



STIRLING EDUCATIONAL PSYCHOLOGY SERVICE

IMPROVEMENT PLAN 2017-2018

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i. INTRODUCTION & OVERVIEW

The Educational Psychology Service's (EPS) improvement plan provides an outline of the service's key improvement activities for 2017-2018 and of how our actions take account of local improvement priorities alongside those in the National Improvement Framework (NIF). The aim is to provide a manageable, measurable, annual improvement plan that demonstrates clearly how we will achieve progress towards local and NIF priorities.

In May 2017 our service went through a successful validated self-evaluation process (VSE) with Education Scotland. As a result, the outcomes from this process have influenced our planning and are reflected within the current improvement plan. Education Scotland's VSE report has been published and it can be accessed on Education Scotland's website:

<https://www.education.gov.scot/assets/contactorganisationinspectionreports/stirlingcouncilepsvse150917.pdf>

Our service is part of the ASN and Wellbeing Team, which sits within the wider Children's Service. The work of our service spans across the Children's Service i.e. the Schools, Learning and Education Team and the Children and Families Team.

We work at 3 levels: with children and their families, with schools and with the local authority, working collaboratively with a wide range of partners to contribute to the key aims and priorities identified from local and national agendas in relation to raising attainment and closing the poverty related attainment gap, to secure improved outcomes for Stirling's children and young people.

Our service has 5 core functions:-

- ❖ Consultation, Assessment, Intervention, Training and Research

We also have a statutory role (Education (Scotland) Act, 1980) to provide advice to teachers, parents/carers and the local authority in relation to children and young people who have additional support needs. All Educational Psychology Services across Scotland share the same core and statutory functions.

We provide input to each of the seven learning communities across Stirling, which consists of early years' establishments, primary and secondary schools along with our specialist provisions. Our work ranges from improvement work at a school or authority level and core work related to individual children and young people, working with those who know a child or young person best.

We actively contribute to, or chair, authority strategic groups and professional teams. For example: -

- Children's Service Strategic Group

- Resource Allocation Group
- GIRFEC Resource Group
- GIRFEC Locality Group
- Education's Senior Leadership Team
- Children and Families Senior Leadership Team
- Corporate Parenting Strategic Group
- Mental Health Steering Group
- Nurturing Approaches – Strategic & Operational Groups
- Early Years Strategic Group
- Children & Young People's Collaborative
- ASN Matters Group
- ASN Learning & Development Group
- ASN & Wellbeing Team & ASN & Wellbeing Extended Team
- ASN Youth Forum
- PEEP Steering Group
- Foster & Adoption Panels

Our service currently consists of one Principal Educational Psychologist and seven Educational Psychologists = 7.5fte, with 2 clerical staff and 1 trainee Educational Psychologist.



ii. VISION, VALUES AND AIMS

Our Service's vision, which contributes to the local and national context, is:

'Making a difference: using psychology to improve outcomes for children & young people.'

Our values are:

Equality, Excellence, Equity, Inclusion, Diversity, Integrity, Respect, Fairness, Collaboration, Early Intervention, Prevention

We aim to achieve our vision by:

- working collaboratively with a range of partners to support the needs of children and young people
- building the capacity of staff and partners in order to secure better outcomes for children and young people
- having the child or young person and their families at the centre of our work
- supporting those who know the child or young person best through a process of problem solving and identification of solutions
- using research evidence to inform best practice
- using a range of methodology to implement and evaluate key priorities such as implementation science, improvement methodology, practitioner enquiry, video interactive guidance (VIG) or video enhanced reflective practice (VERP)
- provide an equitable service to all by offering a service response to requests

iii. Local and National Context

Stirling EPS has taken account of the current local and national drivers aimed at closing the poverty related gap between the most and least disadvantaged children and young people and delivering excellence and equity for all children and young people.

Stirling's Local Outcomes Improvement Plan (LOIP) (currently being drafted) has 4 high level strategic outcomes set out to overcome economic, health, social and educational inequalities, ensuring that Stirling is a place where everyone can thrive:

- **Prosperous:** people are part of a prosperous economy that promotes inclusive growth opportunities across our communities
- **Healthy:** people are healthy and live active, full positive lives within supportive communities
- **Achieving:** people are skilled and supported to make a positive contribution to our communities
- **Resilient:** people are part of safe and caring communities within an attractive and sustainable environment

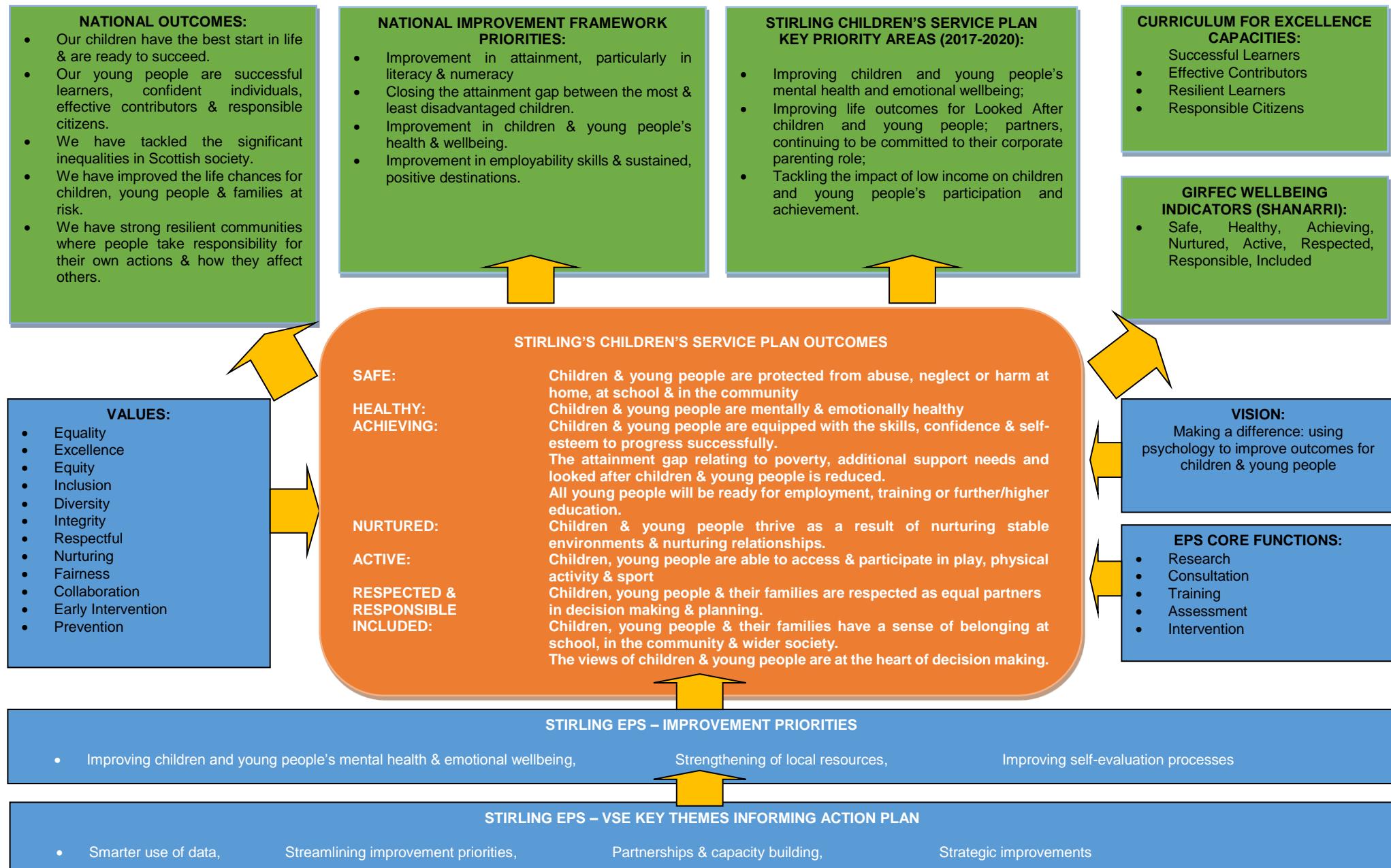
Stirling's Children's Service Plan (2017-2020) which contributes to the LOIP outcomes, is a plan developed for all children, young people and their families across Stirling to nurture, respect and be ambitious for their future. Within the plan there are 3 key priority areas:

- Improving children and young people's mental health and emotional wellbeing;
- Improving life outcomes for Looked After children and young people; partners, continuing to be committed to their corporate parenting role;
- Tackling the impact of low income on children and young people's participation and achievement.

The EPS has actively contributed to the development of the Children's Service Plan and has a key role in driving forward priorities, in particular 'improving children and young people's mental health and emotional wellbeing'. The Children's Service Plan has adopted the wellbeing indicators as the framework of outcomes for all Stirling's children, with improvement methodology as the main framework to evaluate whether a change is an improvement. Stirling's EPS' improvement plan contributes to the outcomes identified within the Children's Service Plan.

Diagram 1 overleaf outlines how the EPS' improvement plan 2017-2018 links to local and national priorities and outcomes, with the validated self-evaluation (VSE) themed action points strongly influencing the plan. There is a key focus on how the service contributes to learning and teaching using existing data sources available within schools and the local authority.

DIAGRAM 1: STIRLING EPS' IMPROVEMENT PRIORITIES LINKED TO LOCAL & NATIONAL PRIORITIES & OUTCOMES



The Schools, Learning & Education Team have outlined key objectives within their improvement plan for 2017-2018, of which the EPS will actively contribute to the following: -

1. Improved approaches to family learning and development of a parent and family support team.
2. Improved capacity to meet needs and lead practice improvement in ASN and SEBN specialist settings and services.
3. Review, develop and implement improvement processes for teams to work collaboratively to support children and young people in engaging with educational settings.
4. Improved practice across learning communities through learning and development and network approaches, to increase the successful inclusion of children and young people in their own schools.
5. Promote and support the use of new resources including the integrated approach to parent and family support and learning (leading further development of the GIRFEC delivery model).
6. Implement strategies to raise attainment and close the equity gap.
7. Foster a culture of strong leadership and teacher professionalism.
8. Increase inclusive youth participation and accredited voluntary opportunities for Stirling's young people.

The above objectives link specifically with 3 of the NIF priorities:

NIF Priority 1: Improvement in attainment, particularly in literacy & numeracy

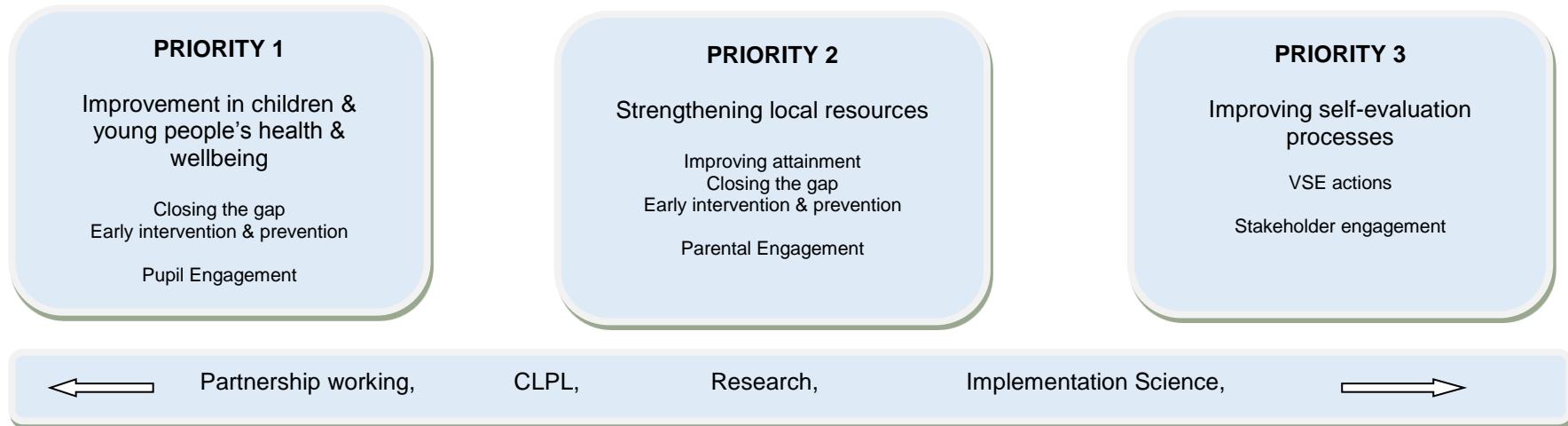
NIF Priority 2: Closing the attainment gap between the most & least disadvantaged children.

NIF Priority 3: Improvement in children & young people's health & wellbeing.

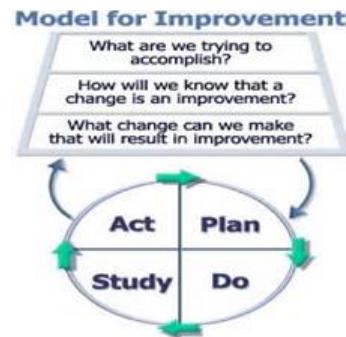
The Children's and Families Team's main priority for 2017-2018 is the strengthening of local resources, to support the return of Stirling's looked after children and young people back to their local community from out with authority placements. The EPS will contribute to this priority by supporting transition planning for children and young people as well as the development of Stirling's SEBN provision and supports.

iv. STIRLING EPS IMPROVEMENT PLAN 2017-2018

The improvement plan details how the service will deliver on three key priorities to raise attainment:



Stirling EPS' improvement plan adopts the Model for Improvement to track change over time and to evidence whether a change is an improvement. The model for improvement is embedded within each key priority and driver diagrams are available for each key action.



PRIORITY 1: Improvement in children and young people's health and wellbeing (NIF priority 2 & 3)					
DESIRED OUTCOMES (what change can we make that will result in improvement?)	ACTIONS (what are we trying to accomplish in order to achieve the desired outcomes?)	IMPLEMENTATION (key leads, how will we do it? timescale?)	BRAG KEY	MEASURING SUCCESS (how will we know that a change is an improvement?)	NIF DRIVERS
<p>Children & young people are equipped with the skills, confidence & self-esteem to progress successfully.</p> <p>Staff will evidence that a focus on resilience & wellbeing within the classroom/school, for children and young people has led to improvement.</p> <p>Partners will work collaboratively to improve children & young people's resilience.</p> <p>Children & young people's views will be taken account of in the planning process.</p>	To develop and implement a local strategy on improving children and young people's resilience and wellbeing, promoting positive mental health	<p>KEY LEADS – M Graham, A Boyd</p> <p>Develop a multi-agency steering group – resilience & wellbeing (Oct '17)</p> <p>Draft a local strategy (June '18)</p> <p>Develop a planning group of young people to be mental health champions (Nov '17)</p> <p>Support senior pupils in designing an event for young people to raise awareness & reduce stigma of mental health (Feb '18)</p> <p>Liaise with Education Scotland in relation to staff training on SMHFA (Dec '17)</p> <p>Provide Seasons for Growth training to staff ('17-18)</p>		<p>Increased participation of young people in decision making around the promotion of resilience & wellbeing e.g. mental health champions & school action plans.</p> <p>Staff will report increased knowledge & confidence in understanding & supporting children with mental health problems.</p> <p>Number of action plans implemented in secondary schools.</p> <p>Increased group work (e.g. on resilience, Seasons) being implemented in schools, led by partners and school staff.</p>	Teacher Professionalism Parental engagement Assessment of children's progress School improvement Performance information

PRIORITY 1: Improvement in children and young people's health and wellbeing (NIF priority 2 & 3)					
DESIRED OUTCOMES (what change can we make that will result in improvement?)	ACTIONS (what are we trying to accomplish in order to achieve the desired outcomes?)	IMPLEMENTATION (key leads, how will we do it? timescale?)	BRAG KEY	MEASURING SUCCESS (how will we know that a change is an improvement?)	NIF DRIVERS
<p>Children & young people are equipped with the skills, confidence & self-esteem to progress successfully.</p> <p>Staff will evidence that a focus on nurture principle within the classroom/school, for children and young people has led to improvement.</p> <p>Partners will work collaboratively to improve children & young people's resilience.</p> <p>Children & young people's views will be taken account of in the planning process</p> <p>Parent-child relationships improve</p>	To implement the authority strategy for nurturing approaches in identified establishments	<p>KEY LEADS – D Lee, K Scott, M Graham, H McLean (VIG/VERP)</p> <p>Identify key schools for implementation (Sept '17)</p> <p>Develop a steering group & an operational group & identify membership (Nov'17)</p> <p>Support schools in drafting an implementation plan (Nov '17)</p> <p>Training framework (Kirkpatrick) to be adopted for all training in nurturing approaches (Nov '17)</p> <p>VERP to be piloted in two early years establishments ('17-'18)</p> <p>Identified schools to use a PDSA to evidence improvement ('17-'18)</p> <p>Use of VIG for 1:1 work (parent: child attunement) ('17-'18)</p>		<p>Qualitative and quantitative data e.g. use of questionnaires & focus groups, training evaluations using Kirkpatrick, use of PDSAs, Education Scotland's Self-Evaluation Framework, VERP</p> <p>Increase in health & wellbeing indicators based on existing tools used within schools e.g. SDQ, Stirling's Wellbeing Scale, Wellbeing Web, NME mini-maps</p> <p>Number of implementation plans drafted and % of progress in implementing actions.</p> <p>Training & VIG evaluations from staff will demonstrate an increased percentage of knowledge being embedded within classroom practice (behavioural change) e.g. through the use of a classroom observation profile or an attunement profile.</p> <p>Increased use of tests of change in identified establishments will be evidenced.</p> <p>Evidence of children & young people's views evident in school planning.</p>	Teacher Professionalism Parental engagement Assessment of children's progress School improvement Performance information

PRIORITY 2: Strengthening local resources (NIF priority 1, 2 & 3)					
DESIRED OUTCOMES (what change can we make that will result in improvement?)	ACTIONS (what are we trying to accomplish in order to achieve the desired outcomes?)	IMPLEMENTATION (key leads, how will we do it? timescale?)	BRAG KEY	MEASURING SUCCESS (how will we know that a change is an improvement?)	NIF DRIVERS
Children's early learning skills will be within the developmental norms for their age	By June '18, targeted children whose parents are being supported by practitioners implementing the PEEP Learning Together Programme, will improve their early learning skills to within the developmental norms for their age	KEY LEADS – M MacKenzie, H McLean Support PEEP practitioners through steering group & PEEP forum ('17-'18) Increase opportunities for staff and parent learning opportunities e.g. City and Guilds ('17-'18) Provide VERP as a tool for staff to reflect on practice		Increase in developmental domains (using the Ages & Stages Questionnaire). Evaluations from practitioners - improved knowledge of PEEP, increased confidence in delivering PEEP (use of VERP) Increased number of parents/carers participating in PEEP. Increased parental efficacy using the TOPSE.	Teacher Professionalism Parental engagement Assessment of children's progress School improvement Performance information
Positive attunement between identified parent/carers and their children				Model for improvement – PDSAs	
Practitioner confidence and skill in delivering PEEP				Staff evaluations – evidence of behavioural change in classroom or school environment (based on project topic)	
Probationer Teachers/Children's Service staff effectively use an action research approach within their practice	Embed a practitioner enquiry approach into education's leadership framework. Promote an action enquiry research approach within Children's Service.	KEY LEADS – M Duncan, M MacKenzie Deliver practitioner enquiry sessions to all of Stirling's probationer teachers ('17-'18) Embed practitioner enquiry as an approach within key themes e.g. nurturing approaches			

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Children and young people will be reintegrated to their local communities. We have improved the life chances for children, young people and families at risk Education establishments will be confident in supporting children and young people with complex profiles of need	Multi-agency working will ensure that robust assessments & analysis of need supports positive outcomes for children and young people (through TACs, GLG and RAG) 	KEY LEADS – EP Team, M Graham & D Lee (SEBN, GLG, RAG) Continued development of forums e.g. Resilience & Wellbeing steering group, nurturing approaches groups, GLG & RAG developments ('17-'18) EPS contribution to Enhanced Foster Service Supports (2018) Contribute to the transformation of SEBN services e.g. developing a framework of intervention, improved partnership working to increase longer term sustainability of interventions, staff training in nurturing approaches & NME		Increased number of children & young people reintegrated to their local communities through annual RAG reporting. Increased number of pupils reporting improved resilience and wellbeing e.g. SDQ, wellbeing web. Reports from staff on increased confidence in supporting children & young people with complex profiles of need – audits, forums.	Teacher Professionalism Parental engagement Assessment of children's progress School improvement Performance information

PRIORITY 3: Improving EPS self-evaluation processes (NIF priority 1, 2 & 3)

DESIRED OUTCOMES (what change can we make that will result in improvement?)	ACTIONS (what are we trying to accomplish in order to achieve the desired outcomes?)	IMPLEMENTATION (key leads, how will we do it? timescale?)	BRAG KEY	MEASURING SUCCESS (how will we know that a change is an improvement?)	NIF DRIVERS
<p>EPS will evidence improved leadership capacity</p> <p>The EPS' will demonstrate a key lead role within the Children's Service Plan to improve outcomes for children</p> <p>Children's Service staff will have a greater understanding of the EPS roles & frameworks used</p> <p>Improved reporting of existing data (impact and outcomes) within schools and authority will be evident in the EPS' annual SQR</p>	<p>EPS' ongoing self-evaluation with stakeholders/partners to effectively inform of the impact on improved outcome for children and young people.</p> <p>Actions identified by the VSE process will continue to be implemented and reviewed.</p>	<p>KEY LEADS – M Graham & EP Team</p> <p>VSE action plan developed (Sept'17)</p> <p>Leadership programme to be developed (Dec'17)</p> <p>Communication strategy to be drafted & development of a blog and Twitter (Nov '17)</p> <p>Working groups on consultation and on training evaluations (Dec'17)</p> <p>Ongoing collaboration with other EPS for identified pieces of work e.g. consultation ('17-'18)</p> <p>Identify lead EPs for pupil participation & parental engagement</p> <p>Active input to Children's Service Plan ('17-'18)</p>		<p>Annual Standards & Quality Reporting (SQR)</p> <p>Stakeholder/partner engagement to gather feedback</p> <p>Use of existing data sources e.g. CfE, HGIOS, attendance, exclusions</p> <p>Numbers accessing information on website, blog and Twitter</p> <p>Data reporting to Children's Service strategic group</p> <p>Collaboration with Education Scotland & reporting on progress with VSE actions</p> <p>EP feedback on leadership developments and opportunities</p>	<p>Teacher/EP Professionalism</p> <p>Parental/Pupil engagement</p> <p>Performance information</p> <p>EPS improvement</p>

A BRAG key has been used to highlight the progress of each action.

Completed	Delayed	In Progress	Not Yet Started
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