

<sup>2</sup> Source: National Statistics, 2001 Census

<sup>3</sup> Source: Average Social Service Caseload, Jan 1999 – Feb. 2000, London Boroughs, The London Health Observatory

which is currently twice the national average.<sup>4</sup> These factors contribute to Haringey's high deprivation ranking of 28 (out of 500, with one being the highest), making it one of the poorest areas in the United Kingdom. Some of the most disadvantaged include families with young children who would directly benefit from Sure Start services.

Since August 2003, the programme has devoted its resources to developing services for families with young children living in the Roundway to meet the following four Sure Start objectives:

- Improving social and emotional development
- Improving health
- Improving the ability to learn
- Strengthening families and communities

Each local programme is required to work towards a set of service delivery targets established by the national Sure Start Unit. These are:

- An increase in the proportion of young children meeting Early Learning Goals for personal, social and emotional development
- A 6-percentage point reduction in the proportion of mothers who continue to smoke during pregnancy
- An increase in the proportion of young children with satisfactory speech and language development at age 2 years and those reaching early learning goals for communication, language and literacy
- A 12 percent reduction in the proportion of young children living in households where no one is working.

The Sure Start targets work in conjunction with an additional set of indicators set by the 'Change for Children' Outcomes Framework that is part of the 'Every Child Matters' green paper. The Every Child Matters' objectives overlap with the Sure Start objectives, with an additional goal of improving child safety. Each programme is required to tailor the national Sure Start and Every Child Matters' targets and objectives within the context of local need.

The next phase of Sure Start is the development of Children's Centres that will provide integrated services for families in the 20% most deprived wards across England. The expectation is that most Children's Centres will be developed from Sure Start local programmes, new and planned Neighbourhood Nurseries and Early Excellence Centres. Children's Centres operate towards the similar set of targets, although services will cater to children between the ages of 0-5. One Children's Centre has already been identified in The Roundway catchment and it is likely that the local programme will provide community outreach services in conjunction with this centre.

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<sup>4</sup> Source: Haringey Council Fact File

Evaluation will be used to inform the development of services within both the local programme and Children’s Centres’ contexts.

### 1.3 A local evaluation strategy

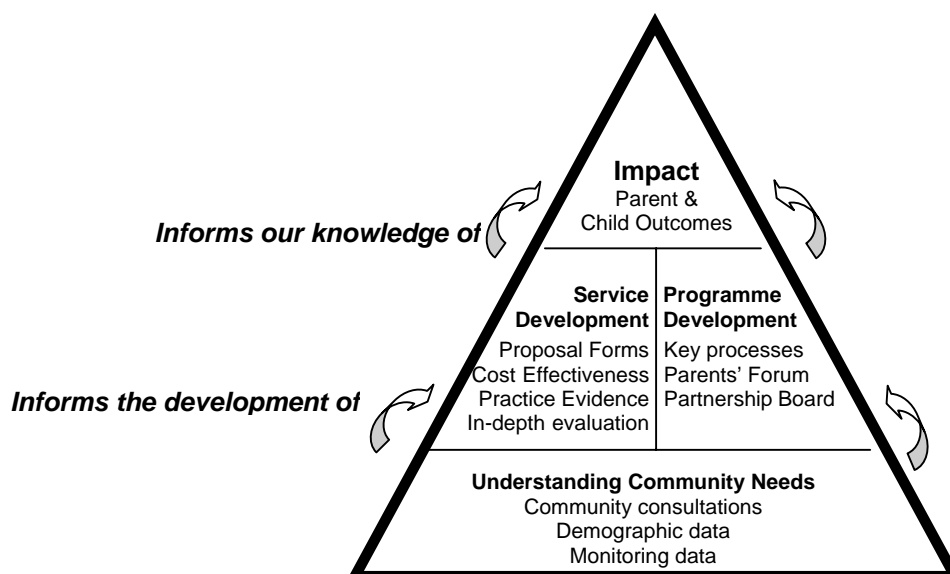
The evaluation of Sure Start takes place on the national and local level. The national evaluation is a long-term investigation of the impact, implementation and cost of the entire government initiative. Local evaluations consider how each individual programme is performing to inform local activities and policy. In this respect, local evaluation is a decision making tool for the planning and delivery of services. Programmes are required to spend 3-5% of their budgets on local evaluation activities and an evaluation strategy should be in place within the first year of the programme’s approval.

National Sure Start guidance suggests that the evaluation strategy should create an ongoing understanding of ‘what is effective, for whom, in what circumstances and why.’<sup>5</sup> The Roundway’s evaluation strategy therefore considers the performance of the local programme in terms of:

- The needs and opinions of the community
- The effectiveness of service provision and delivery
- Processes that are key to the programme’s effectiveness
- The impact of the local programme in effecting change

Figure 1.1 demonstrates the relationship of these four evaluation components in providing the programme with the evidence needed to understand its impact and its progress towards national and local targets.

**Figure 1.1: Model of the relationship between monitoring and evaluation activities and outcomes**



<sup>5</sup> Sure Start (2002). *Sure Start: a guide to planning and delivering your programme, sixth wave*. Sure Start Publications and Correspondence: Guidance.

The focus of evaluation activities will be determined by the needs of each phase of the programme's development. Findings from evaluation activities will be synthesised so that the programme has an ongoing strategic overview of how it is performing against its objectives, specific targets and milestones.

An additional aim of the evaluation will be to provide accountability to all of the stakeholders involved in the Sure Start Roundway programme. This includes all of the parents living in the catchment, all those who serve on the Partnership Board, the strategic and operational managers in statutory services and all of the front line staff. Findings from the individual evaluations will be fed back to the Partnership Board at the bi-monthly meetings and to a wider body of stakeholders via the annual report and planned evaluation presentations. This strategy framework includes a timetable for the completion of evaluation and a means for disseminating the findings.

Parental involvement is fundamental to the ethos of Sure Start Roundway. All planned evaluations will provide opportunities for parent participation through training and consultation. This report identifies where and how parents can be involved in each evaluation.

#### **1.4 Evaluation to date**

A research fellow from the University of Surrey external evaluation team was assigned to the programme when the first delivery plan was drafted in March 2003. The first piece of work completed under this arrangement was a mapping exercise that identified all of the existing private, statutory and voluntary agencies that provide services for children under 4 living within the Roundway catchment. The findings from this exercise suggested that increased childcare provision and training for English as a second language were particularly needed in the area.

The mapping exercise was followed by a parents' satisfaction survey that reached 172 families (33%) living within the Roundway boundaries. Six mothers living in the area received Open College Network accreditation for learning how to conduct a 91-item market research survey. This survey considered families' views in the areas of education, childcare, recreation, work, training and health. It also included a section that covered demographic information, including the parents' age, ethnicity, and income.

The results of the parents' satisfaction survey provided the programme with a demographic profile of the community and a baseline understanding of parents' satisfaction of current service provision. The findings compliment those from the mapping exercise and suggest that parents need and want more nursery spaces, improved park facilities, playgroups and increased childcare provision. The findings are summarised in the report, 'Life in the Roundway' and were presented to the area's MP David Lamming by the parents who conducted the survey. The parents were also invited to present the methodology and the findings at two NESS (National Evaluation of Sure

Start) regional workshops. The programme is currently developing an annual plan and findings from the parents' satisfaction survey will be used to identify priorities and set local targets so the programme can assess its progress.

The programme's contract with the University of Surrey ended in July 2004. Since that time, the research fellow (Dr. Kirsten Asmussen) was hired directly as the programme's part-time evaluation officer. Dr. Asmussen was officially in post in February 2005 and is directly responsible to the programme manager for delivering the evaluation. Additional evaluation support will come from an evaluation sub-group of the Partnership Board (to be formed in the next six months) and occasional support from independent consultants when and if needed. Monitoring support will be delivered chiefly through the programme's Senior Administrator, who has been in post since April 2004.

## **2 Understanding the Community**

Guidance from the national Sure Start Unit states that 'programme priorities should be community driven. This should be done through consultation and by day to day listening to parents.'<sup>6</sup> This statement suggests that the Roundway's evaluation strategy include ongoing consultation with families in the area. This will provide the programme with an understanding of community need, identify gaps in service delivery and create a profile of who the programme does and does not reach. This information will also be used to inform the development and delivery of services. Three community consultations are therefore planned for the next three years.

### **2.1 Community consultation 2005**

The results from the parents' satisfaction survey provided the programme with baseline understanding of the parents' needs and valuable demographic information about the community. However, information from the 2000 Census suggests that the families living within the North-central section of the catchment are underrepresented in the survey. The Census data suggest that there is a concentration of young children who are geographically isolated because of a large cemetery that divides the area. Therefore, the programme is planning a consultation with this section of the catchment to supplement the original parents' satisfaction survey findings. This consultation will use the same questionnaires and methodology used for the parents' satisfaction survey, with the aim of reaching 40 families living in this zone. Plans are underway to train more parents to conduct this consultation in June 2005, with an evaluation completion date of September 2005 (this includes parent training, data collection, analysis and a report). The findings will be fed back to the Partnership Board at the October meeting and copies of the report will

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<sup>6</sup> *Sure Start (2002). Sure Start: a guide to planning and delivering your programme, sixth wave. Sure Start Publications and Correspondence: Guidance.*

be made available to interested members of the community in November 2005.

## **2.2 Community consultation 2006**

The Roundway community is highly ethnically diverse. Results from the parents' satisfaction survey demonstrate that 25% of the population speaks 25 different languages. In addition, there are concentrations of Turkish and Somali families with young children who do not speak English. The community consultation for 2006 will concentrate on understanding the ways in which Sure Start can meet the needs of these communities. Two separate consultations will be planned in conjunction with representatives from the Turkish and Somali cultural organisations. Once again, parents will be trained to do the interviews, but they will do this in conjunction with Turkish and Somali translators. The consultations will commence in April 2006, and the findings will be available for Board Members by October 2006.

## **2.3 Community consultation 2007**

The Sure Start Unit requires that each local programme conduct a second parents' satisfaction survey to monitor its progress towards the three-year Service Delivery Agreement Target that states that "75% of families report an improvement in the quality of services providing family support." For this reason, the programme will need to replicate the 2004 parents' satisfaction survey with 30% of the Roundway population. This process will be similar to the first survey, with OCN accredited parent training taking place in February 2007, survey administration in April/May and evaluation report completion in September 2007. The findings from this evaluation will be fed back first to the Partnership Board and then to the community at a public evaluation event. The findings of this survey will be incorporated into an evaluation synthesis report that will consider how services have met the needs of families of young children during its first three years.

## **2.4 Demographic information**

The evaluation will gather demographic information from additional databases (the Census, the London Health Observatory, etc.) in order to gain further insight into the needs of sub-groups of our population who are potentially hard to reach. Mappoint software will be used in conjunction with our monitoring data to understand our reach and population densities in terms of demographic characteristics, such as children's age, parents' age, ethnicity and employment status.

## **2.5 Monitoring data**

The programme's Senior Administrator will collect the monitoring data on an ongoing basis. This will allow the programme to understand how it is reaching its service delivery targets and agreements and provide a means of profiling the families who access our services. The Evaluation Officer and the Evaluation Subgroup will review the monitoring data on an ongoing basis to inform service development and review targets.

## **3 Understanding Services**

Sure Start Guidance suggests that "all services for children and parents need to have as their core purpose better outcomes for children."<sup>7</sup> In this respect, the impact of each service will be evaluated in terms of specific, pre-determined outcomes for children and their parents. This will be done to 1) assess the benefits of the service and 2) inform the service's ongoing development.

Four different processes will be used to evaluate service delivery:

- Service proposal forms
- Cost-effectiveness
- Research of evidence-based practice
- In-depth evaluations of individual services

The four evaluation processes are described below.

### **3.1 Service Proposal Forms**

Each service will be required to complete a Service Proposal Form that outlines a plan for how the service will meet its aims and objectives. These forms include the details of the following:

- Evidence of need
- Target user group
- Primary aims and objectives
- Anticipated outcomes
- A logical framework for considering service inputs, activities, outputs and outcomes

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<sup>7</sup> *Sure Start (2002). Sure Start: a guide to planning and delivering your programme, sixth wave. Sure Start Publications and Correspondence: Guidance.*

Each Service Proposal Form provides clear links between its activities and objectives (see Appendix A)<sup>8</sup> that will allow the team leaders to monitor progress. Each service is required to develop an evaluation plan as part of this process. The Sure Start front line staff will take the lead on each Service Proposal Form, but the evaluation officer will provide initial support to ensure that each service is collecting enough data for monitoring purposes and that each objective is clearly supported by logical inputs, activities, outputs and outcomes. Once the service is implemented, it will operate for a predetermined period of time during which baseline data will be collected. Once the implementation phase is complete, the evaluation officer will review the baseline data to help set individual service targets at the end of this period. The front line staff will then continue to monitor the service's progress towards its targets and review monitoring data with the evaluation officer periodically.

The ongoing review of new Service Proposal Forms will be an evaluation priority for the first half of 2005, as new services are developed and implemented. A brief review of how these services are collectively meeting the Sure Start targets will be included in the 2005 annual report (due January 2006).

### **3.2 Cost Effectiveness**

The National Unit requires each programme to assess the cost effectiveness of its services. A cost-effectiveness exercise will help the programme understand how financial inputs relate to service outcomes to assess whether they are achieving good value for money. It is also likely that all services will be required to demonstrate their financial efficacy if they want to be mainstreamed into the local Children's Centres initiative. The Unit suggests that cost-effectiveness evaluations begin when a service has operated between 18 months and two years, so it is unlikely that this will take place until mid-year 2006. However, each Service Proposal Form will need to identify a link between financial inputs and anticipated outcomes at the time services are approved.

### **3.3 Evidence-based practice**

Each year, the evaluation will conduct a literature review of the evidence base for a specific service to inform decisions regarding need, target user group and best practice. This piece of work will be done in collaboration with a team of parent volunteers who will receive OCN accreditation for their time on the project. At the beginning of each year, the programme will identify a specific service that could benefit from this research. The evaluation officer and parent team will then:

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<sup>8</sup> Adapted from McNamarra (1999). *Basic Guide to Program Evaluation. The Management Assistance Program for Nonprofits*. Available: [http://www.mapnp.org/library/evaluatn/fnl\\_eval.htm](http://www.mapnp.org/library/evaluatn/fnl_eval.htm)



1. Gather existing data on local need and core service provision
2. Review journals, government and health care studies to understand the evidence base
3. Write a report summarising key findings with recommendations for how the service should be developed to address local need

The programme has already identified services for post-natally depressed mothers as the 2005 evidence-based practice literature review. The evaluation began in February and will continue through May 2005. A report will be available for the Partnership Board to review by June 2005.

### **3.4 In-depth evaluation of individual services**

The primary purpose of in-depth evaluation will be to inform the ongoing development of a specific service. Each year, monitoring data will be used to identify a service for in-depth evaluation based on one of the following criteria:

- The most innovative service
- The most typical service
- The service that prompts the most concern
- The most controversial service
- The most highly used service
- The most costly service

Each in-depth evaluation will use a Realistic Evaluation perspective<sup>9</sup> to consider whether services work in terms of the following questions:

- Does the service meet its aims and objectives?
- Under what circumstances does it meet its aims and objectives?
- What helps or hinders its progress?
- Whose needs does the service address?
- Who does it work for or not work for?

Methods used for the in-depth service evaluation may include:

- A process evaluation (reviewing key processes through interviews & focus groups)
- A mixed-methods or case study approach (reviewing key documents, interviews + surveys)
- An intervention model, comparing 'before' and 'after' data collected through questionnaires or systematic observation
- A formal consultation with key stakeholders from core services

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<sup>9</sup> From Pawson and Tilley (1998). *Realistic Evaluation*. London: Sage Publications

All in-depth service evaluations will adopt a four-phase participatory approach (after Aibel, 1999)<sup>10</sup> designed to promote change within an action-research perspective.

Phase 1: All of the service stakeholders will be consulted at the beginning of the evaluation to identify major themes.

Phase 2: Data collection.

Phase 3: Once the data is collected it will be fed back to the service stakeholders so they can reflect on their meaning and identify priorities for taking the service forward.

Phase 4. This will be followed with an action plan that specifically addresses the identified priorities.

External consultants or parent volunteers may provide support for the in-depth service evaluation, depending on its complexity and scope.

The in-depth service evaluation for 2005 will be for a Saturday morning play service that offers three programmes for 2-3 years olds, 3-4 year olds and 5-8 years olds. This service was selected for evaluation since it will be fairly costly. The evaluation is still in the planning stages, but is likely to consider:

- The educational outcomes of the service for under-fours
- A needs assessment or user satisfaction survey of the 5-8 year olds

The evaluation will begin by collecting baseline measures when the service is implemented. Outcomes will then be assessed after a predetermined period of time so that the impact of the service can be directly measured. It is hoped that the children can be tracked into nursery where they will be assessed through teacher ratings. The teachers will be asked to also rate students who did not participate in the Sure Start play service. This will provide the evaluation with a control group to compare outcomes between Sure Start and non-Sure Start participants.

Results from each in-depth evaluation will be summarised in its own report and shared with the major stakeholders of the service. It is anticipated that the Saturday morning playgroup evaluation will begin when the service is implemented during the Spring of 2005.

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<sup>10</sup> Aibel, J. (1999). *Participatory Program Evaluation Manual: Involving Stakeholders in the evaluation process. A joint publication of the Child Survival Technical Support Project and Catholic Relief Services. Available: <http://www.childsurvival.com/documents/Aibelcover.doc>.*

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Phase 3: Once the data is collected it will be fed back to the service stakeholders so they can reflect on their meaning and identify priorities for taking the service forward.

Phase 4. This will be followed with an action plan that specifically addresses the identified priorities.

## **4 Understanding Processes that contribute to Programme Effectiveness**

The National Sure Start Unit asks all programmes to evaluate key processes that contribute to the programme's success. Examples of key processes may be partnership working, parental involvement or service accessibility. Each year, the evaluation will identify one process for further study.

The Roundway is fortunate to have an active Parents' Forum with strong parental representation on its Partnership Board. The Forum is currently in the process of adopting its own Terms of Reference with the goal of becoming an independent organisation with the support of the programme's community development worker. The process evaluation for 2005 will monitor the development of the Parents' Forum with the aim of identifying key practices that will ensure the Forum's sustainability.

This evaluation will consist primarily of interviews with parents from the Parents' Forum, supporting staff, and Partnership Board Members that will take place within a four-phase participatory framework outlined in the previous section. It will begin in May 2005 and continue for six months, after the parents have been elected into posts on the Board. A report will be completed during the last quarter of 2005 and the results will be shared with the Partnership Board and other Sure Start programmes.

## **5 Understanding Impact**

The Local Borough of Haringey Scrutiny Review of Sure Start identified the need to understand local impact as a primary recommendation. Whilst the Council is aware that impact data is collected on the national level, the national data is not likely to help the programme understand how Sure Start

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<sup>11</sup> Aibel, J. (1999). *Participatory Program Evaluation Manual: Involving Stakeholders in the evaluation process. A joint publication of the Child Survival Technical Support Project and Catholic Relief Services. Available: <http://www.childsurvival.com/documents/Aibelcover.doc>*

services will directly influence child outcomes in the Roundway community. The scrutiny panel believe that local impact data is necessary to demonstrate that Sure Start is “making a real difference to the local community”<sup>12</sup> and is vital for understanding how services should be mainstreamed. The Scrutiny Review also recommended that Sure Start local programmes develop an “Evaluation Plan for Measuring Effectiveness.” The Roundway’s three-year evaluation strategy will therefore include a longitudinal study that can contribute to any area-wide evaluation plan. This will involve a three-year study that considers the following questions:

- Does participation in local Sure Start services improve child outcomes?
- What child outcomes benefit the most from Sure Start services?
- Does participating in many Sure Start services have a greater impact on child development than just participating in a few?
- What are the characteristics of the families who benefit the most?

In order to explore these questions, the evaluation will randomly invite 40-60 families at the new birth visit to participate in the study. Once a family agrees to participate in the study, the family will be assessed during regular intervals over a three-year period. The assessments will consider the emotional and cognitive development of the child and the emotional well-being of the parent. Whilst there will be no control group, it is anticipated that families will naturally vary in the degree to which they access Sure Start services. The evaluation will therefore directly compare child outcomes with the level of family participation.

The measures for this study have yet to be determined, but it is likely that child outcomes will be assessed with the Bayley Scales<sup>13</sup> or the Ages and Stages Questionnaire<sup>14</sup> that track child development from four months to 3.5 years. Children will be assessed at four months and at a one year, two year and three year birthday visits. Parental attitudes may also be considered through the Maternal Confidence in Toddlerhood Scale<sup>15</sup> and the Parenting Stress Index.<sup>16</sup> Families will be compensated with a special gift voucher at the time of each assessment. It is also anticipated that data from the Sure Start Speech and Language Measure will be collected during the second year as part of this study.

Families will be recruited to the study at the time of the new birth visit once the project receives ethics approval. Data will be collected on an ongoing basis and there will regular interim reports after each annual visit is complete. All

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<sup>12</sup> London Borough of Haringey Scrutiny Review: *Sure Start*. London Borough of Haringey Chief Executive’s Service, July 2004.

<sup>13</sup> Bayley, N. (1993). *Bayley Scales of Infant Development: Second Edition*. London: The Psychological Corporation.

<sup>14</sup> Squires, Jane, D. Bricker, and L. Potter. (1999). *Ages & Stages Questionnaires (ASQ): A Parent-Completed, Child-Monitoring System*. Baltimore, MD: Paul H. Brookes Publishing Co.

<sup>15</sup> Gross, D., & Rocissano, L. (1988). Maternal confidence in toddlerhood: Its measurement for clinical practice and research. *Nurse Practitioner*, *13*, 19-29.

<sup>16</sup> Abiden, R. (1990). *Parenting Stress Index*. Odessa, FL: Psychological Assessment Resources, Inc.

of the data will be analysed and synthesised into a three-year report at the end of 2007.

Support for the impact study will come from the evaluation officer, staff members involved in the home visit (midwife, family support worker and speech and language therapist) and possibly a student health visitor or graduate student recruited from a local university.

The programme believes that this strategy will not only be beneficial for understanding the local impact of Sure Start programmes, it will also inform our progress towards the Public Service Delivery Agreement Target that states that there should be “. . .an increase in the proportion of babies and young children aged 0-5 with normal levels of personal, social and emotional development for their age.”<sup>17</sup>

## **5 Ethics and Data Protection**

All of the evaluation data will be collected and stored in keeping with the Data Protection Act (1984). This means that all participants will be asked for their consent and given information regarding of the purpose of the evaluation and what will happen to the data. Data will be stored confidentially in a locked cupboard and the identity of participants will not be linked to electronic information. Ethics approval will be sought from the Barnet, Enfield and Haringey Local Research Ethics Committee in all evaluations that involve NHS staff or data.

## **6 Sharing the Findings**

Each evaluation outlined in this document has its own strategy for reporting and disseminating the findings within the programme. However, there will be times when the programme will want to share its findings with a wider audience through publications, conference presentations and planned events. Two dissemination activities are already planned for 2005: a publicity event to share the findings from the parents' satisfaction survey and a journal paper describing the methods used for training the parents and conducting the survey.

The publicity event for the parents' satisfaction survey will take place in September 2005. All parents registered to the programme will be invited to attend the event as well as members from partner agencies. The parents who conducted the survey will present the findings. This will be followed by a

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<sup>17</sup> *Sure Start Website (2005). Annex B: Sure Start Service Delivery Agreement Targets. Available: <http://www.surestart.gov.uk/aboutsurestart/makingsurestartwork2/sdatargets/>*




presentation by the Chair of the Partnership Board or the programme manager outlining the programme's strategy for taking the findings forward.

The programme has recently received many requests for information regarding the processes involved in recruiting, training and supporting the parents to conduct the survey. The evaluation officer plans to write a brief article in collaboration with the parents describing the methodology and resources required for conducting the survey and analysing the findings.

## 6 Timeframe 2005

Table 7.1 provides a timeframe for the evaluation activities planned for 2005

Table 7.1: Timeframe for evaluation activities planned for 2005													
	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	
Review Service Proposal Forms		Planning & review											
PND Evidence Base		Consultation/data gathering phase		Report writing and dissemination									
North Catchment Consultation				Planning & review	Consultation/data gathering phase			Report writing and dissemination					
Parents' Forum				Planning & review	Consultation/data gathering phase							Report writing and dissemination	
In-depth Service Evaluation		Planning & review				Consultation/data gathering phase							
Four month visit		Planning & review			Consultation/data gathering phase							Report writing and dissemination	
Paper on Survey Methods		Report writing and dissemination											

-  Planning & review
-  Consultation/data gathering phase
-  Report writing and dissemination

## 7 Conclusion

The Sure Start Roundway local programme is dedicated to improving the lives of the families with young children living in its catchment. The programme believes that the evaluation strategy outlined in this document will provide detailed information that will help plan and deliver services that are needed and effective. This data will also help the programme understand its impact on the local community and ensure that future Children's Centre services are tailored to the Roundway communities' needs. At the end of three years, it is hoped that this strategy will demonstrate the programme's success in meeting the needs of its youngest and most deprived residents.