

VALIDATED SELF EVALUATION

EAST RENFREWSHIRE EDUCATIONAL PSYCHOLOGY SERVICE

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THEME 1: LEARNING AND TEACHING

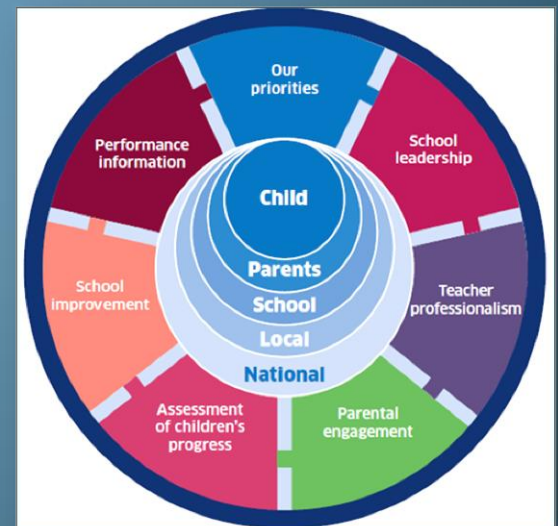
*What impact is our contribution
to practitioner enquiry and
professional learning with
schools having on learning and
teaching, particularly for our
most vulnerable pupils?*

ACHIEVING EXCELLENCE AND EQUITY

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NATIONAL IMPROVEMENT FRAMEWORK



Improving Schools in Scotland: An OECD Perspective 2015

***BE RIGOROUS ABOUT THE GAPS
TO BE CLOSED AND PURSUE
RELENTLESSLY “ CLOSING THE
GAP” AND “RAISING THE BAR
SIMULTANEOUSLY”***

HOW GOOD IS OUR SCHOOL 4

Supports practitioners and school leaders at all levels to:

- ⦿ ensure educational outcomes for all learners are improving;
- ⦿ address the impact of inequity on wellbeing, learning and achievement;
- ⦿ consistently deliver high-quality learning experiences;
- ⦿ embed progression in skills for learning, life and work from 3-18;
- ⦿ further strengthen school leadership at all levels;
- ⦿ improve the quality and impact of career-long professional learning;
- ⦿ extend and deepen partnerships to improve outcomes for all learners;
- ⦿ increase learning for sustainability; and
- ⦿ tackle unnecessary bureaucracy.

KEY QUESTIONS

- ⦿ How good are we at ensuring the best possible outcomes for East Renfrewshire's most vulnerable learners through practitioner enquiry and CLPL?
- ⦿ How good is our leadership and approach to improvement through practitioner enquiry and CLPL?
- ⦿ How good is the quality of support and education we offer to staff through practitioner enquiry and CLPL?
- ⦿ What information, knowledge and data do we currently have? Are we making best use of this and, if not, how can we improve?

STRENGTHS

WHAT KEY THEMES HAVE EMERGED IN OUR APPROACH TO PRACTITIONER ENQUIRY?

- ◉ We are having a positive impact on learning and teaching, particularly for our most vulnerable learners.
- ◉ This is attributable to our drive to embed the principles of real world research, educational psychology and evidence based practice in school improvement partnerships.
- ◉ Our approach is contributing to the development of a culture of professional curiosity and enquiry within schools.
- ◉ Our role in practitioner enquiry is highly valued by the staff involved
- ◉ Our approach is consistent with the national and local context, specifically Excellence and Equity in Education.

WHAT KEY THEMES HAVE EMERGED IN OUR APPROACH TO CLPL?

- ⦿ Through our existing approach to CLPL, we are having a positive impact on learning and teaching, particularly for our most vulnerable learners.
- ⦿ This is attributable to the capacity which has been built across our schools to meet learner needs.
- ⦿ Our role in CLPL is highly valued by the staff involved, with teachers reporting very high levels of impact on their knowledge, skills and ability to meet learner needs effectively.
- ⦿ Teachers value the role of advisors and want the forums to continue.

AREAS FOR DEVELOPMENT

AREAS FOR DEVELOPMENT IN PRACTITIONER ENQUIRY

- ◉ We have clear opportunities to liaise more closely with the EMIS team to create a core data set for the EPS and track short, medium and long term impact for children and young people.
- ◉ This will lead to further improvement in our practice, particularly in CLPL and Practitioner Enquiry.
- ◉ Over time, the nature of our service delivery will become much smarter as we move toward a forensic, granular approach to tracking the progress of vulnerable children and young people.
- ◉ Our service delivery model can change and adapt in direct response to local needs, making our approach more equitable.
- ◉ We will have better information as to what areas of our work have the greatest impact.

AREAS FOR DEVELOPMENT IN CLPL

- ◉ Further develop a multi-agency approach
- ◉ Diversify CLPL
- ◉ Develop more robust evaluation procedures (medium and long term)
- ◉ Support teachers in their roles as leaders of learning - health and wellbeing as the responsibility of all
- ◉ Use our local knowledge and data to target groups of vulnerable learners more systematically and effectively - e.g. resilience and mental health
- ◉ Further enhance pupil involvement

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

THEME 2: PARTNERSHIP WORKING

How effective is our partnership working at the Early Level in securing positive outcomes for children and families through prevention and early intervention and how can we improve?

STRENGTHS

STRENGTHS

- ◉ The PRG system is driven by GIRFEC, child-centred, promotes equity and allows more holistic supports for families.
- ◉ All theme 2 activities have evidenced a high level of partnership working.
- ◉ EP contribution is very highly valued by families and stakeholders.
- ◉ The EPS is involved in a significant amount of interventions which are planned and implemented strategically with the local authority.

STRENGTHS

- ◉ Evidence from activities indicates that the PRG and Parenting Interventions promote positive outcomes for children and families.
- ◉ EP involvement in the development of and CLPL for the developmental milestones screening system has positively impacted on staff.
- ◉ Our service delivery model at the Early Level promotes strong effective working relationships with stakeholders.
- ◉ Consultation with stakeholders has suggested a general openness to considering more flexible approaches to service delivery at Early Level.

AREAS FOR DEVELOPMENT

AREAS FOR DEVELOPMENT

- ◉ Develop our use of data
- ◉ Strengthen our partnerships with health
- ◉ Continue to build capacity in others and negotiate our exit strategy when we plan and initiate a piece of work
- ◉ Develop our service delivery model to a more needs based model driven by equity.
- ◉ Plan and support interventions/projects in neighbourhood cluster groups as an alternative to school PLAs.

How effective is our partnership working at the Early Level in securing positive outcomes for children and families through prevention and early intervention and how can we improve?

SCANNING FOR THE FUTURE

VSE REFLECTIONS

- ◉ The VSE process has demonstrated that we have developed excellent relationships with our schools, early learning and child care establishments and a range of partners.
- ◉ Our support and involvement in casework, our high visibility, and the frequency of our school/ELCC visits have brought us to this point.
- ◉ Staff value our helpful and responsive approach.

We are

‘SHARING INFORMATION
FOR BETTER LEARNING.’

SCANNING FOR THE FUTURE

- ◉ If we are to further strengthen our approaches to:

- CLPL and practitioner enquiry
- early intervention and prevention

...and if we consider these important in our contribution to closing the attainment gap and improving outcomes for our most vulnerable families, we will need to modernise our existing model of service delivery.

SCANNING FOR THE FUTURE

- ◉ School staff may be receptive to modernisation of our service delivery model if it was managed in a consultative, collaborative way.
- ◉ Any changes would need to be monitored and evaluated - we would need to ensure any changes led to improvement.
- ◉ Inclusion Strategy...