



**In Harmony Liverpool**  
**BASELINE REPORT: Everton Nursery School**  
**and Family Centre**  
**December 2015**

## 1. Introduction

- 1.1. In Harmony Liverpool is inspired by Venezuela's *El Sistema* and uses orchestral music-making to improve the health, education and aspirations of children and young people in Everton.

In Harmony Liverpool began in 2009 in Faith Primary where an immersive programme of music education was embedded in the school curriculum. From this starting point, an ambition to develop a neighbourhood wide model took root and the Liverpool Philharmonic sought to secure funding which would enable the programme to be rolled out more widely in West Everton.

- 1.2. However, the first planned, major expansion of In Harmony Liverpool was launched in February 2015. Everton Nursery School and Family Centre joined the *In Harmony Liverpool* 'family' alongside Faith Primary School, The Beacon CE Primary School, Liverpool Resonate Music Education Hub, Liverpool Hope University, West Everton Community Council, The Shewsy and participating children and families. In September 2015, the programme also expanded further into Beacon CE Primary School with whole school involvement.
- 1.3. These new developments build on six successful years of immersive music-making in West Everton centred on Faith Primary School and its local community, for children and young people 0-17 years old.

The expansion will increase the total weekly reach of In Harmony Liverpool to more than 700 children and young people aged 0 – 17 in Everton.

- 1.4. The Everton Nursery programme is supported through funding from the National Foundation for Youth Music through to July 2016. This new partnership will enable more than 200 children under 5-years-old and their families in Everton to take part in music-making for up to two hours every week, led by Liverpool Philharmonic's In Harmony team, Everton Nursery School teachers and musicians from the Royal Liverpool Philharmonic Orchestra.

*In Harmony Liverpool* will provide an early years' curriculum in Everton Nursery School and Family Centre that includes:

- Music-making for over 200 children aged 2 – 4 years old focussing on musicianship, singing and movement
- Targeted child-led music making for children with additional needs
- Weekly drop-in sessions for local families with their 'tots'
- Regular performances for children and families by children's ensembles and professional musicians
- Access to concerts and events at Liverpool Philharmonic Hall through Liverpool Philharmonic's Paul Hamlyn Foundation supported programme for new audiences, *Leap into Live Music*
- Regular professional development, supporting collaborative working between teachers and musicians

Through Everton Nursery School and Family Centre's role as lead for the North Liverpool Teaching School Alliance, the programme includes a significant focus on professional development of teachers and musicians.

- 1.5. The purpose of this report is to establish a baseline against which the progress towards the attainment of outcomes and outputs of In Harmony within Everton Nursery School can be assessed as the programme of work develops.

## **2. Evaluation Approach and Methodology:**

- 2.1. In Harmony Liverpool has been independently evaluated since 2009 when it began. The evaluation team have worked with the In Harmony project team, RLP staff and school staff to implement a longitudinal approach to data gathering and impact assessment that has resulted in annual interim reports.

Our overall approach to the evaluation of In Harmony Liverpool is informed by the need to demonstrate impact. But, it is informed by a specific approach that is worth clarifying. We believe that evaluation is not advocacy. Genuine sustainability will come not from advocacy but from clear evidence of impact. We are therefore interested in genuine learning stemming from a robust evaluation that is shared and owned by project stakeholders.

We believe that this can:

- Inform project development
- Encourage action learning and reflection
- Inform problem solving

- 2.2. The evaluation of In Harmony Liverpool has used a wide range of indicators at four levels:

- The Children
- The School
- The Community
- The Partners

We have sought to evaluate impact in all four dimensions and have also worked to evaluate the project management model seeking to identify key success factors.

A multidimensional and therefore pluralist approach is required that encompasses both qualitative and quantitative measures, the subjective and the objective. Triangulation is important to achieve greater depth.

- 2.3. In Harmony Liverpool continues to be evaluated against the outcomes and outputs outlined in the original programme document submitted to the Department for Education (then known as Department for Children, Schools and Families) in autumn 2008, as well as indicators that have been identified as the programme has progressed. However, the data being collected has had to be refined to reflect the major expansion in the programme and the newly revised framework is attached as Appendix One.

During 2015/16 a refreshed approach has been adopted to the evaluation process and we are now publishing two reports a year. The first is a short data summary report which relates to the academic year and seeks to maintain the data sets and ensure that the evaluation continues to inform the management of the programme. The second will be a special report that focuses on the impact of the project on early years education to be published in Spring 2016. This pattern will be repeated in future years.

2.4. The outcomes for the programme of work that were agreed with Youth Music are outlined below and these have informed the evaluation framework (Appendix One):

- 1. To improve the quality and standards of music delivery for children and young people.**
  - a. Increased amount and frequency of professional musician-led music making provision in Everton Nursery School.
  - b. Develop music making as a key teacher input throughout Nursery routine.
  - c. Increase in skills and confidence to use music making in early years practitioners, trainee nursery teachers and parents/carers.
  - d. Increased investment in music resources (including instruments) in Everton Nursery School.
  
- 2. To embed learning and effective practice in host and partner organisations and share practice beyond the project.**
  - a. Music is part of Nursery culture for children/staff/parents.
  - b. Development and publication of In Harmony early years music curriculum.
  - c. Evidence of sharing in Sistema networks, Everton Nursery School's international links, Music Education Hubs and Youth Music Network.
  - d. Evidence of disseminating methodology and pedagogy through North Liverpool Teaching School's publications and training programme.
  
- 3. To improve the personal, social and emotional development of young children at higher risk of delay through participation in creative musical activity.**
  - a. In Harmony is established, core curriculum focus within Nursery.
  - b. Increased wellbeing of children (assessment underpinned by current school data and tracking procedures).
  - c. Increased confidence in participating children assessed by Nursery Teachers.
  - d. Levels and assessment of child involvement using Leuven Scale and Everton Nursery School impact statements.
  
- 4. To improve the school readiness of young children, including musical and creative development, listening, concentration, physical coordination and preparation for formal learning.**
  - a. Acceleration in educational achievement (child impact statements and data tools, acknowledged by Ofsted for good practice, May 2014).
  - b. Increase in musical skills of participating children jointly assessed by teachers and musicians.
  - c. Improvements in children's communication skills.
  - d. Child progress as framed by Characteristics of Effective Learning.
  
- 5. To develop, test and disseminate learning from an In Harmony Nursery School and Children's Centre model, applying the immersive El Sistema philosophy for early years, working across an entire nursery school population of under 5s and their families through musical excellence.**

- a.** Successful development and implementation of music curriculum throughout Everton Nursery School and Family Centre.
- b.** Proportion of children in Everton Nursery School participating in 1.5 hours of music making each week.
- c.** Project evaluation presented and disseminated as part of In Harmony Liverpool longitudinal evaluation study published reports.

### 3. The School

- 3.1. Everton Nursery School and Family Centre is located in the Everton and Breckfield wards of Liverpool and is a Department of Education national Teaching School (April 2013) and Children's Centre (June 2003). As a maintained nursery school and children's centre, the school and centre has high quality early childhood education with care at the core of its provision. The nursery school and children's centre continue to pioneer new and innovative ways in enhancing school/centre based integrated services to support local families and their young children, as well as local Early Years practitioners and leaders through programmes such as School Direct.

The nursery school currently caters for 154 FTE children from 2 to 5 years, with limited 0-2 year old paid and funded places available. The centre is open for 48 weeks of the year and provides extended day/year provision.

The mission of Everton Nursery School and Family Centre is to promote the children's educational and social development and help families have and achieve high expectations for themselves and the local community.

	<b>2012/13 Summer term</b>	<b>2013/14 Summer term</b>	<b>2014/2015 Summer term</b>
<b>Number on Roll</b>	170	135	166
<b>SEN</b>	29	24	44
<b>Free School Meals</b>	22	9	24

**Table One: Key Baseline Data**

Many children start within the school/centre at a low level of attainment. Many 3 year olds enter chronologically at 3 years (36 months) but have a development age of 16-26 months. There is a significant challenge to close the gap to enable children to start primary school education at the age of 4 years (48 months).

Each September, around 60 children transition to approximately 25 primary schools across the City and to other local education authorities in the area.

Over half (52.9%) of children living in Everton are classed as living in poverty. This is significantly higher than the Liverpool average of 33.1% and two and a half times the national average (20.6%).

- 3.2. In May 2014, an Ofsted inspection judged the Nursery School and Family Centre to be outstanding. Some of the following quotes were captured within the inspection report:

*"Children make an exceptional start to their school life because teaching is outstanding and they make outstanding progress."*

*"Teachers, Family Workers and Support Staff are extremely knowledgeable and skilled in early years education, reflecting the example set by knowledgeable leaders."*

*"Children's behaviour is outstanding. They become more confident and self-assured because they are held in high esteem by all staff."*

*"The curriculum is inspirational."*

*"Leadership and management are outstanding."*

*"Leaders and governors set high standards for the quality of teaching and children's achievement."*

*"Strong relationships with parents and the local community make the school a hub for the local area."*

### 3.3. **School/Centre Aims**

- To provide a welcoming environment to all children and their families, staff and visitors to the school/centre.
- To promote safeguarding of all children and provide a secure and stimulating environment which enables all children to become independent and active learners, develop skills and abilities, foster healthy and positive attitudes and support the family.
- To develop self-esteem, independence, confidence and social and learning skills in all children and their families.
- To give all children and their families a smooth transition from home to school, and within the centre, and provide a good foundation for the future.
- We aim that children, parents/carers, staff, the community and other agencies will all work together collaboratively, communicate effectively and share their knowledge and experiences for the benefit of all children and families.
- Be accessible in promoting all areas of health, wellbeing and education to all children, their families and the community.

3.4 Everton Nursery School and Family Centre is the lead school for the North Liverpool Teaching School Partnership. The school is partnered with four local primary schools (All Saints Catholic Primary School and Anfield Children's Centre, Barlows Primary School and Fazakerley and Croxteth Children's Centre, Our Lady Immaculate Catholic Primary School and The Beacon Church of England Primary School) as well as with Liverpool City Council, Liverpool John Moores University, Liverpool Hope University and the University of Cumbria.

The North Liverpool Teaching School Partnership aims to create an innovative partnership between schools with the aim to work towards creating a self-improving school-led education system nationally.

In 2015/16 there will be 9 trainee teachers on site at Everton Nursery School and this will be interesting to track as they will progress to other schools and will take

their experience of using music with them. Capturing the impact on them as teachers and professionals will be crucial.

- 3.5. Continuing Professional Development opportunities are a key part of the programme within Everton Nursery School. Between October 2014 and May 2015, the team led five extended training sessions for the staff at Everton Nursery. This resulted in the teachers incorporating music within their daily routines. School staff led music and movement sessions within their classrooms and have begun to explore where music could be used in other sessions to have impact, for example through Peer Massage. The teachers are more confident in their delivery of music and movement sessions to support the children's cross-curricular learning and development – a view backed by the Deputy Head Teacher. The team have also delivered one parent training session focussed on musical notation reading, and this is an area that will be expanded in the next period with a series of four further parent training sessions.

*"It has helped me to take it into the classroom so that it is not just the In Harmony sessions. It connects it all together even for the support staff and we understand our roles in the sessions and can embed it into all out teaching." (Teacher)*

*"We have skilled each other up and there is a genuine partnership and ongoing learning." (Teacher)*

*"I have total confidence in Alex and Sally - behaviour management is not an issue and I can relax, observe and learn." (Teacher)*

- 3.6. Previously, the RLP have worked with Everton Nursery School and Family Centre on a programme called **Tuning into Children**. The programme works in three children's centres in Liverpool with children aged 6 month to 3 years of age. At the heart of the programme is an emotional connection via non-verbal, child-led, interactive communication. The development of In Harmony Liverpool will add value to this already strong relationship and extend the reach.

3.7. **Attainment:**

The children are assessed upon entry and at the end of their nursery education against the EYFS framework:

*"EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." (Statutory Framework for the early years foundation stage, 2014, DfE)*

There are seven areas of learning and development, which include three prime areas of learning and four specific areas of learning. The three prime areas of learning are central to children's early development, and are as follows:

- Personal, Social and Emotional Development;
- Physical development; and,
- Communication and Language.

The four specific areas through which the three prime areas are strengthened and applied are:

- Literacy;
- Mathematics;
- Understanding the world; and,
- Expressive arts and design

The In Harmony team have worked with nursery staff to develop subsidiary steps in all of these areas that can be measured through music and this is contained in Appendix Two.

A baseline for attainment is shown below. It is clear that there are significant challenges for staff in closing the gap between entry and the end of children's nursery education. Children are significantly below age-related expectations upon entry to nursery in all areas.

	% of children significantly below age related expectations upon entry to nursery	% of children in line with age related expectations upon entry to nursery	% of children below age related expectations at the end of N2	% of children in line with age related expectations at the end of N2	% of children attaining at the Early Learning Goal at the end of N2
<b>PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT</b>					
Self Confidence and Self Awareness	84.78	15.22	63.04	36.96	8.70
Managing Feelings and Behaviour	95.65	4.35	23.96	76.08	4.35
Making Relationships	91.30	8.70	34.78	65.22	10.87
<b>PHYSICAL DEVELOPMENT</b>					
Moving and Handling	86.96	13.04	67.39	32.61	8.70
Health and Self Care	86.96	13.04	63.04	36.96	10.87
<b>COMMUNICATION AND LANGUAGE</b>					
Listening and Attention	91.30	8.70	65.21	34.79	15.22
Understanding	89.13	10.87	65.21	34.79	15.22
Speaking	91.30	8.70	71.74	28.26	15.22
<b>LITERACY</b>					
Reading	95.65	4.35	89.13	10.87	0
Writing	91.30	8.70	93.48	6.52	0
<b>MATHEMATICS</b>					
Numbers	97.83	2.17	69.57	30.43	0
Shape, Space and Measure	97.83	2.17	63.04	36.96	0
<b>UNDERSTANDING THE WORLD</b>					
People and Communities	95.65	4.35	78.26	21.74	6.52
The World	91.30	8.70	69.56	30.44	8.70
Technology	80.43	19.57	60.87	39.13	13.04
<b>EXPRESSIVE ARTS AND DESIGN</b>					
Exploring and Using Media and Materials	91.30	8.70	54.35	45.65	13.04
Being Imaginative	86.96	13.04	60.87	39.13	13.04

**Table Two: Baseline Attainment Data (Source: Everton Nursery School)**

## 4. The Children:

### 4.1. Reach:

The programme of work in Everton Nursery School began in 2014/15:

	2013/14	2014/15
<b>Faith Nursery</b>	23	31
<b>Faith Reception</b>	29	26
<b>Beacon Nursery</b>		52
<b>Beacon Reception</b>		27
<b>Beacon Year 1</b>	30	29
<b>Beacon Year 2</b>		32
<b>Everton Tots</b>		10
<b>Everton Nursery</b>		162
<b>Tots</b>	13	16
<b>TOTALS</b>	<b>95</b>	<b>385</b>

**Table Three: Participation in Non Orchestral Musical Activity across the In Harmony Liverpool Centres**

### 4.2. Wellbeing and Involvement:

The staff of Everton Nursery School use the Leuven scale to measure wellbeing and involvement.

*“The rationale underlying the focus on these two process dimension is that high levels of wellbeing and involvement lead in the end to high levels of child development and deep level learning. This latter concept is centred around the notion that learning should result in significant changes in a pupils capacity leading to better outcomes in the way that he or she approaches work, relationships and life in general.” (Source: <http://www.earlylearninghq.org.uk/earlylearninghq-blog/the-leuven-well-being-and-involvement-scales/>)*

Wellbeing focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.

#### **The Leuven Scale for Wellbeing**

1) Extremely low: The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.

2) Low: The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

3) Moderate: The child has a neutral posture. Facial expression and posture show

little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.

4) High: The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.

5) Extremely high: The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.

### **The Leuven Scale for Involvement**

1) Low Activity: Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is an absence of cognitive demand. The child characteristically may stare into space. N.B. This may be a sign of inner concentration.

2) A Frequently Interrupted Activity: The child is engaged in an activity but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration, but his/her Involvement is not enough to return to the activity.

3) Mainly Continuous Activity: The child is busy at an activity but it is at a routine level and the real signals for Involvement are missing. There is some progress but energy is lacking and concentration is at a routine level. The child can be easily distracted.

4) Continuous Activity with Intense Moments: The child's activity has intense moments during which activities at Level 3 can come to have special meaning. Level 4 is reserved for the kind of activity seen in those intense moments, and can be deduced from the 'Involvement signals'. This level of activity is resumed after interruptions. Stimuli, from the surrounding environment, however attractive cannot seduce the child away from the activity.

5) Sustained Intense Activity: The child shows continuous and intense activity revealing the greatest Involvement. In the observed period not all the signals for Involvement need be there, but the essential ones must be present: concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.

Staff piloted the use of the tool with a sample of children in different In Harmony sessions between March and June 2015. The sample included children with EAL, behavioural difficulties and Global Development Delay.

Observations demonstrated that the majority of children engaging with In Harmony scored high on both scales, even those with normally low involvement and wellbeing.

## **6. The Community:**

6.1. The children and families live in an area that is situated within the most deprived area of Liverpool. Index of Multiple Deprivation figures (2010) show that 97.6% of people living in the area are in the 5% most deprived nationally, with 84.5% being in the most deprived 1%. There has been little change in this profile since 2007:

- 48.1% of children in the area live in poverty against an 18.6% national average.
- 18% of children aged 4-5 years and 21% aged 10-11 are obese.
- A quarter of households are lone parent households, the 5<sup>th</sup> highest of all Liverpool wards.
- Almost half of the ward's population have no formal qualifications.
- Employment and self employment rates are low, while unemployment and economic inactivity due to long term sickness/ disability is high.
- Incidents of crime are decreasing from 1,778 in 2012/13 to 1,717 in 2013/14.
- Many children enter the school at levels below the national average and Key Stage 2 results are lower than the Liverpool attainment rate for all subjects.<sup>1</sup>

## **6.2. Parental Engagement:**

Because of the integrated nature of provision at Everton Nursery School and Family Centre, parents access a wide range of provision on a daily basis. The sensory room and swimming pool are open daily and there are Baby Clinics and access to Domestic Abuse services. A wide range of classes are provided that include:

- Baby massage
- Get ready for your baby
- Weaning
- Breastfeeding Support
- Story and Rhyme
- Healthy Lifestyles
- Chatterbox
- Tummy Time
- Under 1's Stay and Play

Tots in Harmony was added to the wide range of provision in April 2014.

Outreach workers visit families and encourage them to engage in activity and attendance is tracked across the programme. It will be interesting to track attendance at Tots in Harmony and see whether there is an impact on engagement with other areas of the programme.

Engaging parents in the assessment of impact on children taking part in Tots in Harmony is also planned using the three prime areas of the EYFS.

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<sup>1</sup> <http://liverpool.gov.uk/media/120892/everton.pdf>

## 7. Conclusions and Considerations Moving Forward

- 7.1. The expansion of In Harmony Liverpool provides many opportunities for the children, the programme, the schools, the musicians and the community.

There is enormous potential for cross working between the three schools as well as collaboration on CPD and impact measurement. The progression of children from the nursery to the two primary schools is to be tracked by the evaluation team as we move forward and a first meeting of all heads took place in July 2015 where it was agreed that a termly meeting between them, the In Harmony team and the evaluator would be valuable.

*“This is a great opportunity for us as leaders to work together in a range of different ways. In Harmony could open up a whole host of other possibilities for us.”*  
(Headteacher)

- 7.2. The expectations of Everton Nursery School’s leadership are high for the intervention.

The culture within the school community and its outstanding achievements will support the extension of the In Harmony programme into the school enabling the programme to be complimentary to an already strong curriculum.

- 7.3. There are some challenges as the In Harmony team are now working across three very different schools. This may require adjustment but the potential for cross team learning and development is enormous.

- 7.4. It will be important to align data gathering across the three schools to ensure consistency and there is already agreement on key elements of this. However, the increasing workload for the In Harmony team as well as the evaluator means that this must be pragmatic and deliverable. The revised evaluation framework should assist this but the team are heavily dependent on data being gathered by the schools.

## **Appendices**

### 1. Evaluation Framework

**EVERTON NURSERY SCHOOL AND FAMILY CENTRE**

<b>AIM</b>	<b>OUTCOMES</b>	<b>INDICATOR/ METHODS</b>	<b>WHO</b>	<b>WHEN</b>
<b>To improve the quality and standards of music delivery for children and young people.</b>	Increased amount and frequency of professional musician-led music making provision in Everton Nursery.	Record activity and Measure against baseline provision	PT	Termly
	Develop music making as a key teacher input throughout Nursery routine	Record activity and Measure against baseline provision	PT	Termly
	Increase in skills and confidence to use music making in early years practitioners, trainee nursery teachers and parents/carers.	Survey of staff and parents	ET design survey/ implemented by nursery	Dec-15
	Increased investment in music resources (including instruments) in Everton Nursery.	Records of investment	PT	Termly
<b>To embed learning and effective practice in host and partner organisations and share practice beyond the project</b>	Music is part of Nursery culture for children/staff/parents.	Survey of staff and parents	ET design survey/ implemented by nursery	Dec-15
	Development and publication of In Harmony early years music curriculum.	Curriculum	PT	Dec-15
	Evidence of sharing in Sistema networks, Everton Nursery's international links, Music Education Hubs and Youth Music Network.	Record activity	PT	Termly
	Evidence of disseminating methodology and pedagogy through North Liverpool Teaching School's publications and training programme.	Record activity	Nursery Staff	Termly
<b>To improve the personal, social and emotional development of young children at higher risk of delay through participation in creative musical activity.</b>	In Harmony is established, core curriculum focus within Nursery.	Interviews with Headteacher	ET	Sep-15

	Increased wellbeing of children (assessment underpinned by current school data and tracking procedures).	School data and tracking	Nursery Staff	Termly
	Increased confidence in participating children assessed by Nursery Teachers.	School data and tracking	Nursery Staff	Termly
	Levels and assessment of child involvement using Leuven Scale and Everton Nursery impact statements.	School data and tracking	Nursery Staff	Termly
<b>To improve the school readiness of young children, including musical and creative development, listening, concentration, physical coordination and preparation for formal learning.</b>	Acceleration in educational achievement (child impact statements and data tools, acknowledged by Ofsted for good practice, May 2014).	School data and tracking	Nursery Staff	Termly
	Increase in musical skills of participating children	Joint assessment - teachers and musicians	Nursery Staff/ PT	Termly
	Improvements in children's communication skills.	Joint assessment - teachers and musicians	Nursery Staff/ PT	Termly
	Child progress as framed by Characteristics of Effective Learning.	School data and tracking	Nursery Staff	Termly
<b>To develop, test and disseminate learning from an In Harmony Nursery School and Children's Centre model, applying the immersive El Sistema philosophy for early years, working across an entire nursery school population of under 5s and their families through musical excellence.</b>	Successful development and implementation of music curriculum throughout Everton Nursery School and Family Centre	Record Activity/ Interview with headteacher	PT/ ET	Sep-15
	Proportion of children in Everton Nursery School participating in 1.5 hours of music making each week.	Record Activity	PT	Termly
	Project evaluation presented and disseminated as part of In Harmony Liverpool longitudinal evaluation study published reports.	Data analysis and report writing	ET	Mar-16