

**SALFORD CITY COUNCIL YOUTH SERVICE**

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**SUMMARY EVALUATION REPORT**

on the

**POSITIVE ACTIVITIES FOR YOUNG PEOPLE (PAYP)**

**SCHOOLS & YOUTH SERVICE (SaYS)**

collaborative programme between

**SALFORD YOUTH SERVICE**

and

**CANON WILLIAMSON CHURCH OF ENGLAND HIGH SCHOOL**

**&**

**THE SWINTON HIGH SCHOOL**

**September 2004 – March 2005**

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Salford Schools & Youth Service PAYP Evaluation 2004-5

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## Section 1: EXECUTIVE SUMMARY

The national Positive Activities for Young People (PAYP) programme was launched by the Government in mid-2003, with the intention of engaging and supporting young people, especially those at risk, as they go through the later years of schooling.

The report which follows is a formal evaluation of a specific Positive Activities for Young People pilot programme which was delivered as the 'Schools and Youth Service' (SaYS) project on behalf of the Salford PAYP Partnership Committee by Salford Youth Service in two local high schools between September 2004 and March 2005. Throughout this report this pilot programme will be referred to as the 'PAYP : SaYS' programme.

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The PAYP : SaYS programme ran from September 2004 until March 2005, involving four sets of direct stakeholders: the young people receiving the service, the selected High Schools, Salford Youth Service and the commissioners of the programme, the Salford Positive Activities for Young People Partnership Committee. This evaluation addresses the expectations and experience particularly of the first three of these stakeholding groups, and is framed by the agreed intention on the part of both the Schools and the Youth Service to move forward positively in terms of possible future collaborations in reaching young people at risk.

The evaluation found that the immediate impact on the young people concerned was by their own assessment, and as adjudged by School and Youth Service professionals, overwhelmingly beneficial. The evidence shows that class attendance, attitude and willingness to learn during the PAYP : SaYS programme all improved considerably.

Alongside the positive desired outcome for the young people however, a number of professional issues emerged during the evaluation around expectations and modes of delivery of the programme. Some of these challenges are explored in this evaluation. Problems seem to have arisen principally because of the previous professional experience of service providers within the Schools and Youth Service, which have significantly different ways of working. It was apparent however that everyone concerned was committed to making good progress with the PAYP : SaYS pilot project, and that because of this difficulties were largely overcome, sometimes by individual action and sometimes in collaboration with partners.

The commissioning process for the PAYP : SaYS programme was also considered, as were the views of stakeholders in respect of future developments. In the light of the desire by all parties to move forward, a number of recommendations around the commissioning context, cross-professional collaboration and mutuality of expectations conclude this evaluation report.

## **Section 7: RECOMMENDATIONS**

The primary focus of this PAYP : SaYS evaluation was agreed at the outset to be an examination of how the Positive Activities for Young People programme in Salford should move forward to serve young people in the particular and at that time 'pilot' context of Youth Service - Schools collaboration.

Within this framework of a primary focus on the outcomes for the young people involved, the PAYP : SaYS evaluation was set to consider a number of specific issues. These issues are:

- a) strategic alignment of the various service providers
- b) ownership, stakeholding and professional identity within the programme
- c) the requirement to add value in the process of moving forward.

Given the agreed successful outcome of the PAYP : SaYS programme for the young people concerned, it is clear that this approach should be developed and explored further in the future. Recommendations for discussion between stakeholders in respect of the considerations listed above were therefore considered and made.

Details of these recommendations are available in the full report of this pilot programme.

H.B. May 2005

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## **Section 9: RELEVANT PUBLICATIONS**

DfES (Feb. 2005), *14 – 19 White Paper*  
Ofsted (Dec. 2004), *Remodelling the school workforce*  
Ofsted (March 2005), *Managing challenging behaviour*  
Salford City Council (2004), *Investing in young people in Salford*