

East Renfrewshire
Educational Psychology
Service

CLPL: An Analysis of the Data

Theme One: Impact on Learning
and Teaching

Activity Descriptor: Presentation
of key findings from the data held
by the EPS relating to staff
evaluations and critical analysis of
the EPS' performance information
and capacity for improvement.

Date: Wed 1st February 2017

Time: 9am-10am

Venue: Isobel Mair School

VSE Briefing Paper

Theme One / Two Key Question

What impact is our contribution to practitioner enquiry and professional learning with schools having on learning and teaching, particularly for our most vulnerable pupils?

Background

What information, knowledge and data do we have?

Analysis of evaluation feedback tells us that practitioners are generally positive about the content and the direction being taken in their CLPL. The EPS is however keen to drill down and evaluate whether the existing approach to CLPL is the most effective, or whether there are better ways to build capacity in schools. Critically reflective dialogue between EPS practitioners would suggest that there is some variability in how effective some schools are at supporting pupils with ASD, Dyslexia and Attachment related needs, and we are keen to ensure excellence and equity for the children and young people who make up these categories of vulnerable learners.

One of the key challenges in our evaluation of the impact of CLPL is evidencing the chain of impact, or 'Golden Thread', between what we are doing to build capacity in schools and how this links directly to improving the wellbeing and attainment of these identified groups of vulnerable learners. We have specifically chosen to evaluate this area of our work through VSE to improve our approaches to evidencing impact.

In this activity we will look at key performance information that has been gathered through staff evaluations over time. We will be looking at both quantitative and qualitative data. We will be scrutinising this data through critical, reflective discussion in order to understand the key themes emerging from the data that we have, and identifying any gaps or weaknesses in our evaluation approach, with a view to addressing these.

Activity Outline, Rationale and Outcomes

What are we doing?

We are reviewing our existing evaluation data to evidence how well we are doing and what our capacity for improvement is. We will engage in critically reflective discussion to achieve this. We will be addressing the key questions detailed in this briefing paper; however we will use the *Scoping and Scanning Cycle* (Transforming Lives Through Learning, Education Scotland, 2016) to give a framework to the discussion.

Why have we chosen this activity?

We have chosen this activity as we recognise the importance of stakeholder feedback in informing the EPS approach to improvement through self-evaluation.

Quality Management in Local Authority Educational Psychology Services (HMIe, 2007) outlines the importance of evaluating quantitative and qualitative data that demonstrates the extent to which staff:

- Are motivated, confident and valued;
- Improve their practice through training activities;
- Have positive experiences of the quality of central services and external / partner agencies;
- Work effectively in teams.

In so doing, we aim to establish how well we meet the needs of our stakeholders, and what we need to do to improve.

What is the evidence base for this type of activity?

The *Scoping and Scanning Cycle* (Transforming Lives Through Learning, Education Scotland, 2016) is advocated as good practice in the course of self-evaluation for self-improvement by Education Scotland, specifically where the aim is to empower transformational change and leadership.

What key questions do we intend to answer in this activity?

- How good are we at ensuring the best possible outcomes for East Renfrewshire's most vulnerable learners through our approach to CLPL?
- How good is our leadership and approach to improvement through CLPL?
- How good is the quality of support and education we offer to staff through CLPL?
- What information, knowledge and data do we currently have? Are we making best use of this and, if not, how can we improve?
- What is the unique contribution of the Educational Psychology Service in delivering CLPL?
- What are we trying to accomplish through CLPL?
- Is our approach to CLPL building capacity? If so how?
- What are the strengths of our approach?
- What weaknesses and barriers are there and how will we address and overcome these to improve?
- Is our approach to CLPL evidence based and, if so, how do we know?
- Is our approach equitable / does it promote equity across schools?
- Are wellbeing outcomes being improved for children and young people as a result of CLPL we

provide and, if so, in what way?

- Is our approach to CLPL raising attainment? If so how?
- How are we measuring this?
- What opportunities are there to improve our performance? (What could / should we be doing differently?)
- Do we have all the information we need? / Is there anything else we need to consider?
- Looking outward, what can we learn from how other services deliver CLPL?
- Looking forward, what changes, if any, do we need to make in our approach to the delivery and evaluation of CLPL?

Activity Facilitators

Name	Role
Natalie Fitsimmons	Head Teacher of St Mark's Primary School
Chris Atherton	Senior Educational Psychologist

Participants

Name	Role
Kristina Azubalyte	Psychology Assistant
Clare Creighton	Quality Improvement Officer
Alison Jarvie	Senior Educational Psychologist
Annie McGauley	Depute Head Teacher (Carlibar Primary School)
Ainsley McGoldrick	Educational Psychologist
James Murphy	Quality Improvement Officer
Maureen Sneddon	Quality Improvement Officer

References

Education Scotland (2016). *Scoping and Scanning Cycle: Transforming Lives Through Learning*. Scottish Government.
<https://www.education.gov.scot/improvement/Pages/cre27transforminglearning.aspx>

HM Inspectorate of Education (2017). *Quality Management in Local Authority Educational Psychology Services: Self-evaluation for quality improvement*. Crown Copyright.

Thank you for participating in this evaluation activity.