

**East Renfrewshire  
Educational  
Psychology Service**

# Self Evaluation Report

**January 2017**



## Local Authority and Service Context

### Vision and Values of East Renfrewshire Educational Psychology Service

'Everyone Attaining, Everyone Achieving through Excellent Experiences' is the vision of East Renfrewshire's Education Department. East Renfrewshire Educational Psychology Service (EPS) is committed to realising this vision and to *Getting It Right* for all children and young people in East Renfrewshire. The service believes that all children and young people have the potential to be confident individuals, successful learners, effective contributors and responsible citizens. To ensure this potential is realised we strive to provide a sector leading educational psychology service that works in partnership with others to close the Attainment Gap and improve outcomes for individuals, families and the wider community.

#### EPS Values:

- Inclusion, Equality and Equity, Diversity and Fairness
- Confidentiality
- Transparency, Accountability and Trust
- Sensitivity, Respect, Openness and Honesty
- Holistic, Person-Centred and Therapeutic Approaches
- Prevention and Early Intervention
- Ethical, Reflective, Evidence-Based Practice
- Innovation and Creativity
- Partnership Working and the Empowerment of Others
- Continuous Improvement through Self Evaluation

#### EPS Aims to:

- provide the community with an excellent, accessible service that applies evidence based psychology to improve experiences and outcomes for children, young people and families;
- make a positive difference in East Renfrewshire by empowering others, enhancing their emotional well-being, and developing their capacity for nurture and resilience;
- apply psychology that supports children and young people to develop skills for learning, life and work;
- participate in a high level of collaboration with other professionals in order to ensure the least intrusive and most effective service delivery that is preventative, where possible, and provides intervention at the earliest stage;
- work collaboratively and effectively with others in the best interests of children and young people to ensure they are safe, healthy, active, nurtured, achieving, respected, responsible and included;
- promote positive attitudes to social and cultural diversity;
- empower parents to provide a nurturing home environment where families have formed positive, loving and

lasting relationships;

- plan for improvement in accordance with national, local authority and school priorities;
- maintain an ethos of continuous improvement through self-evaluation, and to involve service users and partners in this process;
- ensure high quality, effective practice through the assessment of impact and outcomes delivered for service users and partner agencies, and through a commitment to ongoing training and research;
- maintain an ethos of peer support, ongoing self-reflection and critical appraisal, and continuous professional development;
- make a positive contribution to the discipline of educational psychology.

These aims are informed by East Renfrewshire's Single Outcome Agreement:

- SOA 1 All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed.
- SOA 2 Residents in East Renfrewshire are fit and active and have the skills for learning, life and work.
- SOA 3 East Renfrewshire is a thriving, attractive and sustainable place for residents and businesses to grow.
- SOA 4 Residents in East Renfrewshire are safe and supported in their communities and homes.
- SOA 5 Older people in East Renfrewshire are valued, their voices are heard and they are supported to enjoy full and positive lives for longer.

In addition, these aims are consistent with the cross cutting themes from the Single Outcome Agreement, namely:

- prioritising prevention and early intervention;
- building the capacity of individuals and assets of communities to enable the realisation of outcomes;
- using data and evidence to guide and prioritise our approach;
- tackling and reducing inequalities among and between communities; and
- improving health.

The EPS is currently working to the following improvement priorities, which are outlined in the service improvement plan 2016-19:

- 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 strengthen our approaches to Prevention and Early Intervention
- To continue to develop partnerships that enhance our approaches to supporting the emotional wellbeing and mental health of children and young people
- To work in partnership with the Quality Improvement Team and schools to improve the attainment of the most vulnerable learners

## **East Renfrewshire Educational Psychology Service Profile**

The EPS is an integral service within the Education Department and has a strong working relationship with the Education Leadership Team that is built on a foundation of very effective partnership working with the Quality Improvement Team. Children's services in East Renfrewshire are very well integrated, thus facilitating highly effective multi-agency working based on a shared commitment to Getting it Right for every child and young person. To this end the EPS continues to self-evaluate and improve its approaches to partnership working across Education and the Health and Social Care Partnership (HSCP).

The EPS is managed by a Principal Educational Psychologist (PEP) who reports directly to the Head of Education Services (Equality and Equity). The Principal is supported by a Depute Principal Psychologist, 3.4 fte Senior Educational Psychologists and 6.2 fte main grade Educational Psychologists, accumulating to 11.6 fte Educational Psychologists. The EPS team is complemented by support from an Assistant Educational Psychologist (1 fte), a Health and Wellbeing Development Officer (1 fte) and a Support Assistant (Prevention and Intervention) (1 fte), as well as 3 fte administrative support staff.

Staffing has been relatively stable over the last 5 years and retention remains extremely high, with two retirements and one promotion leading to 3 staff departures in this time period. A key factor in this stability and retention is the EPS' longstanding record of developing individuals through the pathway of Assistant EP, Trainee EP to EP. Of the current EPS team, three have followed this route, and a further two have first been on placement as trainees before joining the service. The EPS is supportive of the MSc Educational Psychology training courses in Scotland and is committed to the development of Trainee Educational Psychologists. Two trainees are currently placed within the service from the Universities of Dundee and Strathclyde respectively. A Senior EP also sits on the University of Strathclyde MSc Programme Advisory Group.

## **East Renfrewshire Demographics**

East Renfrewshire is situated to the south of the city of Glasgow and has a population of approximately 93,000. Seventy-four per cent of the population live in the Eastwood area and 26% within the Levern valley area. Seventy percent of the local population are economically active with 76% of homes owned. With over 3000 new homes planned up to 2025, the rate of population growth is expected to significantly increase. Females represent 52% of the population with children and young people making up 21% of the total population (59% adults; 20% aged 65 and older). 5% of the population were born outside of the UK (1% EU countries; 4% other countries). East Renfrewshire has 8 data zones (7% of the total number of zones) that are within the 20% most deprived data zones in Scotland, with 1 of these zones within the 5% most deprived zones in Scotland. Thirty two percent of the population within these 8 zones are aged 0 to 25 (20% aged 0-15).

## **East Renfrewshire School Demographics**

Within East Renfrewshire there are 48 educational establishments (7 secondary schools; 22 primary schools, 9 with early learning and child care classes; 9 family centres and 1 ASN school). The total early learning and school population is 18,760 (7,783 secondary pupils, 8705 primary pupils, 2142 early learning pupils and 130 pupils attending ASN school). Over recent years there has been a significant increase in the school population, particularly within early learning (10%) and primary (3%) settings. Boys make up 51% of the school population. Eighty per cent of school aged pupils are White UK and 20% Ethnic Minority (11% nationally). East Renfrewshire is the fourth most ethnically diverse local authority in Scotland with 49 home languages spoken. Fourteen percent of pupils in primary school and 20% of pupils in secondary school have an additional support need (ASN). One hundred and thirty-four pupils are looked after (87 at home) by the local authority. Nine percent of school aged pupils are in SIMD 1-3 (21% nationally; 5% comparator authorities). In August 2016, 12 pupils were accessing education in external educational provision as a result of ASN (71 in Aug 06; 28 in Aug 09; 17 in Aug 13). The educational psychology service is directly involved in supporting 1093 children and young people (769 boys; 324 girls) with 327 new referrals during 2015/2016.

### EPS Service Delivery Model

The service has developed very effective working relationships with the Quality Improvement Team and partner agencies to contribute to strategic planning and the delivery of key improvement priorities across the Local Improvement Plan (LIP) and the Integrated Children’s Service’s Plan (ICSP). To this end, the EPS is very involved in a broad range of working and development groups, including several which are key to the themes of impact on learning and teaching and partnership working:

#### Additional Support Needs (ASN)

Education Consultancy Group	ASN Coordinators
Education Resource Group	ASD Advisers
Inter-agency Consultancy Group	ASD Strategy Group
ASN Planning Group (ICSP)	Dyslexia Advisers
Learning Centre Network	Language and Communication EPS Network
Pupil Support & Protection Review Group	Loss and Bereavement Group
Refugee Strategy Group	Youth Counselling Hub

#### Getting it Right for Every Child

GIRFEC Leadership Group
Improving Outcomes for Children and Young People Partnership Group (ICSP)
GIRFEC Implementation Group (Education)

#### Raising Attainment

Literacy Strategy	School Improvement Partnerships
Practitioner Enquiry Network	

#### Prevention / Early Intervention

Early Years Planning Group (ICSP)	Family First Pilot Group
Early Learning & Pedagogy Group	Parenting Group (ASN - Mellow Ability)
Early Learning Tracking and Monitoring Group	Parental Engagement Strategy Group

The EPS has a key role in delivering professional learning through both the Education and Child Protection Professional Learning programmes. The following areas of EPS involvement are particularly relevant to the themes of partnership working and learning and teaching:

- GIRFEC
- ASD Advisors
- Dyslexia Advisors
- Learning Centre and Attachment / Nurturing Approaches

The EPS adopts a cluster model of service delivery to schools, with the number of EPs within a cluster kept to a minimum in order to promote consistency for service users. We ascribe to this model because we believe it is an effective way to support transition and provide service users with continuity, and helps facilitate our contribution to systemic cluster approaches and improvements. Each early learning and childcare centre and school has a named psychologist who delivers all key processes in a regular, planned and negotiated way within the context of a time allocation that factors in school population, proportion of free-school meal entitlement as an indicator of SIMD, and is weighted with prevention and early intervention in mind (i.e. enhanced time given to early learning and childcare centres). All early learning and childcare centres and schools benefit from a high frequency of contact from the service resulting in high visibility and support. Link EPs and QIOs meet with the head teacher/head of centre on an annual basis to evaluate and plan service delivery through a practice level agreement. This process utilises a wide range of data, including attainment, exclusions, attendance, EPS referral trends etc. and contributes to schools self-evaluation and improvement planning processes. This ensures that development work delivered by the EPS closely articulates with the school's improvement priorities. As the school improvement priorities are aligned to the Local Improvement Plan, there is a synergy across these and the EPS improvement plan.

## Improvement Through Self-Evaluation

### HMIE Inspection of Local Authority Educational Psychology Services (2010)

HMIE Inspection (2010) of the EPS identified the following key strengths:

*The service had*

- *Demonstrated very effective leadership which was strongly supported by Senior Officers of the EA and which permeated to all staff within the educational psychology service.*

- *Provided exceptionally high quality services to children and young people resulting in very positive outcomes for all, but in particular, vulnerable groups.*
- *Engaged exceptionally well with parents and carers to build capacity through direct work and by providing a wide range of parental workshops to an outstanding number of parents and carers across the authority.*
- *Developed a very powerful sense of collaboration and teamwork within the service with all staff fully engaged and committed to continuous improvement.'*

The inspection process led to the following areas for improvement being identified:

*'The service should:*

- *Continue to improve research and development so that it is more directly related to school improvement planning and helps stakeholders to enhance and improve services.*
- *Strengthen its impact on the wider community particularly in relation to its contribution to the national development of educational psychology services.*

Following inspection these themes were addressed through the service improvement plan to ensure the information generated through this scrutiny approach supported the process of continuous improvement. The progress made in addressing these themes will be outlined throughout this self-evaluation report. The key findings from 'An aspect report on the findings of inspections of local authority educational psychology services 2006-10' were also acknowledged as a shared responsibility of all psychological services and were considered in the EPS' subsequent direction for continuous improvement through self-evaluation.

### **Planning for Improvement**

The EPS views self-evaluation as critical to continuous improvement with processes closely aligned to those of the Education Department as a whole. The EPS takes a number of important steps when planning for improvement.

These include:

- Carrying out robust and rigorous self-evaluation utilising the framework within Quality Management in Local Authority Educational Psychology Services
- Identifying aspects of performance in which improvement is necessary, taking into account national and local strategic initiatives
- Consulting with stakeholders to identify priorities for the improvement plan and the expected impact and outcomes.
- Implementing improvement teams to further develop actions to be taken to bring about the desired improvements, involving the Quality Improvement Team as appropriate.

The PEP provides distributive leadership with clear support and challenge to deliver the service vision. The EPS team actively and systematically reviews the service improvement plan on an annual basis ensuring demanding targets are

set and achieved. There is a clear focus on impact and outcomes to support continuous improvement. Individual psychologists have named responsibilities within the improvement plan and are skilled at engaging with colleagues in small improvement teams to complete activities which contribute towards achieving the desired outcomes. Ongoing reflection and review takes place to ensure meaningful engagement with stakeholders and to inform the improvement plan.

## What Key Outcomes Have We Achieved?

**Key Outcome 1: We are delivering a high quality and equitable educational psychology service to get it right for every child.**

### *How do we know?*

*The service is making a significant contribution to the implementation of the Children and Young People (Scotland) Act (2014) and to the establishment and functioning of equitable assessment and resource allocation practices.*

### **Children and Young People (Scotland) Act (2014)**

The EPS has fulfilled a key role in collaborating with the Education Leadership Team, Quality Improvement Team and multi-agency practitioners to deliver guidelines and training on Single and Multi-Agency Assessment protocols and practices through the GIRFEC Leadership Group and GIRFEC Implementation Group (Education). This role has involved:

- interpreting the Children and Young People (Scotland) Act (2014) and its implications for practice across Education in consultation with the Chief Solicitor for the authority;
- writing local authority draft guidance for the Education Department on GIRFEC, Single Agency Assessment and Planning and the Role of the Named Person;
- consultation on the draft guidance with front line practitioners across Education, including those expected to fulfil the role of Named Persons;
- streamlining practices for assessment and planning to support the early identification of wellbeing needs and the provision of proportionate and coordinated intervention;
- delivering an iterative professional learning programme for Education practitioners in the Role of the Named Person, Single Agency Assessment, and outcome focussed planning in order to develop practitioner confidence, skill and consistency of approach in these areas.

### *Our Sources of Evidence*

Education Department  
Local Improvement Plan

Integrated Children's  
Service Plan

Education Standards and  
Quality Report 2014-15

Customer Service  
Excellence Report (2016)

EPS Improvement Plan

Single Outcome  
Agreement

Outcome Delivery Plan

Local Authority  
strategic/ operational  
groups overview

GIRFEC Implementation  
Plan

GIRFEC Practitioners  
Guidance

GIRFEC (Education)  
Framework

GIRFEC CLPL evaluation

<p><b>Equitable Assessment And Resource Allocation Practices</b></p> <p>In partnership with the Quality Improvement Team, the EPS has worked to improve structures and processes for allocating additional support to children (0-5), who have significant additional support needs. The Preschool Resource Group replaced the existing PreSCAT, Care Group and PSADU referral systems. A new early learning and childcare EPS assessment team was established to work with the PRG. The EPS provides high quality assessments to the PRG ensuring that psychological and educational interventions are proportionate and timely. This supports children and families (0-5) to receive a more equitable and consistent service as well as increasing the involvement of the service in the assessment of children (0-5) who are vulnerable.</p> <p>EPS reflection and self-evaluation in partnership with the Head of Service has also led to the Pre-school Assessment and Development Unit (PSADU) increasing its remit to provide for ante-preschool children, thus ensuring that children are receiving effective, proportionate and timely intervention and support.</p>	<p>PRG document – Allocating Additional Educational Support for Children Aged 0-5 years PRG Year on Year Statistics</p> <p>PSADU ante-preschool proposal document</p>
<p><b>Key Outcome 2: We have and are continuing to improve and modernise our self-evaluation and improvement planning structures and practices.</b></p>	
<p><i>How do we know?</i></p> <p><i>There is synergy between the EPS service delivery model, the service improvement priorities, and the outcomes of the Local Improvement Plan and Integrated Children’s Services Plan.</i></p> <p>HMIe Inspection identified that the EPS had ‘developed a very powerful sense of collaboration and teamwork within the service with all staff fully engaged and committed to continuous improvement.’ We have built from a position of strength by critically reflecting on what works and does not work well in relation to our self-evaluation and continuous improvement, streamlining our approaches in order to reduce bureaucracy and provide our service users with best value.</p> <p>The Educational Psychology Service Improvement Plan (2016-2019) ensures that the key outcomes we seek to achieve make a significant contribution to the delivery of the outcomes detailed within the Education Department’s Local Improvement Plan (LIP) and the Integrated Children’s Services Plan (ICSP), both of which are informed by East Renfrewshire’s Single</p>	<p><i>Our Sources of Evidence</i></p> <p>Customer Service Excellence Report 2016</p> <p>Education Department Standards and Quality</p>

<p>Outcome Agreement and Outcome Delivery Plan. The positive contribution of the EPS is reflected within the Education Department’s annual Standards and Quality Report (2014-2015), and has also been acknowledged through a recent, independent, Customer Service Excellence Assessment (2016).</p>	<p>Report 2014-2015</p>
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**Key Outcome 3: We have and are continuing to strengthen our approaches to Prevention and Early Intervention.**

<p><i>How do we know?</i></p> <p><i>The EPS has made a significant contribution to the delivery of the local authority’s Early Years Strategy (2013-2018) and the Parenting Strategy (2013) as evidenced in our work in the following areas:</i></p> <p><b>Developmental Milestones</b></p> <p>The EPS has worked in partnership with the Quality Improvement Team to lead the design of developmental milestones screening in all schools across the authority. A year on year contribution is made to the refinement of the screening tool and associated training for P1 teachers. In session 2013-14, 53% of young children on entry to primary school achieved the expected developmental milestones. The percentage of young children achieving the expected milestones increased by 16% to 69% in 2014-15. There were further increases of 5% to 74% in 2015-16 and 7% to 81% in 2016-17. Through professional dialogue, the EPS has contributed to strategic planning at an authority level to analyse outcomes and identify improvement priorities which are supported by a range of key activities and developments.</p> <p><b>Children and Young Peoples’ Improvement Collaborative</b></p> <p>The Children and Young Peoples’ Improvement Collaborative is a key driver for EPS activity that supports prevention and early intervention. A significant contribution has been made to the development of the Family First intervention from the initial planning stages through recruitment, training and evaluation. Family First workers have a key role in engaging with parents and families living in areas of vulnerability where services have historically found it very difficult to engage with communities. The complement of Family First workers has increased from two to five and their reach has extended across the wider authority from the initial test in Barrhead. Eighty three families have benefited from this flexible model of support which helps parents to identify and solve their own problems, building their capacity</p>	<p><i>Our Sources of Evidence</i></p> <p>Early Years Strategy Strategy 2013-18 Parenting Strategy 2013 CLPL evaluations Developmental milestones data Developmental Milestones Screening Tool and training presentation Authority strategic/operational overview Promoting and nurturing early communication &amp; language framework 0-6 Pedagogy Action Plan 0-5 Pupil Tracking Action Plan Authority Standards and Quality Report 2014 – 2015</p> <p>Early Years Planning Group Minutes Report by Chief Officer HSPC – Early Years Prevention and Community Engagement Family First Evaluation</p> <p>Let’s Play Pioneer Project Summary Let’s Play Manual Let’s Play presentation</p>
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and guiding them until they can independently achieve their aspirations. The EPS, in partnership with the Early Years Prevention Officer, also leads the development, implementation and evaluation of 'Let's Play' which is a parent-centred intervention that aims to develop parent/carers' skills, to highlight the importance of positive play experiences for children and encourage opportunities for quality interactive play between children and parents/carers. Let's Play currently operates across three family centres. Parents who participated report increased confidence in supporting their child's development through play and increased knowledge of how interactive play promotes their child's wellbeing and progress.

#### Psychology of Parenting Project (PoPP)

The authority has made a significant strategic commitment to the Psychology of Parenting Project (PoPP) which was developed with NHS education for Scotland to improve access to evidence based parenting programmes. The EPS has both a strategic and operational role in East Renfrewshire PoPP. Sixty-seven families have benefited from attending PoPP sessions with 83% completing the Positive Parenting programme and 77% completing Incredible Years. The EPS will continue to work effectively with partners in the HSPC to deliver PoPP through the next PoPP-On phase. Initial data has indicated a significant improvement in children's developmental milestones from the beginning of the programme to the completion.

#### Family Centred Approaches

The Family-Centred Approaches Self-Evaluation Framework is a key strand in the authority's approach to promoting family engagement that improves outcomes for children. The EPS worked in partnership with the Quality Improvement Team, school staff and other agencies to produce the original framework for early learning and childcare centres and was also a key contributor to the adaptation of the framework for primary schools. In 2015 all early learning and childcare centres achieved Family Friendly bronze status, increasing from 81% the previous year. Family Centred Silver status was achieved by 23% of establishments and this has increased to 81% of establishments in 2016. To date 74% of primary schools have achieved Family Friendly bronze status. This is resulting in early learning and child-care centres and primary schools engaging in self-evaluation that measures their parental engagement and identifies areas for improvement.

to the Chief Executive  
Report by Chief Officer  
HSPC – Early Years  
Prevention and  
Community Engagement

PoPP data  
Report by Chief Officer  
HSPC – Early Years  
Prevention and  
Community Engagement  
Connecting with parents  
motivations CLPL  
evaluations  
PoPP-On application

Customer Service  
Excellence Reports 2015  
and 2016  
Joint Inspection of  
Services for Children and  
Young People Report  
2014  
Family Centred  
Approaches Self  
Evaluation Framework  
Family Centred Self  
Evaluation Framework  
(Primary)

**Key Outcome 4: We have and are continuing to develop partnerships that enhance our approaches to supporting the emotional wellbeing and mental health of children and young people**

*How do we know?*

*The EPS has strengthened its working relationships with partner agencies and actively contributes to strategic and operational groups and networks across the education department, Children’s Services and the profession of Educational Psychology.*

The EPS continues to make a significant contribution to supporting the emotional wellbeing and mental health of children and young people through the delivery of casework, group-work, training and strategic work. Effective partnership working with schools and other agencies is central to this. The EPS has led the multi-agency Children and Young People’s Mental Health Planning Group which has undertaken a survey with a broad range of young people, re-designed the Youth Counselling Service and developed improved capacity to deliver mental health training such as ASIST and Scotland’s Mental First Aid – Young People (SMHFA-YP). Outcomes from the survey have informed the EPS development of an action enquiry project to implement a peer mentoring intervention in one secondary school. The EPS also led the revision of the multi-agency Self-Harm and Suicide Guidance for Staff Working with Children and Young People (2015).

The EPS also leads the development of mindfulness approaches across the authority through staff training and direct work with pupils. The service continues to support schools to build their capacity to embed approaches to developing positive relationships through the delivery of Nurture, Solution-Orientated Approaches, Restorative Approaches and Behaviour Support Strategies. The delivery of therapeutic interventions has been a key strand of service delivery over a number of years. Following self-evaluation this service has been streamlined and targeted towards the most vulnerable children and young people through partnership working with Social Work. Three EPs are training in EMDR and will link with the Social Work Youth Intensive Support Team in order to make this evidence-based intervention available to young people who are likely to have significant trauma-based needs.

The EPS has strengthened its links with the local CAMHS team through regular quarterly liaison meetings. This has resulted in a more effective and collaborative approach with CAMHS clinicians attending some planning meetings in schools and EPs more proactively communicating with CAMHS regarding the needs of individual children and young people.

*Our Sources of Evidence*

CYP Mental health  
Action plan  
Integrated Children  
Services Plan  
Minutes of CYP Mental  
Health Planning Group  
Meetings  
How Are You? Survey  
report  
SMHFA (Adult)  
evaluations  
ASIST Evaluations  
Youth Counselling Re-  
design  
Revised Self-Harm and  
Suicide Guidelines  
Training evaluations

Mindfulness training  
evaluations  
Mindfulness MSc thesis  
Training evaluations  
(BSS, Solution-  
Orientated, Attachment  
and Nurture and  
Restorative Practices)  
Promoting positive  
relationships and  
behaviour policy  
Exclusions data

<p>CAMHS have also shared data sets which have informed EPS self-evaluation through identifying the numbers of referrals to CAMHS and their degree of complexity by area of residence within the local authority.</p>	
<p><b>Key Outcome 5: We are working in partnership with the Quality Improvement Team and schools to improve the attainment of the most vulnerable learners</b></p>	
<p><i>How do we know?</i></p> <p><i>The EPS is working in partnership with the Quality Improvement Team to support the strategic and operational implementation of school improvement partnerships.</i></p> <p>A key outcome of the authority's Local Improvement Plan is to improve the attainment of the most vulnerable learners. The EPS plays a significant role in achieving this, through casework, training and strategic development work with the authority.</p> <p>The EPS, In partnership with the Quality Improvement Team, is providing excellent support and challenge to all primary schools and early learning and childcare centres to develop cross-cluster school improvement partnerships to raise the attainment of our most vulnerable learners.</p> <p>The EPS has delivered high quality professional learning to embed the role of ASD advisors, dyslexia advisors and nurture practitioners in all educational establishments, which has developed the capacity of staff to provide evidence based assessment and intervention to children and young people with additional support needs.</p> <p>Within schools the service continues to provide high quality support to school staff, children and parents, which supports the inclusion and achievement of children and young people with additional support needs. This support has had a major impact on the consistent achievement of low exclusions rates as well as decreasing numbers of learners requiring educational placement in provision out-with the authority. Exclusions within primary and secondary schools are the lowest of any mainland authority. Last session LAC exclusions were lower than mainstream.</p>	<p><i>Our Sources of Evidence</i></p> <p>Education Standards and Quality Report 2014-15 Attainment trends</p> <p>SIPP guidance SIPP CLPL evaluation CfE Action Plan 2016-19</p> <p>CLPL evaluations School Evaluations</p> <p>Exclusion statistics Out-with authority placement trends</p>

## How well do we meet the needs of stakeholders?

### Impact on Children and Young People

#### *How well are we meeting the needs of Children and Young People?*

*The EPS is providing a range of very effective services, in partnership with key agencies, which support the identified wellbeing needs of our most vulnerable children and young people.*

#### *How do we know?*

Improving outcomes for children and young people is at the heart of all service delivery. The EPS is having a significant and very positive impact on the wellbeing of children and young people, by providing a comprehensive range of services, which enable their needs to be met effectively. This is achieved through the delivery of five key processes:

- Consultation and advice
- Assessment
- Intervention
- Professional development and training
- Research and strategic development.

The service continues to have high visibility within educational establishments and a strong commitment to supporting children, young people and their families. All EPs adopt a very child-centred approach and provide very effective support and challenge to workers in other services to ensure that children and young people are included. Children and young people are highly valued and involved in decisions that impact on them. Annual school evaluations of EPS service delivery consistently report that casework (consultation and advice, assessment and intervention) and training and professional development have a very good to excellent impact on outcomes for children and young people. The service has continued to evaluate and improve its cluster model of service delivery with schools in order to ensure it provides a consistent and accessible service to children, young people, families and schools. Schools consistently evaluate this as a significant strength of the service. Service delivery is also prioritised towards supporting the transitions of the most vulnerable children and young people resulting in them and their parents feeling more self-assured and confident in transferring from early learning and childcare to primary and from primary to

#### *Our Sources of Evidence*

Annual school evaluations  
Authority Standards and Quality Report 2014-15  
Woodfarm Cluster  
Effective Transitions Review 2015  
Education Scotland Report: Eaglesham Primary School October 2014  
Glenwood, Our Lady of the Missions and Kirkhill Support and Protection  
Thematic Reviews  
CSE report (2016)

<p>secondary.</p> <p>A wide range of carefully researched and considered interventions is directed towards supporting the wellbeing and attainment of children and young people. This includes work in relation to Living Life to the Full, Bounce Back, Seasons for Growth, Mindfulness, addressing exam anxiety, transition group-work, VIG, Intensive Interaction and CBT-based approaches to promoting resilience. Schools are supported to gather evaluation information that identifies the impact of interventions for children and young people.</p> <p>Building the capacity of others to more confidently identify and support the emotional and mental health needs of children and young people continues to be a key driver for the EPS. Following self-evaluation through the Practice Level Agreement the service is piloting a new approach in one secondary school. Monthly mental health consultations are held with staff and EPs and Pastoral Support Staff are working together to co-deliver group-work interventions based on the identified emotional and mental health needs of pupils. The impact of this approach will be evaluated over time with a view to developing it in other secondary schools. The EPS, in partnership with the Princess of Wales Hospice and school staff, is also leading the development of guidelines for schools in supporting the school community following the death of a pupil. Following consultation, self-harm training has been delivered to partners, such as Young Persons Services and Enable Local Area Coordinators, who work with groups of vulnerable children and young people. This has increased their confidence and understanding of how to approach clients who are presenting with self-harming behaviours.</p> <p>The EPS continues to prioritise time towards supporting looked after children and young people and makes a critical contribution to assessing, planning and supporting their wellbeing needs. The service made a significant contribution to the development of the authority's Corporate Parenting Plan and has agreed key commitments to engage in further partnership working that will improve outcomes for looked after children and young people.</p>	<p>Intervention evaluations School evaluations EP self-evaluations</p> <p>Self-harm training evaluations</p> <p>Corporate Parenting Plan</p>
<p><b>Impact on Parents or Carers and Families</b></p>	
<p><i>How well are we meeting the needs of Parents, Carers and Families?</i></p> <p><i>The EPS is very effective in responding to the needs of parents and is working with partners to support those who are most vulnerable.</i></p>	<p><i>Our Sources of Evidence</i></p>

*How do we know?*

The EPS continues to be extremely responsive to the needs of parents. Communication and consultation with parents is a significant aspect of all EP casework, particularly at key transitions. EPs work closely with schools and early learning and childcare establishments and clusters to support their improvement priorities in relation to parental engagement e.g. McCready Family Centre Family Day and Williamwood Cluster Early Years Forum. The EPS makes a significant contribution to a range of authority strategies and approaches which are focused on supporting and engaging with parents (see above in What Key Outcomes Have We Achieved).

In January 2016 customer journeys with the EPS were a key aspect of the department's very successful Customer Service Excellence assessment. All of the customers spoken to expressed high levels of satisfaction with the services provided and the Assessor noted a very high degree of empathy for children and parents. It was also identified that the EPS puts consultation of customers and other stakeholders at the core of the way in which it works. The service's effective partnership working was also highlighted as being paramount to meeting the needs of its customers.

The EPS has clear channels of communication with parents, including consulting and sharing information with the Parent Council Chairs' Forum, service newsletters, leaflets and a very effective website. The development of local parent support groups such as the East Renfrewshire Dyslexia Scotland Parent Group and East Renfrewshire ASN Parent Action Group has been supported by the EPS through presentations and attendance at AGMs.

Supporting parents through building their capacity to nurture and develop their children and young people has continued to be a key priority for the EPS. Service self-evaluation identified that there needed to be a more refined focus on vulnerable groups of parents rather than the annual parent workshops, which were available to all parents. The parent workshops were redesigned in 2016 to be specifically targeted to the needs of children and young people with social communication needs/autism. This was based on positive evaluations obtained through testing out this approach on a smaller scale within the universal workshops in the previous two years. EP casework trends were also an indication that this is an increasing area of need. A needs analysis was carried out with parents of children identified as having social communication needs/ASD, to inform the content of each

Early Years Strategy  
Parenting Strategy  
Parent evaluations of  
McCready Family Day  
and Williamwood Early  
Years Forum parent  
sessions  
Authority Standards and  
Quality Report 2014/15

Customer Service  
Excellence Report (2016)

Parent Council Chairs  
Forum Minute 7.10.15  
Parent Council Chairs  
consultation pro-forma  
Service Newsletters  
Service Website  
Service Leaflets

Parent workshop  
evaluations  
EP new referral trends

<p>session. Retention rates over the four evenings were very high. Parents who participated provided very positive feedback which highlighted the impact of increasing their knowledge and understanding, developing new skills and sharing ideas with other parents. The workshops were delivered in partnership with staff from Carlibar Communication Centre and Isobel Mair School.</p> <p>The EPS, within the authority's Parenting Strategy, is also working in partnership with Mellow Parenting on the development of a programme for parents of children who have more complex additional support needs. It is widely recognised that existing programmes do not generally meet the needs of this vulnerable group of parents. The EPS will work with Mellow Parenting and local partners to deliver the programme in Isobel Mair School in 2017. The outcomes of this project will be reported to the Early Years Planning Group, part of Integrated Children's Services.</p> <p>The EPS has worked in partnership with Health Visitors and Young Persons Services to provide support to vulnerable mothers through the delivery of Enjoy Your Baby (a CBT-based approach to supporting mothers who may be at risk of post-natal depression) and resilience/attachment awareness and Mental Health First Aid training with young mothers. All of the parents who took part in Enjoy Your Baby reported improved mood, confidence and resilience following their involvement in the programme with some parents requiring a reduced level of support from the health visiting team. Health visitors were also able to take their learning from the co-delivery of the programme into their direct work on an individual basis with parents.</p>	<p>Mellow Ability presentation Mellow Ability working group minutes Early Years Planning Group Minutes</p> <p>Enjoy Your Baby Evaluation Vulnerable young mothers group evaluations</p>
<p><b>Impact on Staff</b></p>	
<p><i>What impact are we having on staff?</i></p> <p><i>The EPS team is highly motivated and engages in reflective practice that supports self-evaluation for improvement.</i></p> <p><i>How do we know?</i></p> <p>There is a high retention rate of staff within the service with a strong record of psychology assistants successfully applying to the training courses and subsequently becoming full time members of the EPS team. All EPs are highly committed to the service vision values and aims. Service improvement is a key objective for each member of the team and all are involved in evaluating and improving the service provided through the self-evaluation</p>	<p><i>Our Sources of Evidence</i></p> <p>Quality Folders Minutes of team meetings EP annual self evaluations</p>

<p>process and working in improvement teams. Each individual EP evaluates their work in partnership with schools through Practice Level Agreement review meetings and annual school evaluation questionnaires.</p> <p>Effective team work is a major strength of the service and is acknowledged through informal feedback from partner agencies, schools and authority management as well as EPs' own annual evaluations of their practice. Collaborative working within the team is a key strength through which skills are utilised across schools, clusters and the wider authority, EPS involvement with School Improvement Partnerships is a good example of this. EPs work very well together in teams to develop a range of training inputs for school staff and parents.</p> <p>The leadership of the PEP and DPEP supports all EPs to be very motivated and meaningfully involved in the development of the service. All EPs have key responsibilities to achieve outcomes within the improvement plan through actively collaborating with their peers in small improvement teams and reviewing progress at EPS team meetings. The PEP and DPEP provide consistent support and challenge through professional dialogue which drives ongoing reflection and evaluation. EPs develop their practice, professional knowledge and skills through participation in professional consultation sessions with management, observations of practice, bi-annual individual quality management reviews, team meetings, development sessions and team development days. Team and individual CPD activities are informed by the service improvement plan as well as individual needs identified through professional review and development. All staff willingly share practice across the team and recognise the need to ensure that training ultimately results in improving outcomes for children, young people and their families.</p> <p>EPs work collaboratively with the Quality Improvement Team through Practice Level Agreement meetings with schools, addressing challenging issues and situations that may arise in relation to specific children and young people and actively contributing to a range of key authority operational and strategic groups.</p> <p>Staff consistently report that they feel their views are actively sought and valued and they are empowered to take on leadership roles.</p>	<p>Minutes of team meetings Parent Workshops Staff resilience to stress events Action Enquiry Project Cluster activities Service Improvement Plan NQT training evaluations Central PSA training evaluations EP annual self-evaluation questionnaires Casework Professional Enquiry Pro-forma SIPP overview Overview of authority strategic/operational groups</p> <p>Practice Level Agreements</p> <p>Summary of EP annual self-evaluations Employee survey</p>
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## Impact on Local Community

### *What impact are we having on our Local Community?*

*The EPS is working very effectively with partners across the council to deliver services that have a significant impact on the Local Community.*

### *How do we know?*

Recent inspections by HMIE, as well as authority thematic reviews, in schools and early learning and childcare centres in East Renfrewshire have evaluated meeting learners' needs as very good or excellent in almost all schools. All schools report a high level of satisfaction with the quality of service received from the EPS across the range of key processes. The involvement of EPs in school self-evaluation and improvement planning through practice level agreements is well embedded and has led to closer articulation of service delivery with school improvement activities.

The EPS is integral to supporting schools with embedding the revised GIRFEC (Education) Framework. EPs support the effectiveness of Joint Support Teams in all schools and early learning and childcare centres. Schools consistently report that the consultation and advice given by EPs significantly contributes to partnership working that meets the needs of individual children and young people. All schools report that the work of EPs has a positive impact on children, young people and staff.

The EPS works in partnership with a Quality Improvement Officer, CAMHS and Social Work to support the newly established Youth Counselling Hub which manages referrals from schools and tries to ensure that the right service is available according to the needs of the young person.

EPs provide highly effective training on a wide range of topics that is negotiated with the authority, schools and partners. This includes authority-wide training delivered to NQTs and PSAs. Topics have included meeting learners' needs, GIRFEC, attachment and nurture, mental health and promoting positive relationships and behaviour. The training is highly valued by participants and enables them to improve their practice. The EPS also continues to lead and support professional networks of staff in Dyslexia, ASD, Behaviour Support Strategies and Nurture. This enables staff to better meet needs and supports a holistic and consistent approach across the council. Training is also delivered to multi-agency groups

### *Our Sources of Evidence*

Netherlee HMIE report  
 Eastwood HMIE report  
 Isobel Mair HMIE report  
 Glenwood thematic S&P review  
 OLM thematic S&P review  
 Kirkhill thematic S&P review  
 Annual school evaluations  
 Practice Level Agreements

Youth Counselling re-design specification

Training evaluations  
 NQT training evaluations  
 PSA training evaluations  
 BSS evaluations  
 Nurture evaluations  
 ASD Advisors evaluations  
 Dyslexia Advisors evaluations

<p>through the Child Protection Training Programme (e.g. attachment and nurture) and the council’s central Inside ER Learning programme (e.g. staff resilience to stress and Scotland’s Mental Health First Aid).</p> <p>The service continues to build effective partnerships with social work through its contribution to the Fostering and Adoption Panel, Kinship Panel, Corporate Parenting Planning Group and PACE as well as direct casework and multi-agency planning and intervention. Service commitments within the newly developed Corporate Parenting Plan will further strengthen its contribution to improving outcomes for Looked After Children. The PEP is also an active member of the Child Protection Committee and the Improving Outcomes for Children and Young People Partnership Group (Integrated Children’s Services Plan). Effective working between the service and other agencies, including the Health and Social Care Partnership is supported by its involvement in all five Integrated Children’s Services Plan working groups with the DPEP chairing the ASN Planning Group.</p> <p>The service collates and analyses performance to identify patterns of referrals at an individual school level as well as at the level of the local authority. This information is used to inform service delivery and contributes to the contents of practice level agreements with schools.</p> <p>Through partnership working, with Housing and Adult Learning, the EPS has lead Education’s contribution to supporting the resettlement of refugee families in the local community, including transitions to early learning and childcare centres and schools. The Depute Principal Educational Psychologist (DPEP) and educational psychology assistant have provided consultation, training and direct support to families, partners and schools. This has ensured that families are confident about the support they receive and their wellbeing and learning needs are being met.</p>	<p>Fostering and Adoption Panel Kinship Panel Corporate Parenting Plan Cooperate Parenting Planning Group Minutes Overview of authority strategic/operational groups Integrated Children’s Services Plan Chid Protection Committee minutes ICSP planning group minutes</p> <p>Referral data Quality folders</p> <p>CLPL evaluation VPR evaluation</p>
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**Impact on Wider Community**

<p><i>What impact are we having on the wider community?</i></p> <p><i>The EPS has significantly strengthened its partnerships across the wider community and is improving its impact on the development of Educational Psychology at a national level.</i></p> <p><i>How do we know?</i></p> <p>The EPS has significantly improved its links with the wider community since its previous HMIE</p>	<p><i>Our Sources of Evidence</i></p>
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<p>report in 2010. This has resulted in EPs becoming more outward looking through engaging with a wider range of partners including other EPS at both a local and national level. It has also further supported the capacity of EPs to be innovative and creative – the service actively seeks out and adopts best practice from national practice and research. This has supported the EPS to introduce interventions, such as the Early Years FAIAR, which have helped to build the capacity of other services, such as Family First, to support parents.</p>	
<p>EPs have presented at national conferences on service and authority work in relation to meeting the needs of learners with autism and supporting the emotional wellbeing and mental health of children and young people. One EP, in collaboration with EPs from other services has also presented on practitioner enquiry at the most recent annual conference for educational psychologists in Scotland.</p>	<p>2016 National Conference for Educational Psychologists in Scotland 2012 ACAMH Autism Conference 2014 CAPITA Conference Promoting the Mental Health and Emotional Wellbeing of children and Young People</p>
<p>The EPS contributes to national developments through participation in the National Action Enquiry Project, EP Practitioner Enquiry Network, ASPEP, ASPEP Executive, ACAMH Scotland Committee (the PEP represents ASPEP), BISSR, QEP (the Principal Educational Psychologist is an assessor and a member of the Qualifications Reference Group), Strathclyde MSc course and Dundee MSc course (the service is currently supporting the professional development of trainees from both training courses). The PEP also participates in a local benchmarking group with PEPs from neighbouring EPS. This has resulted in the sharing of ideas and approaches, particularly in relation to GIRFEC developments, mental health, service delivery and VSE. Two EPs from the service have also participated in the VSE activities of other EPS in relation to Nurture and Scotland’s Mental Health First Aid – Young People. The PEP is an Associate Assessor with Education Scotland and, in this capacity, has effectively contributed to two VSEs.</p>	<p>Action Enquiry Project Minutes of Service Benchmarking Meetings</p>
<p>The EPS website has also supported connections with the wider community as other EPS have been in touch to enquire about aspects of the website as an example of good practice.</p>	<p>Service Website</p>
<p>The service’s stronger local and national connections are further improving its capacity to look outwards and forwards. Its VSE will be strengthened through the participation of a number of EPs from neighbouring and further afield EPS as well as the director of the Dundee MSc training course.</p>	<p>Service VSE timetable</p>

## How Good is our Leadership?

### *How good is our leadership and approach to improvement?*

*The EPS approach to improvement is characterised by distributive leadership which builds a collegiate model of service delivery that supports the achievement of outcomes within the service improvement plan.*

### *How do we know?*

The Director of Education, Heads of Service and the Local Improvement Plan provide a very strong and coherent vision that enables the EPS to develop a very high quality service. There is an enhanced level of staffing to support the work of the service in achieving the authority vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. The Head of Education Services (Equality and Equity) provides meaningful support and challenge which enables the service to engage in effective self-evaluation that supports further improvement. There are regular meetings between the Head of Service and the Principal Educational Psychologist (PEP) and Depute Principal Educational (DPEP) to discuss strategic and operational issues. The PEP and DPEP are also active members of the Quality Improvement Team meetings and Annual Head Teachers' Conferences. Analysis of data trends and their implications for improving services are key features of these meetings. This ensures that the service is connected to wider authority developments and is positioned to contribute at their outset. The PEP and DPEP also participate, as part of a multi-agency team, in authority thematic Support and Protection Reviews of schools and early learning and childcare centres. The role and contribution of the link EP is evaluated in these reviews.

The PEP and senior staff demonstrate a clear commitment to improving the service and this is shared by all staff. The improvement plan is a working document which meaningfully guides and shapes the work of the service through key actions and targets. A very positive service ethos supports creativity and innovation within the team. The service management are approachable and open to change. Their leadership effectively develops people leading to empowerment that supports a collegiate approach across the team. There is an open door policy with effective two-way communication. Distributive leadership is a key feature of the service. The professional leadership of all EPs has been strengthened through the allocation of individual responsibilities within the service improvement plan. All EPs fully understand their roles and responsibilities and how they support service aims and objectives through planning and self-evaluation. Self-evaluation is a responsibility that is shared across

### *Our Sources of Evidence*

Minutes of team meetings  
Development day presentations  
EPS' annual self-evaluations  
Service Improvement Plan

Thematic Support and Protection Reviews –  
Our Lady of the Missions, Cross Arthurlie, Glenwood Nursery and Kirkhill

Service Improvement Plan  
Team Meeting Minutes  
Development Day presentations  
Annual EP self-evaluations

the team and all EPs engage in professional dialogue which supports their development as reflective practitioners. The PEP uses his knowledge of the team and the local context to effectively deploy service resources in order to achieve best value.

**How good is our capacity for improvement?**

*What is our capacity for improvement?*

*The EPS has very good capacity for improvement.*

*How do we know?*

- The EPS is an integral service within the Education Department and is very effectively supported and challenged by the Education Leadership Team
- All of the service’s key improvement priorities are closely linked to the Local Improvement Plan, Integrated Children’s Services Plan and National Priorities
- The EPS has developed a stronger national platform which is supporting it to look outwards and forwards
- Self-evaluation systems are effective and collaborative and ensure that there is a continuous focus on data and improvement
- The EPS is a reflective team that engages in effective professional dialogue that supports creativity and innovation
- The service is very well supported by the authority and has a stable and robust complement of staffing that is fit for purpose
- Distributive leadership is a key feature of the service which empowers all staff to effectively engage in improvement activities that meet the needs of stakeholders
- The EPS has developed very effective partnership within and beyond Education

**Strengths And Areas For Development / Key Challenges**

**Strengths**

- The EPS is an integral service within the Education Department and is very effectively supported and challenged by the Education Leadership Team. The service has a clear vision that is firmly embedded within local and national priorities and is fully supported by all members of the team
- There is clear synergy between service activity and the key priorities of the Education Department and wider

council. The EPS actively participates in a wide range of strategic and operational groups through which it makes a very effective contribution to achieving key authority objectives and outcomes

- There are very effective partnerships within and beyond education which deliver improved outcomes for learners and maintain children in families, local schools and communities. EPs contribute a holistic and contextualised view of the needs of children and young people that is highly valued in multi-agency contexts
- Excellent services are provided across the five key processes of consultation and advice, assessment, intervention, training and professional development and research and strategic development
- The EPS is highly valued by all schools and early learning and childcare centres and has very productive relationships with school staff which are characterised by effective support and challenge
- Service delivery is structured on a cluster basis which very effectively supports the transition and inclusion of the most vulnerable children, young people and their families
- EPS interventions are well-evaluated with a clear emphasis on impact
- All service research and strategic development is directly related to school improvement planning and local priorities e.g. School Improvement Partnerships, Literacy Strategy, Dyslexia developments, Action Enquiry Project, 0-6 Pedagogy, Promoting and Nurturing Early Communication and Language, Family First, the needs of Refugee families etc.
- Distributive leadership is a key strength of the EPS with all staff making meaningful contributions to service planning and self-evaluation. All EPs are effectively involved in strategic and operational groups at an authority-wide level
- All EPS staff very focused on continuous improvement with a clear emphasis on impact and outcomes for children and families
- There is a very positive service ethos that is supported through high quality supervision, training and planning structures
- The service has significantly strengthened its links with the wider community and has become more outward looking e.g. ASPEP executive, Action Enquiry Project, MSc training courses, QEP, Associate Assessor, Practitioner Enquiry Network, presentations at recent national conference, PEP benchmarking group etc
- EPs , through key partnerships, continue to deliver a wide range of approaches to address the mental health and wellbeing needs of children and young people through high quality staff development and support for the delivery of group and individual interventions

### **Areas for Development / Key Challenges**

- Ensuring that there is 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 increasing commitments to strategic development work and supporting school improvement priorities

- Streamlining the range of activities that the service is engaged with so as to ensure more sustainable impact over time
- Developing sustainable models of training to ensure we reach those who need it the most and it becomes embedded in their practice
- Ensuring that the service is able to meet the demands of increasing pupil numbers and the opening of new schools, such as St Clare's, as a result of house building within the authority
- Continuing to meet the very high levels of expectation of parents regarding the communication and support that they expect from the EPS
- 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 EPs continue to look inwards, outwards and forwards to inform improvements in their 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 difficulties and a gap in the provision of appropriate mental health services, particularly at Tier 2
- Supporting schools to maintain high levels of inclusive practice in a context of increasing pressure on resources
- Ensuring that EPS resources continue to be effectively targeted towards those children and young people who most need our intervention and support.

## What are we going to do now?

- Continue to strengthen our approaches to Prevention and Early Intervention so that we direct resources and efforts to intervene at the earliest opportunity and where they are need the most
- Continue to work in partnership with the Quality Improvement Team, to lead and support the development of School Improvement Partnerships and use collaborative enquiry methods to test and share what works for underachieving groups of learners
- Lead the authority's review of its Inclusion Strategy
- Work with partners to deliver key commitments within the Corporate Parenting Plan to ensure that we improve outcomes for East Renfrewshire's looked after children and young people
- Streamline the amount and range interventions and training that the EPS delivers in order to more effectively introduce an implementation science model that ensures longitudinal changes to practice that improves outcomes for children and young people
- Further develop effective ways of engaging with key stakeholders to inform service improvement
- Continue to effectively support schools and early learning and childcare centres to embed GIRFEC practices

and procedures

- Further develop partnerships that enhance our approaches to supporting the emotional wellbeing and mental health of children and young people
- Continue to develop our skills in using data to measure impact and inform improvement so that we are making the most effective use of our resources to support those children, young people and families who need it the most