

East Renfrewshire Educational Psychology Service Validated Self-Evaluation 30th January 2017

Everyone Attaining, Everyone Achieving
through Excellent Experiences

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East Renfrewshire Council



30 January 2017

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Outline

1. Authority/Service context
2. Service Improvement Priorities
3. Strengths and Challenges
4. VSE themes

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Educational Establishments

- 1 Special School
- 9 Family Centres
- 22 Primary Schools
- 7 Secondary Schools

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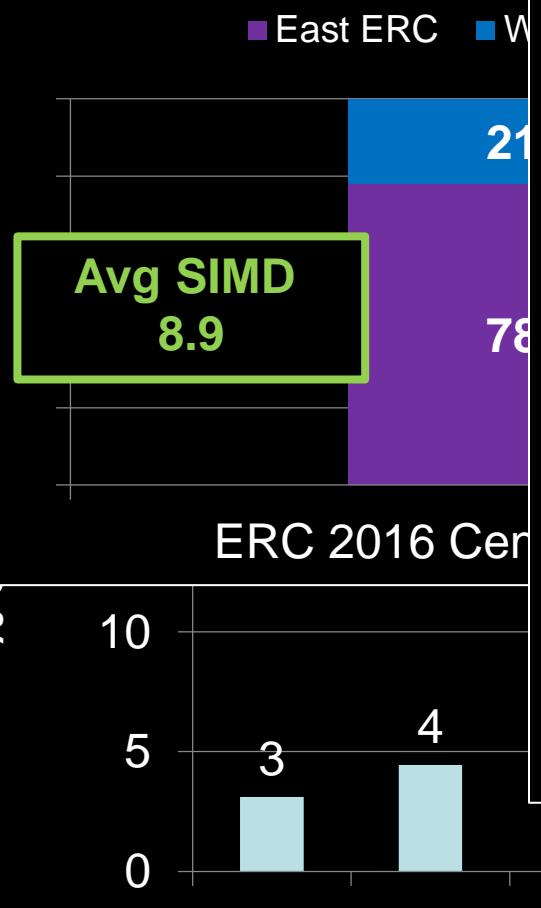
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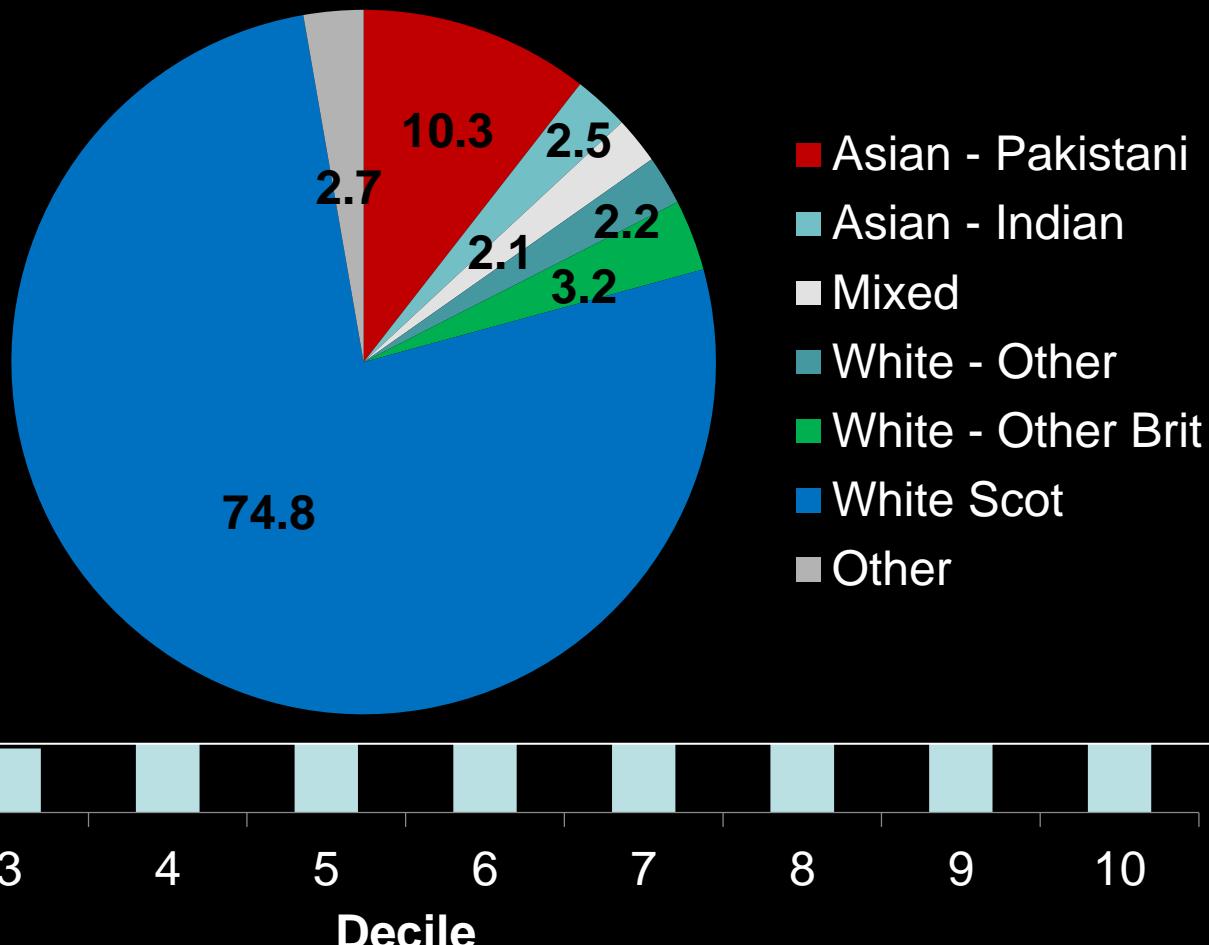
Pupil Census 2016: All Children: SIMD

2016 Census Population: ERC Pupils Only



Deciles

Ethnicity: All Pupils



Planning for Improvement

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Planning for Improvement

- Vision Statement: *Everyone Attaining, Everyone Achieving Through Excellent Experiences*
- Education Department Local Plan
 - GIRFEC Wellbeing Indicators
 - Expected Outcomes and Impacts
 - Activities
- East Renfrewshire Council Single Outcome Agreement:
 - All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed
 - East Renfrewshire residents are fit and active and have the skills for learning, life and work

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Planning for Improvement

Successes and Achievements:

- Improving outcomes
- Improving outcomes for targeted groups

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Improving Outcomes

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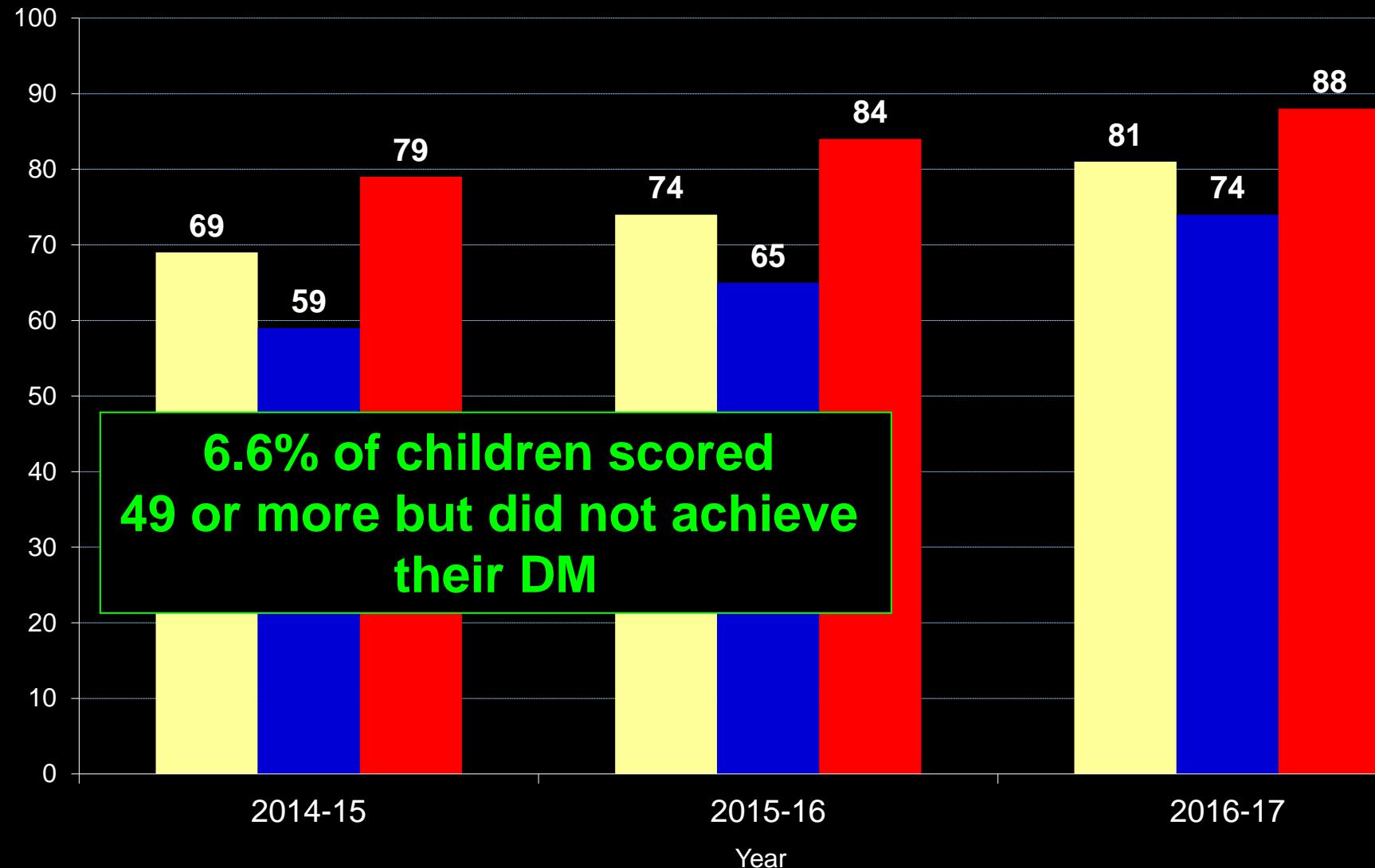
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Baseline Results: Raw Scores

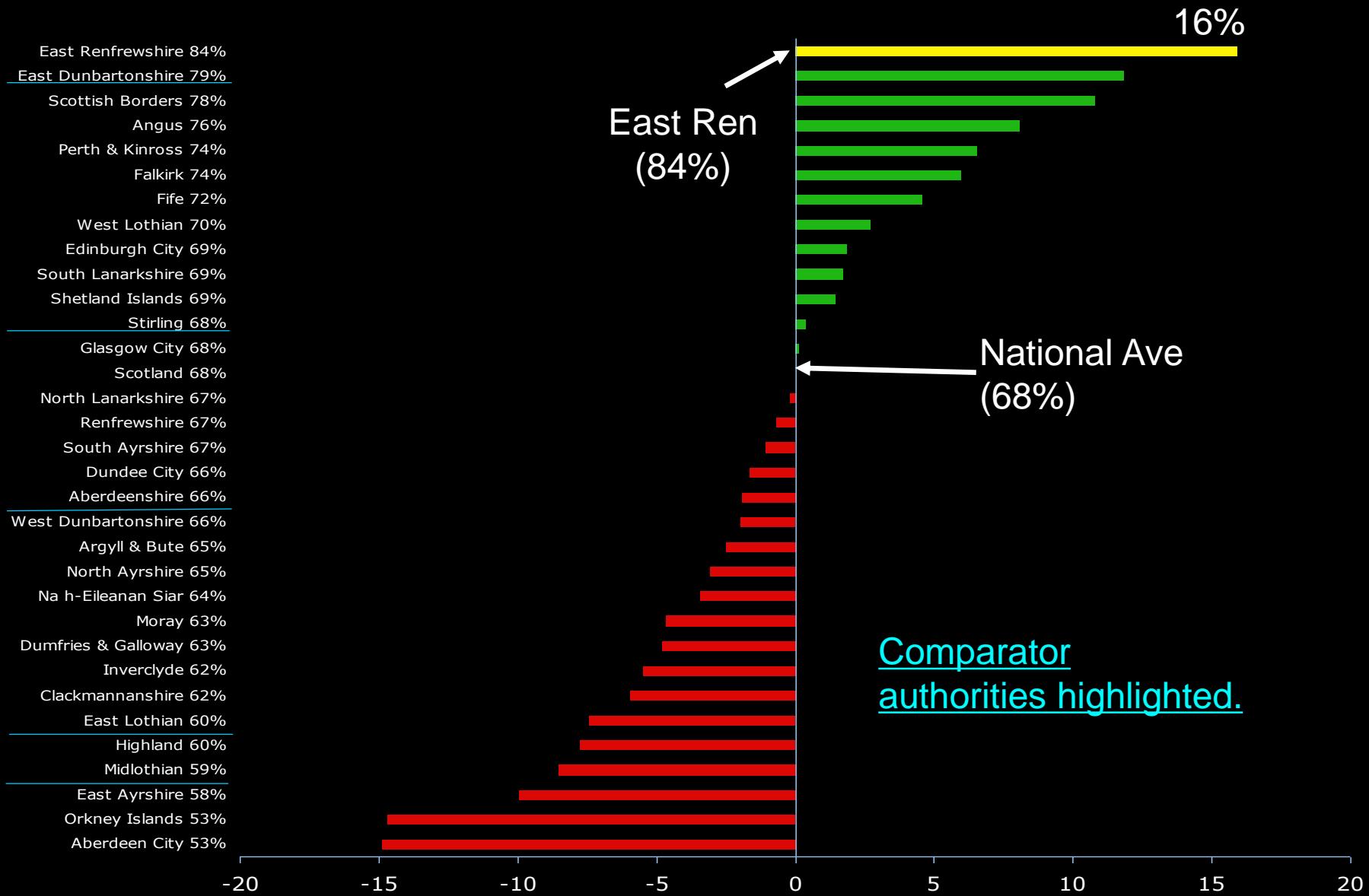
Year	Numeracy % Correct	Literacy % Correct
2005-06	48%	53%
•	•	•
•	•	•
2013-14	55%	61%
2014-15	55%	61%
2015-16	55%	30%
2016-17	57%	48%

Developmental Milestones by Gender: History: 2014-15 to 2016-17

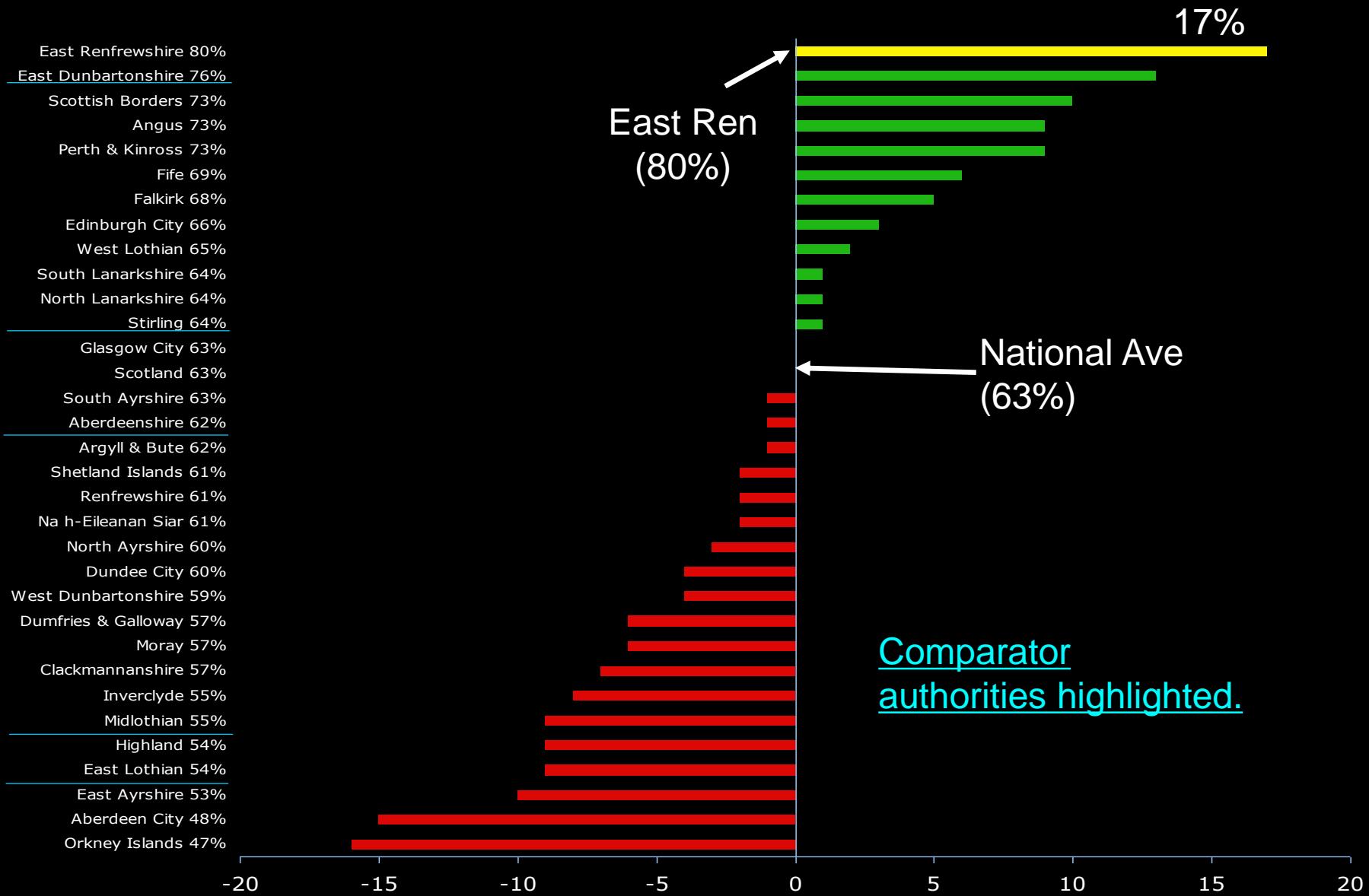
■ All ■ Boys ■ Girls



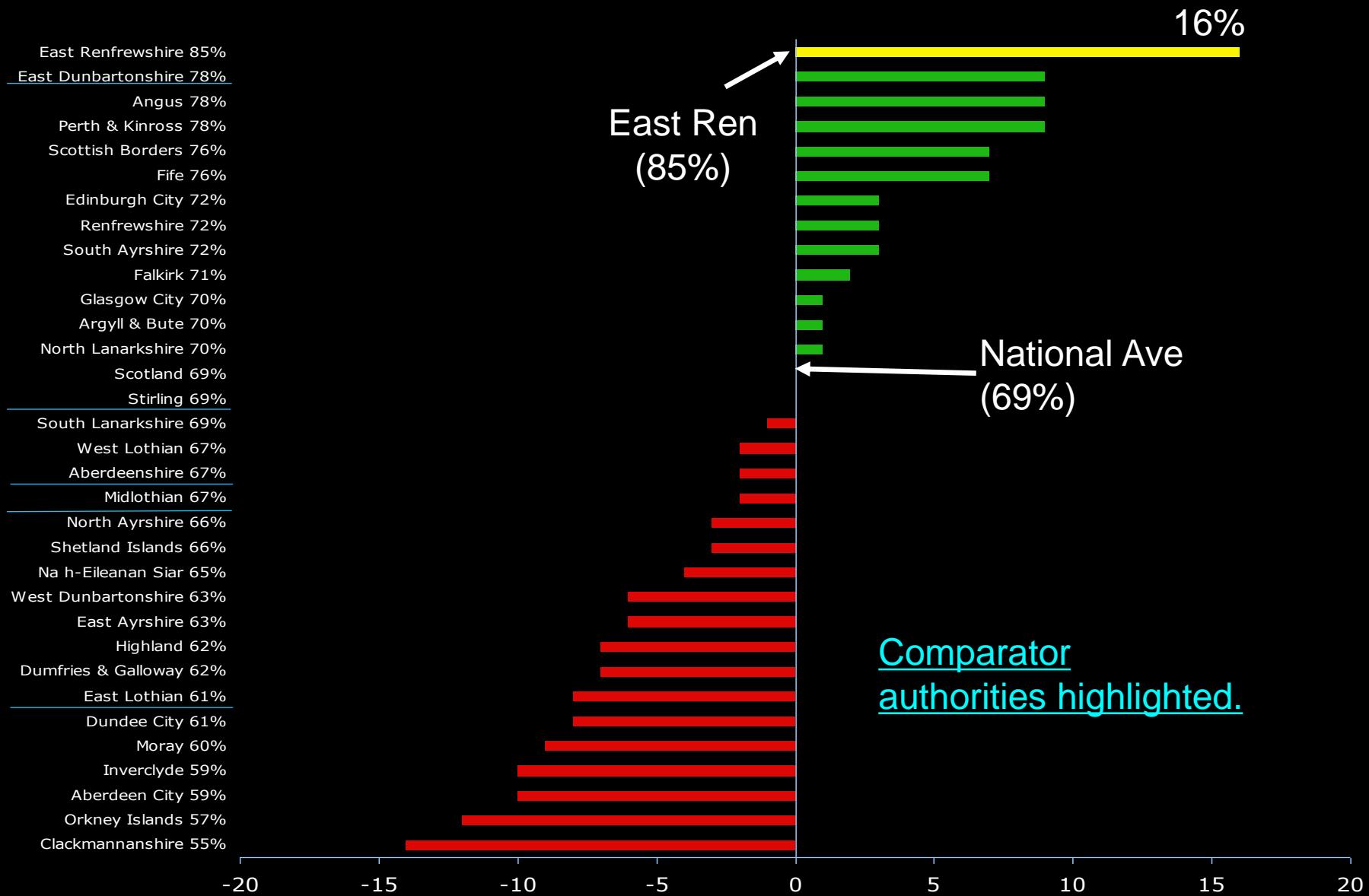
National: % of Children Achieving Expected Levels: P1, P4, P7, S3: Reading



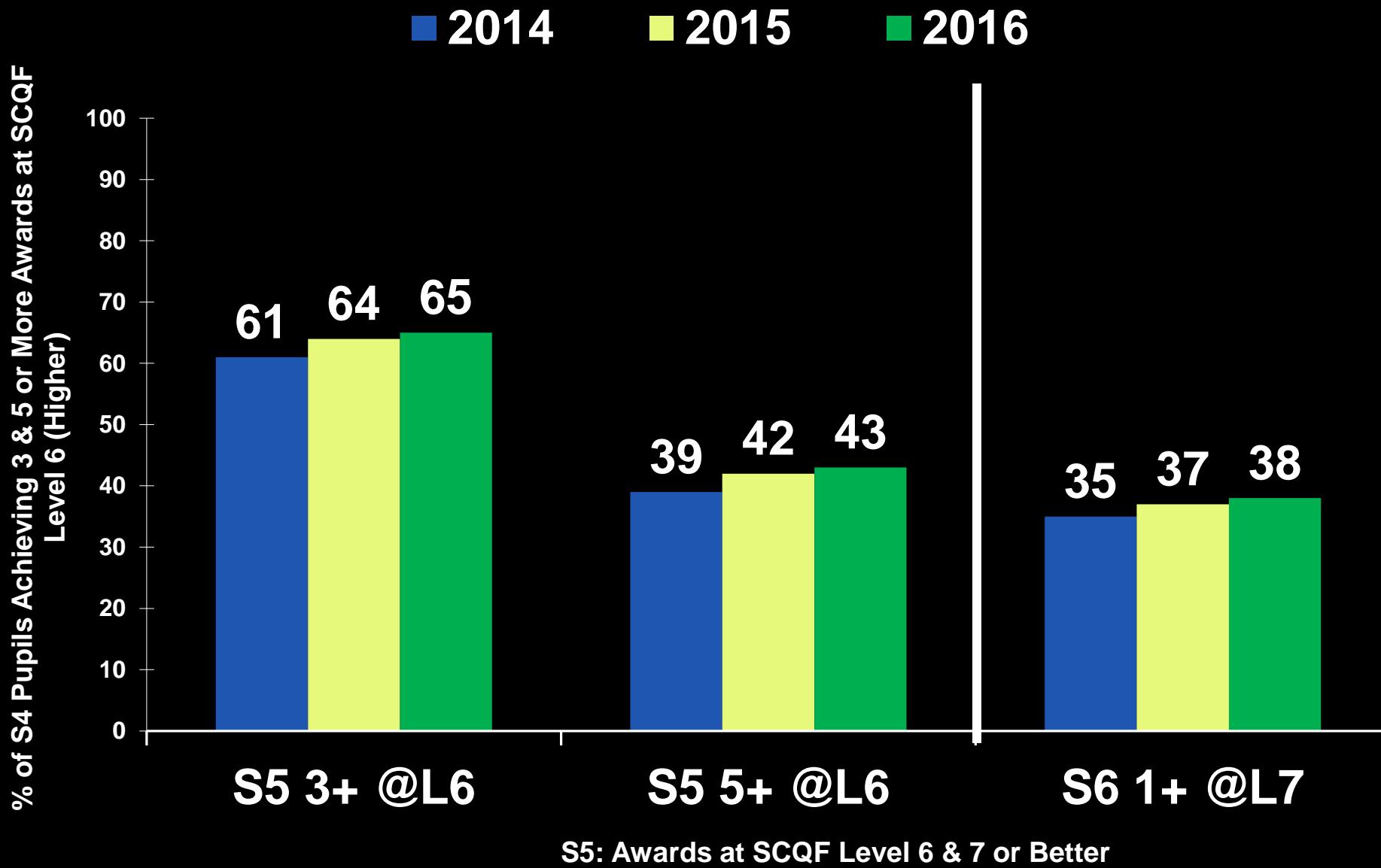
National: % of Children Achieving Expected Levels: P1, P4, P7, S3: Writing



National: % of Children Achieving Expected Levels: P1, P4, P7, S3: Numeracy



S5: Higher Awards: S6 Advanced Higher Awards



S5: Higher Awards: Quantity & Quality of Awards

Higher Awards Per S5 Pupil

■ 2014 ■ 2015 ■ 2016

S5: Higher Awards Per Pupil

Proportion of S5 Pupils achieving 5 A Awards at Higher has increased from 7.9% in 2010 to 12% in 2016

3.5
3
2.5
2
1.5
1
0.5
0

3.21

Awards Per S5 Student

S5: Proportion of Highers: A Awards

■ 2014 ■ 2015 ■ 2016

S5: % of Presentations: A Aw

48
47
46
45
44
43
42
41

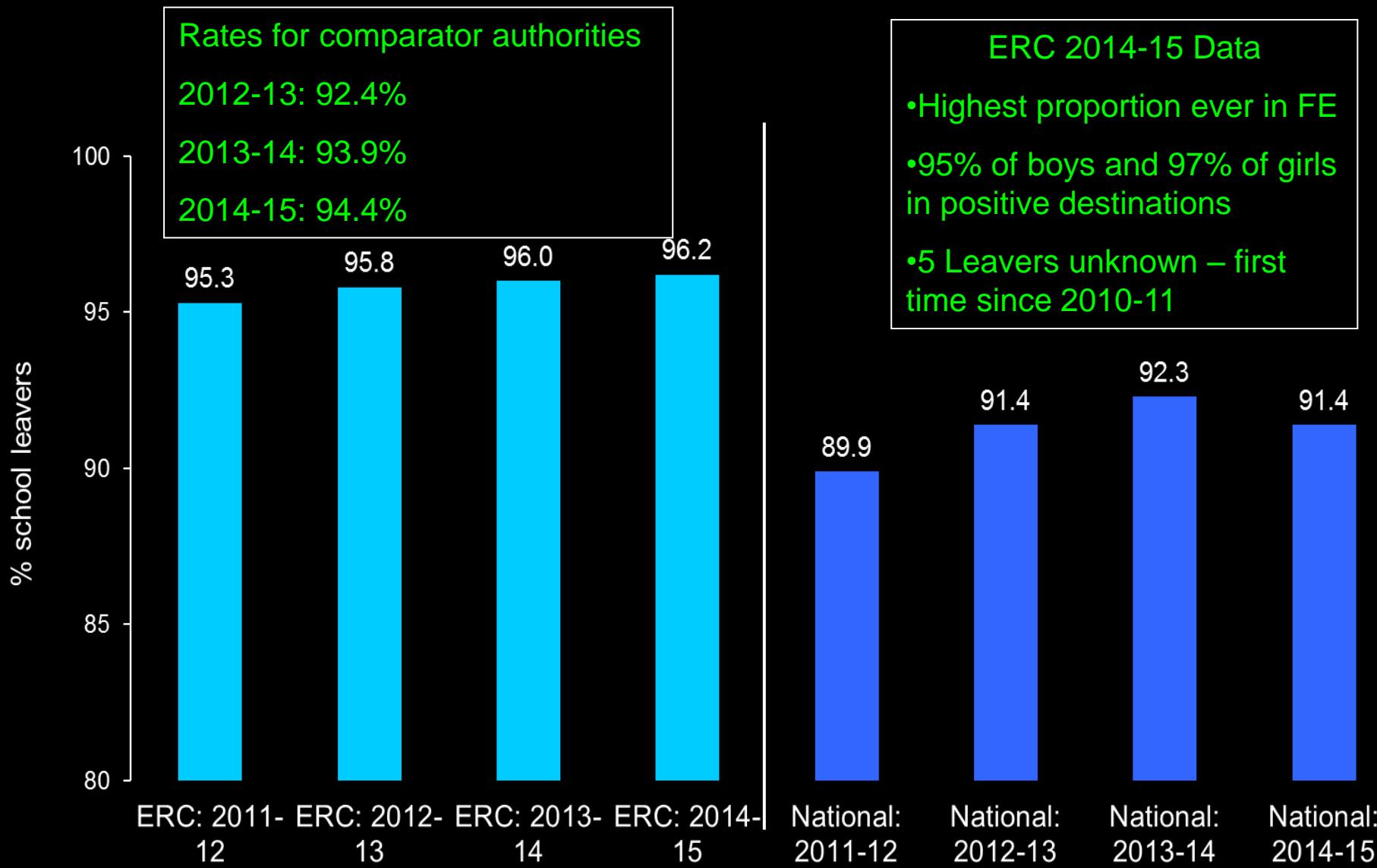
44

45

46

A Awards: Propriotion of Presentations

Leaver Destinations: Historical: % of school leavers in “positive destinations”



Raising the Bar

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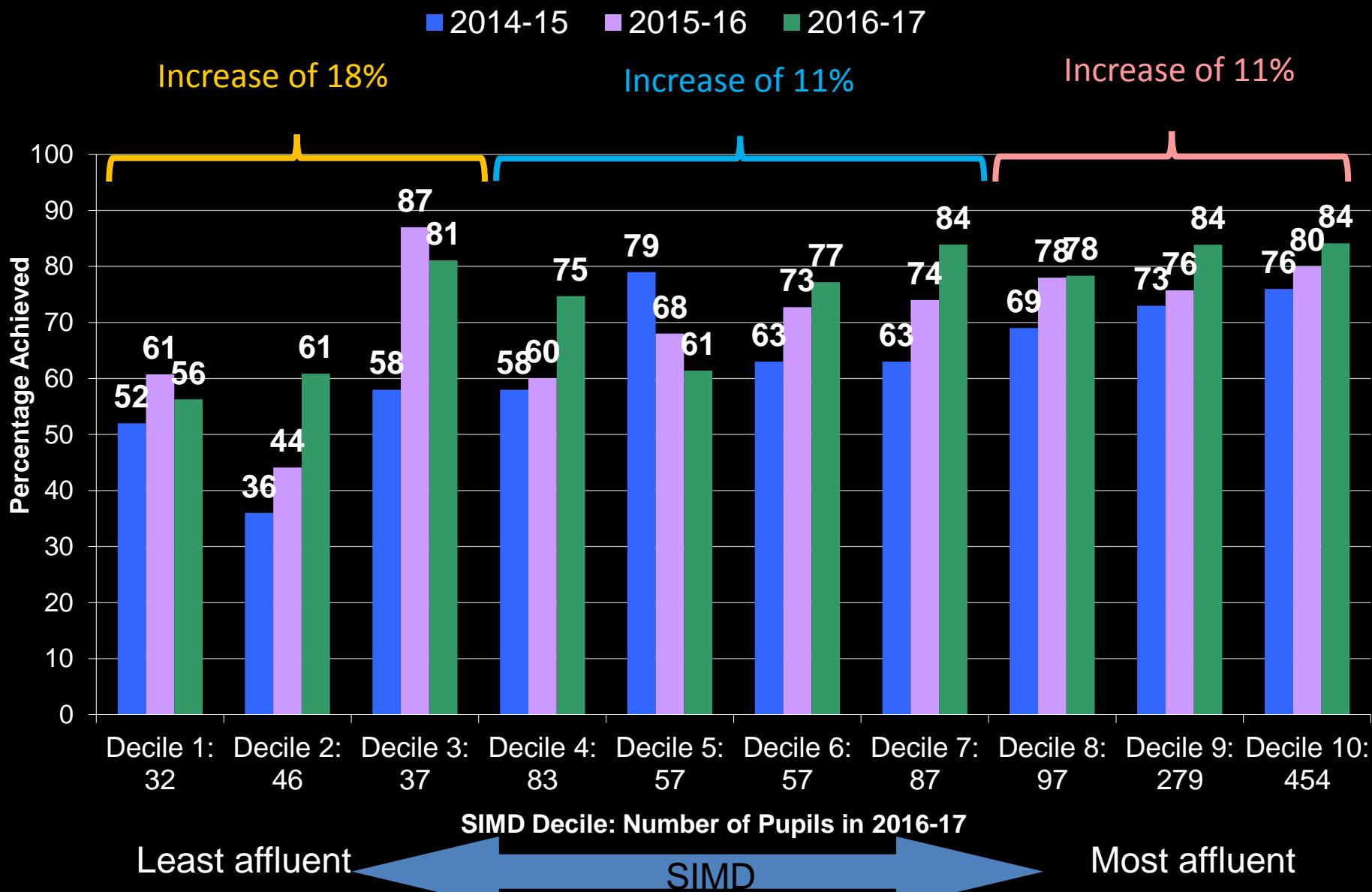
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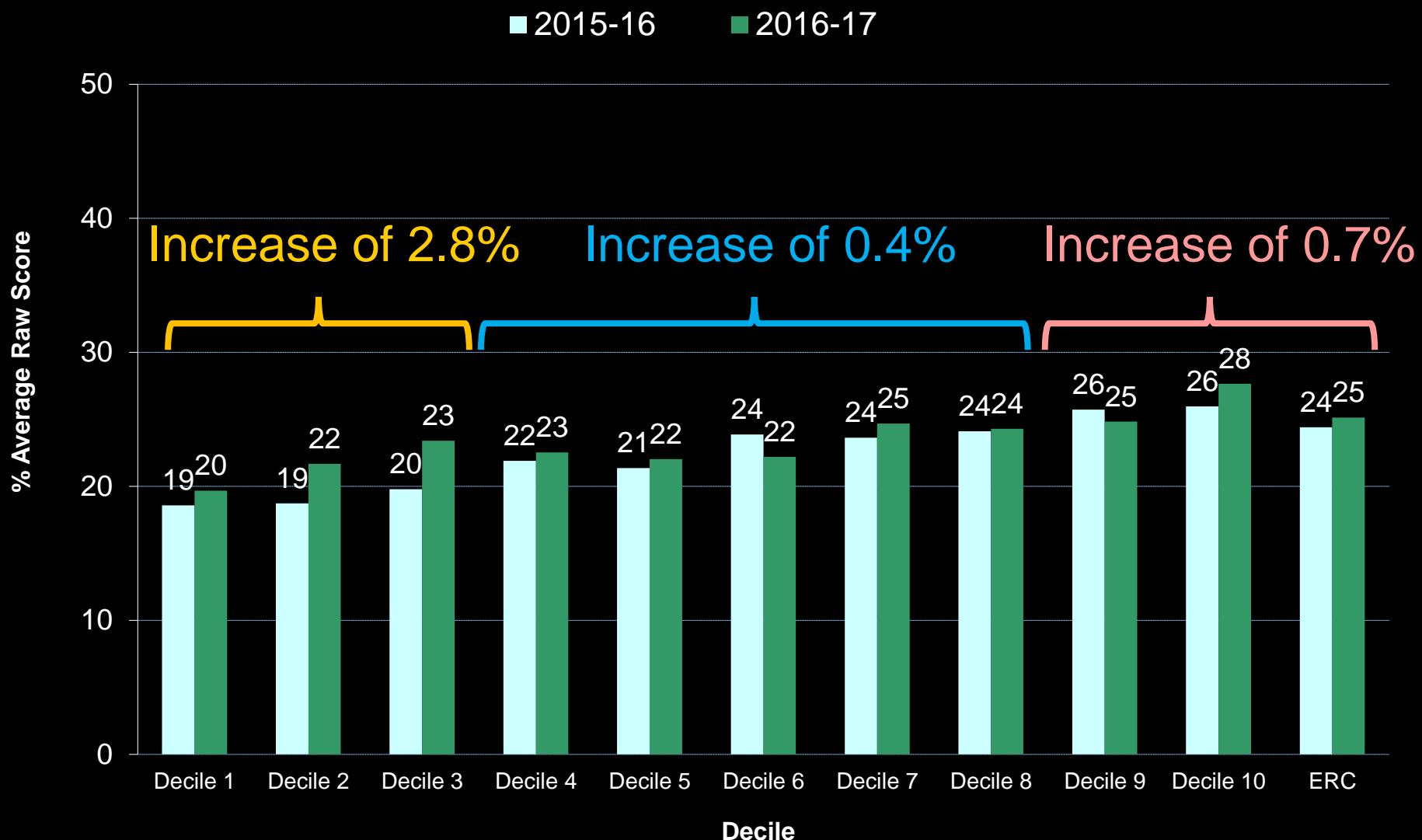
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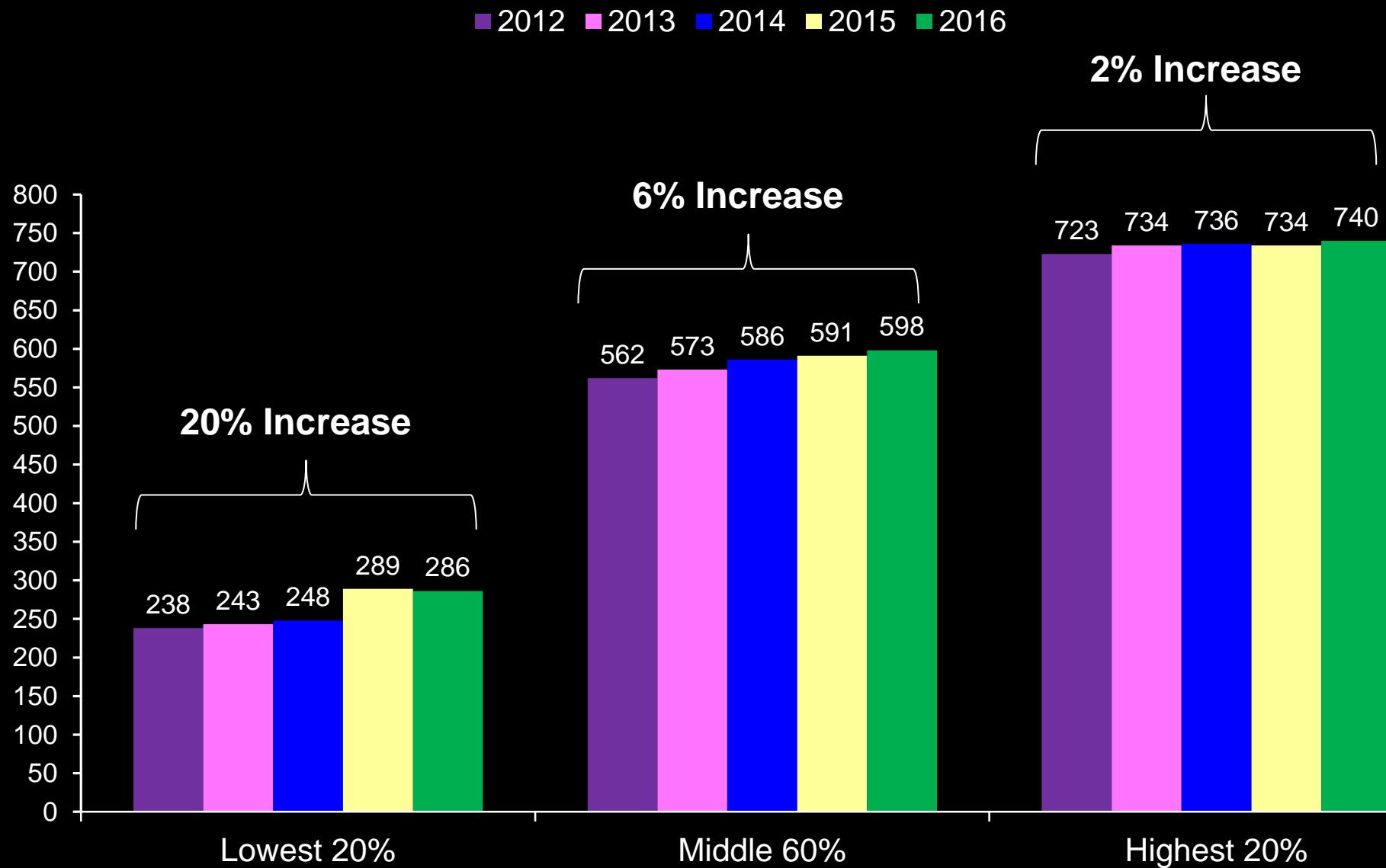
Developmental Milestones: History: by SIMD: 2014-15 to 2016-17



East Renfrewshire: Literacy by SIMD: Raw Score

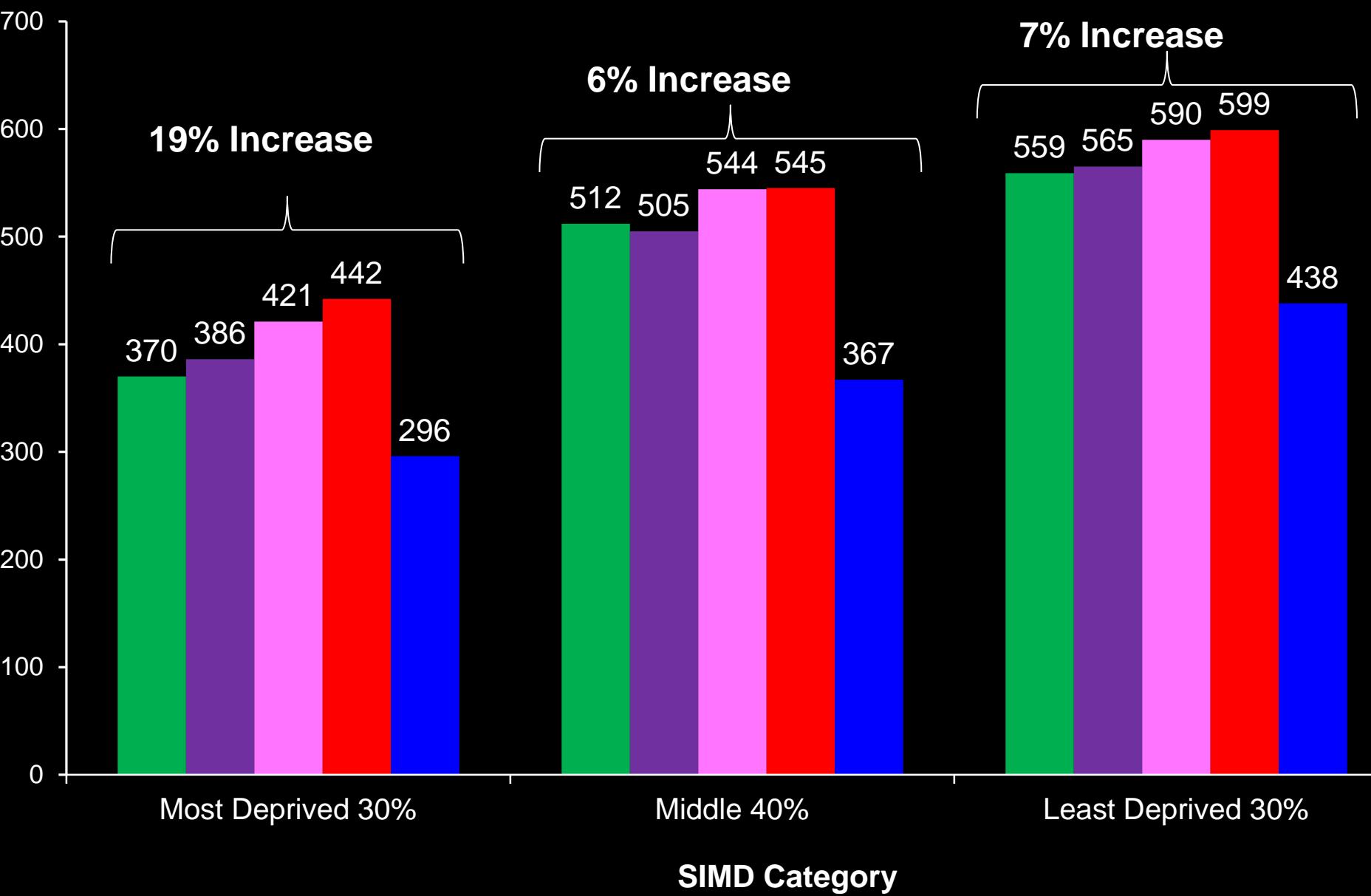


S4 SQA 2012-2016: Average Total Cumulative Insight Points

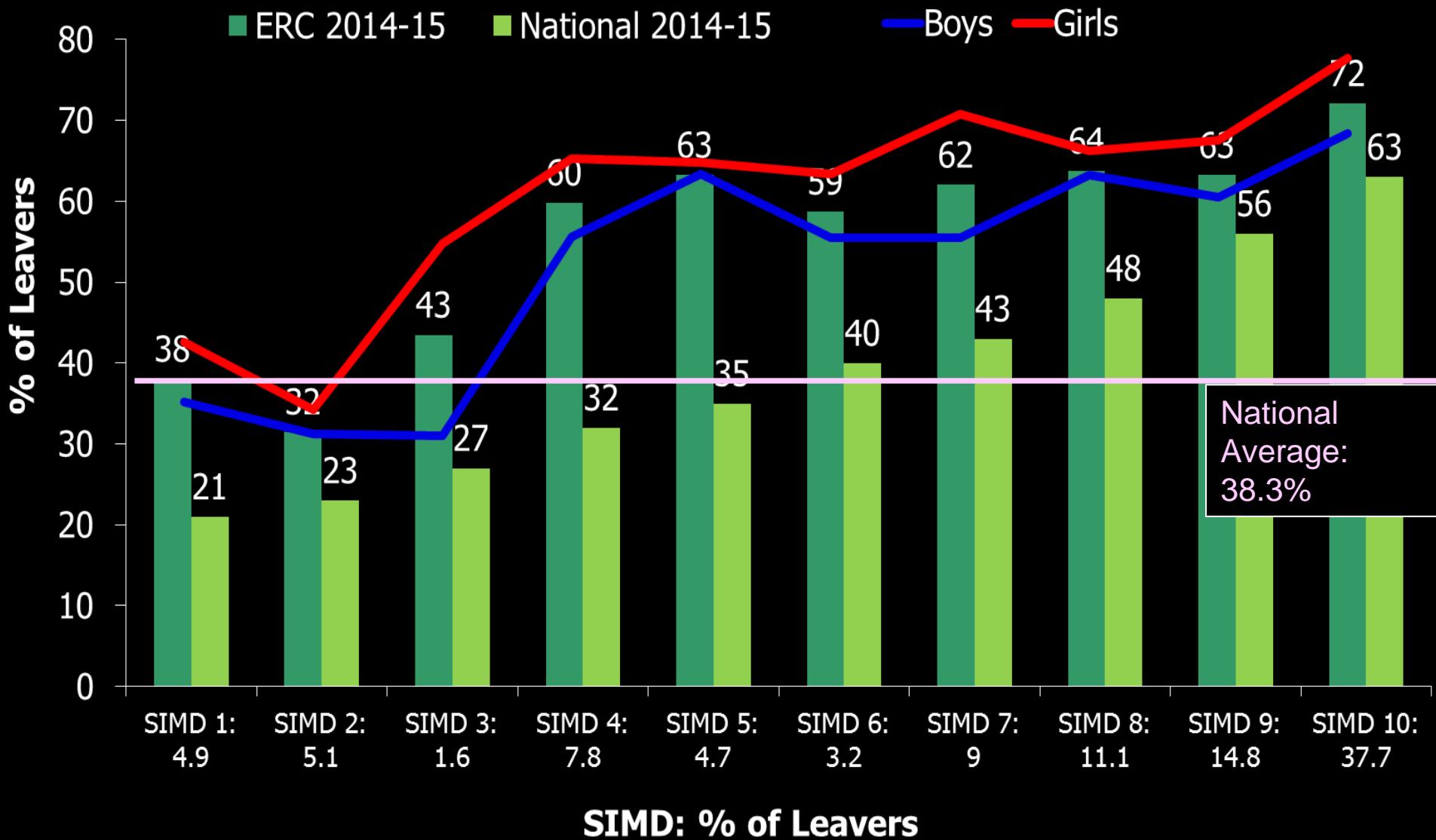


S4 SQA 2013-2016: Average Total Cumulative Insight Points: By SIMD

■ 2013 ■ 2014 ■ 2015 ■ 2016 ■ 2015 - National (From Insight)



Leaver Destinations: 2014-15: % of school leavers entering Higher Education: By SIMD: Gender



What is the unique contribution of the EPS to improving outcomes in East Renfrewshire?

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The Golden Thread



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Authority/Service Inspections

- Inspection of the Educational Psychology Service
- Joint Inspection of Services for Children and Young People

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HMIE Inspection 2010

- Very effective leadership
- High quality services to children and young people
- Engaged exceptionally well with parents and carers
- All staff fully engaged and committed to continuous improvement

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HMIE Inspection 2010

Service should:

- Ensure research and development is more directly related to school improvement planning
- Strengthen its impact on the wider community

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The Team

- 1 Principal Psychologist
- 1 Depute Principal Psychologist
- 3.4 fte Senior Educational Psychologist (4 people)
- 6.2 fte Educational Psychologists (7 people)
- 1 Educational Psychology Assistant
- 2 Trainee Psychologists
- 1 Support Assistant (Prevention and Intervention)
- 3 Admin Support (4 people)

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Skills and abilities of the team

- Commitment to a shared vision
- Distributive leadership
- Responsive, creative, skilled and enthusiastic
- Capacity for change and improvement
- Reaching out – relationships within and beyond education

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EPS Continuous Improvement

- The EPS team is fully committed to continuous improvement
- Regular team meetings and development days have a clear focus on improvement planning, self evaluation and promote collaborative working
- Our improvement plan is systematically reviewed by the team to consider progress and impact
- Input to the authority Standards and Quality Report
- Ongoing reflection and review to ensure meaningful engagement with stakeholders

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Service Improvement Priorities

- To deliver high quality and equitable educational psychology services that get it right for every child
- To improve and modernise self-evaluation and improvement planning structures and practices
- To continue to develop partnerships that enhance our approaches to supporting the emotional wellbeing and mental health of children and young people
- **To strengthen our approaches to prevention and early intervention**
- **To work in partnership with the Quality Improvement Team and schools to raise the attainment of the most vulnerable learners**

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To strengthen our approaches to prevention and early intervention

- Children and Young People's Improvement Collaborative
- Developmental Milestones Screening
- Psychology of Parenting Project
- Promoting and Nurturing Early Communication and Language
- Family-Centred Approaches Framework

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To work in partnership with the Quality Improvement Team and schools to raise the attainment of the most vulnerable learners

- School Improvement Partnerships
- High quality professional learning
- EP Action Enquiry Project
- High levels of support to school staff, children and parents
- Literacy Strategy
- Inclusion Strategy

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Key Strengths

- An integral service within the Education Department
- Clear synergy between service activity and the key priorities of the Education Department and wider council
- Highly valued by all schools and early learning and childcare centres
- Very effective partnerships within and beyond education

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Key Strengths

- Distributive leadership
- Outward looking – stronger links with the wider community
- All EPs committed to continuous improvement
- Key partnerships that support the mental health and wellbeing needs of children and young people

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Challenges/Areas for Development

- Ensuring an effective balance between targeted and universal work, which supports the service to allocate its resources to where they can have the most equitable impact
- Managing the demands of a high level of responsiveness to schools, parents and families along with our commitments to strategic development work and supporting school improvement priorities
- Streamlining the range of activities that the service is engaged in so as to strengthen longitudinal impact
- Developing sustainable models of training to ensure we reach those who need it the most and it becomes embedded in their practice

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Challenges/Areas for Development

- Managing the pressure on service delivery that is created by increasing numbers of families, with children who have additional support needs, moving into the authority to access high quality educational support
- Ensuring that we continue to look inwards, outwards and forwards to inform improvements in our practice
- Dealing with the demand on service delivery, especially in secondary schools, that is created by increasing numbers of young people presenting with significant mental health needs and a gap in the provision of mental health services, particularly at Tier 2
- Supporting schools to maintain high levels of inclusive practice in a context of increasing pressure on resources

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VSE in East Renfrewshire

- Will build on our process of ongoing self-evaluation
- Provide a valuable opportunity to reflect and look inwards, outwards, forwards
- Demonstrate the effectiveness of our partnerships within and beyond education
- Provide support and challenge from Education Scotland

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VSE in East Renfrewshire

We will ensure:

- the EPS commitment to self-evaluation is reflected throughout
- there is an effective programme of activities involving a wide range stakeholders
- a broad range of evidence is explored
- strong evaluative questions are asked
- open and honest dialogue and appraisal – what is good and what is not so good?
- there is a sustained focus on outcomes for children and young people

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VSE National Themes

National 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?

National 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?

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Our Focus

VSE National Themes	East Renfrewshire Focus	Focus of the VSE process
Learning & Teaching	Impact of EPS on professional enquiry and professional learning with schools	To evaluate the impact on learning and teaching of the EPS role in leading and supporting practitioner enquiry (SIPs, EPAEP) and professional learning.
Partnership working	Impact of EPS on prevention and early intervention at the Early level.	To evaluate the impact of EPS involvement in Developmental Milestones Screening, Parenting Interventions, PRG and our service delivery model in early learning and childcare

VSE Themed Group

Learning and Teaching

- **Lead: Chris Atherton**
- **Ainsley McGoldrick, Christine McGovern, Vicky Flores, Kristina Azubalyte & Jennifer Norval**
- **Willie Inglis** (Head Teacher, Williamwood HS)
- **Natalie Fitzsimmons** (Head Teacher, St Mark's PS)
- **Kathleen McGuire** (Quality Improvement Officer)
- **Andrew Nelson** (Senior Social Work Practitioner)

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VSE activities

Learning and Teaching

Practitioner Enquiry:

- School Improvement Partnerships
- EP Action Enquiry Project

Career Long Professional Learning:

- ASD Advisors
- Dyslexia Advisors
- Nurture/Learning Centres Practitioners
- GIRFEC

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VSE Themed Group

Partnership Working

- **Lead: Eilidh Lanzani**
- **Jennifer Hunter, Gillian Thorburn, Siobhan Wilson, Alison Jarvie & Yvonne Coyle**
- **Arlene Nunnery** (Children's Services Planning Manager)
- **Clare Creighton** (Quality Improvement Officer)
- **Sharon McKenna** (Head Teacher, Cartmill Family Centre)
- **Heather Layton** (Community Learning & Development Manager)

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VSE activities

Partnership Working (prevention & early intervention)

- Preschool Resource Group (PRG)
- Developmental Milestones
- Parenting Interventions - Let's Play and Family First
- Service delivery in early learning and childcare

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Core Questions

- What is the unique contribution of the Educational Psychology Service?
- What are the strengths of our approach?
- What weaknesses and barriers are there and how will we address and overcome these to improve?
- What information, knowledge and data do we currently have? Are we making best use of this and, if not, how can we improve?
- 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?

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