

## Appendix 3

Service self-evaluation summary

Name of EPS:	<u>Inverclyde Educational Psychology Service</u>
Name of education authority:	<u>Inverclyde</u>
Date of completion:	<u>31 March 2015</u>

<u>What key outcomes have we achieved?</u>
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## Vision for Inverclyde – the Inverclyde Context

The vision set out in the Single Outcome Agreement – Best Start in Life and Corporate Statement for Inverclyde is:

### **‘Getting it Right for Every Child, Citizen and Community’**

In developing a ‘Nurturing Inverclyde’ approach Inverclyde Council has adopted a series of wellbeing outcomes, which have been adapted and expanded from ‘Getting it Right for Every Child’ covering the core areas of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI). This means that the Council will work, in partnership, to create a confident, inclusive Inverclyde with safe and sustainable, healthy, nurtured communities, within a thriving, prosperous economy, with active citizens who are resilient, respected and responsible – able to make a positive contribution to the area. The vision is to ensure that everyone has the opportunity to have a good quality of life, good mental and physical wellbeing. This approach puts the child, citizen and community at the centre. The outcomes are expected to inform how services evaluate themselves in relation to the wellbeing outcomes.

### **Inverclyde Educational Psychology Service (IEPS) Vision**

Operating as a statutory service within the context of Inverclyde Council and in particular the Education Services, IEPS has vision of:

*Improving the impact of the educational psychology service on the outcomes for all 1 children and young people in Inverclyde by adopting and developing a universal and inclusive service delivery model.*

The activities of the service are clearly focused around the concept of a ‘Nurturing Inverclyde’, and explicitly linked with this corporate vision.

### **Education Service Strategic Priorities**

In setting out to achieve this vision for 2013-2016 IEPS has placed particular emphasis on the development priorities set by the Corporate Directorate Improvement Plan (CDIP) 2013-2016 and SOA 6 – Best Start in Life.

IEPS has aimed to make a significant contribution to the following Corporate Directorate Improvement Plan strategic objectives

- Continuing to promote attainment and achievement for Inverclyde’s young people
- Building the capacity of our stakeholders to promote positive relationships
- Continued implementation of the Curriculum for Excellence across the 3-18 age groups
- Implementation of legislative changes falling within the remit of the Directorate (i.e. Additional Support for Learning, Equalities Act 2010 and Children & Young People’s Act 2014)
- Achieve service improvements through greater emphasis on Self Evaluation.
- Continuing effective and productive partnership working across all areas of the Directorate to best serve the people of Inverclyde

<sup>1</sup> All children attending local authority provision and/or those provisions within which the Local Authority has placed children or young people.

- Promoting and supporting inclusion
- Maximising the use of local resources to best meet the additional support needs of Inverclyde's children and young people

### **How good is our Educational Psychology Service?**

HMIe inspection in 2010 identified the following key strengths

The service had:

- developed strong leadership with the support of the authority and had established a clear sense of direction with a sound understanding of its own strengths and areas for improvement
- made a very promising start in re-designing the service to improve its impact on those who use it
- established strong and trusting relationships with parents/carers and children and young people; and
- initiated the process of developing a robust operational planning framework linked to corporate objectives.

The main points for action were identified as the following.

The service should:

- take steps to develop a more universal approach to its work
- put in place a robust self-evaluation framework to ensure continuous improvement and consistency of practice
- become more responsive to the needs of the local community by better identifying the areas where educational psychology can be most effective; and
- build staff capacity to enable them to play a full part in the delivery of the full range of EPS to the local and wider community.

### **Progress since Inspection in 2010**

During the period 2010 until April 2015 scrutiny of all EPS in Scotland by HM Inspectors was through the Shared Risk Assessment process to ensure a more streamlined assessment of risk and scrutiny thereof. HM Inspectors continued to engage with Inverclyde EPS and the education authority to help to support and challenge IEPS self-evaluation. A follow up visit from the Link Inspector stated that the service had made very good progress with the key points for action and this information was fed into the Shared Risk Assessment process for the Council. In terms of scrutiny, IEPS was considered through that process to be a low risk service.

The feedback from the inspection process, both written and verbal was incorporated into the service improvement plans 2010-2011, 2011-2012 and elements have continued to be included in the 2013 – 2016 plan as required. In the design of the improvement plan the service has broad strategic priority headings which relate to corporate and directorate objectives as well as areas which pertain to the ensuring quality standards of an educational psychology service.

Beneath the strategic objectives the specific actions which the IEPS undertake in relation to these strategic priorities are identified. In addition to maintaining a quality service for stakeholders, IEPS has worked specifically in relation to developing the capacities of children to achieve its vision a variety of initiatives which will be described in some detail.

IEPS has continued on its developmental journey towards optimising the service's level of impact for all children and young people in Inverclyde. Training and development by the educational psychology team has thus become a major feature of our work, with consistently high ratings achieved in our feedback from stakeholders on our delivery, and more importantly its effectiveness. Increasingly education staff approach the service for a range of training both at the individual educational establishment level as well as at the authority wide level. In the planning of training there requires to be a clear rationale for the request from our partners and where it both fits with their improvement plan activity as well as the how the development opportunities will be embedded and sustained within the establishment.

Increasingly the service is moving forwards a model where implementation science is used as an overarching framework for planning effective outcome focused interventions in establishments. This places an emphasis on embedding change ensuring it is linked to establishments' improvement planning processes. There is a focus on impact for children young people and their families

The service staff team has continued to keep up to date in relation to their own training and development needs to ensure that educational psychologists can provide support and advice to colleagues in education, social work and health services based upon research findings regarding the most appropriate, evidence based practice.

The following approaches lie at the centre of the development work from IEPS over the period 2010 to 2015 as detailed in both the CDIP and the service's own improvement plan.

### **Restorative Approaches**

As part of the authority's Positive Relationships, Positive Behaviour Strategy, and the PRPB interagency authority group chaired by members of the IEPS, IEPS offered a series of twilight training in Restorative Approaches via the Gateway system, to interested staff. This followed on from a whole cross authority launch, organised by IEPS and delivered by personnel from Education Scotland. Representatives from CHCP, the LAAC team, Sports, health and outdoor learning, the Quality Improvement Team, Community Learning and Development and Strathclyde Police were all invited to attend.

The level of interest was high across establishments. In order to pull the training together in a consistent manner, a 3 year plan was developed. The plan drew from implementation science and also considered the capacity of IEPS to deliver and support all establishments across the authority in terms of delivery and support. The model for delivery has changed over the 3 years, based on ongoing evaluations and individual needs.

### **Evaluation**

We are currently continuing to evaluate the impact of the training and follow up with children, young people, parents and staff. Following the collation and analysis of this information, the structure and purpose of the training was changed to meet identified need.

## **The Nurturing School**

### **Key achievements to date**

- A multi-agency group has been established by IEPS and chaired by the Senior Educational Psychologist, including Quality Improvement Officer, Barnardo's Nurture Service teacher, Main grade Educational Psychologist, 4 Heads of Establishment (primary), 4 nurture class teachers (primary) & one secondary colleague (pending)
- Development & delivery of training sessions, from members of the group to establishment staff, which has formed the basis of the Inverclyde Nurture Support and Development resource
- Creation of the Inverclyde Nurture Support and Development resource with implementation processes a key tenet, centred on evidence based understanding of improvement, to support its contents in becoming embedded in the practices of Inverclyde's education establishments
- Roll out of the resource in its draft format to significant managers for comment. Adaptations made on the back of comments received
- Creation of a key section of the resource that seeks to evidence impact and outcome in order to inform future improvement over time

### **Improving Literacy through Reciprocal Teaching**

As part of the Scottish Government's literacy hub initiative IEPS worked in partnership with West Dunbartonshire and Renfrewshire EPS to pilot Reciprocal Teaching in identified primary schools. The evaluation of this 2 year project (2012-2014) indicated a consistent improvement in both pupil reading comprehension and in the development of higher order skills in pupil ability to analyse and evaluate text. .

Notre Dame High School is currently piloting Reciprocal Teaching within the S1 and S2 English classes following a workshop co-delivered by educational psychologist and the Principal Teacher. An action plan has been written to take forward plans for reciprocal teaching within the school. IEPS is currently carrying out an audit of schools using the approach to ensure implementation and sustainability across the authority.

### **Evaluation**

Key elements of the approach which have led to gains in reading comprehension include; professional dialogue, peer support and commitment from SMT; close collaboration between experienced teaching staff and educational psychology staff with ongoing coaching in line with implementation science, tracking and monitoring of experiences and outcomes. An audit of schools currently using the approach is being carried out by IEPS to identify the level of support required within each cluster to build capacity for peer learning.

Development work will extend into using Reciprocal Teaching across the curriculum within primary and secondary schools. Further evaluation activity will include pupil focus groups and interviews with class teachers to measure the impact and outcomes of the approach. Planning will take place to broad the approach into the Early Years and Additional Support

Needs schools, and to deliver training to senior pupils in the secondary school to use the approach as part of the Paired Reading programme to develop higher order thinking skills.

### **Educational Psychology Service and the Early Years Collaborative**

The Senior Educational Psychologist and Principal Educational Psychologist are members of the 'away team' for the Early Years Collaborative (EYC). This is a key aspect of the Scottish Government's agenda, across all 32 Community Planning Partnerships, that seeks to: evidence improvements in outcomes in relation to reducing inequality for Scotland's most vulnerable children: shift the balance from reactive to proactive public service delivery through early intervention: create a model that can sustain change until 2018 and beyond.

In order to achieve these goals the EYC has adopted an improvement model based on the Plan do Study Act process (PDSA). This has been adapted for local use by the strategic Inverclyde Nurturing Collaborative Group in collaboration with Scottish Government improvement advisors. Three key change areas have been chosen for Inverclyde: family engagement: Attachment & Child Development: addressing child poverty through income maximisation.

### **IEPS test of change**

IEPS has one test of change that is ongoing in Clydeview Academy that focuses on Attachment & Child Development. It is also linked to the local authority Nurture Support and Development Resource and is part of the wider implementation of nurturing approaches in Inverclyde. Three sessions have been created on attuned interaction, which are being evaluated using the improvement model.

Key improvements achieved to date. Three lessons have been created on attuned interaction. Three staff members have been trained on attachment, attunement and the lessons: the lessons have been delivered to one S5 class and evaluated. The programme will be adapted as required as result of the feedback and the programme will be upscaled, as per conventions of the EYC.

### **The implementation of Solution Oriented Approaches**

During secondment to Education Scotland and in collaboration with Depute PEP Solution Oriented national training materials were updated and reviewed. This incorporated the national practice model and well-being indicators within the solution oriented meeting structure.

In line with national policy (better relationships, better learning, better behaviour) and local policy (Positive relationships, Positive behaviour), training in running solution oriented meetings was delivered to all teaching and support staff in two of Inverclyde's ASN schools. The head teachers plan to use the structure and process for running pupil review meetings in school.

A key focus has been working with staff in our ASN establishments to not only use an SO structure for their meetings, but to represent with voice of children. young people and their

families in a meaningful way in the meetings. This has involved training with school staff, parents and young people.

### **Evaluation**

Schools are using the structure for a variety of meetings. Verbal feedback at the end meetings indicates that participants have found the structure and process useful. Plans are to have a more systematic framework for gathering evaluation data. Feedback from partners is going to be gathered about the structure and process, as well as outcomes from meetings.

### **GIRFEC implementation**

The Educational Psychology Service in 2011 were asked to lead an interagency review of the implementation of GIRFEC and Integrated Assessment Framework. The evidence indicated that the authority had well established IAF processes and procedures based upon the National Practice Model and wellbeing indicators which had involved multi agency training. However, almost always the Lead Professional were Social Work personnel. Education and Health professionals, whilst contributing to the plans, were not using the National practice model to assess and plan needs. Plans were also not sufficiently outcome focused.

In 2012 managers from Education (Principal Educational Psychologist was the lead from Education), Health and Social Work (CHCP) took forward interagency development in preparation for the implementation of GIRFEC in 2016. 3 workstreams were set up National Practice Model, One Child's Plan and Lead Professional. In tandem during 2012 -2014 Single agency development work in Education was taken forward by the Principal Educational Psychologist and Head of Service for Inclusion. GIRFEC champions for each establishment were identified and provided with input to support the development of GIRFEC to further develop the practice in educational establishments.

### **Evaluation**

In 2014 managers leading the workstreams decided to further develop the work and refocus with a more robust project management approach in order to impact upon the systems and processes change requirements. A proposal re modus operandi was taken to the SOA6 Best Start in Life and signed off by the partners. Working groups have been re-established to progress the next stages of GIRFEC preparation. The two workstreams are Single Planning Process and Named Person Service. IEPS members are key contributors to the groups and the PEP leads the Named Person Service group.

Work on the Child's Plan by the interagency group designed a template which was generally agreed to meet the needs for information gathering and planning. The SEEMIS development Childs Plan working group have identified volunteer educational establishments to pilot the process. The SEEMIS version matched many of the areas which staff would wish to have on the plan and given that there were opportunities to influence the final versions of the SEEMIS child's plan. .

### **ASN Monitoring Forum – tracking and monitoring**

The ASN Monitoring Forum is an interagency group which seeks to ensure that provision to meet the additional support needs of children and young people within the least restrictive environment possible, and promotes inclusive education. This is in line with Inverclyde Council's Policy on Inclusion, that the majority of pupils in Inverclyde are supported in their mainstream establishments. The aim of the Forum is to ensure targeting of resources and has established a tracking process regarding effective intervention and impact. The Principal Educational Psychologist chairs the Forum jointly with a Quality Improvement Officer. IEPS take a lead in the interrogation of the data which is produced through tracking the outcomes from the Forum are recorded in an annual report regarding recommendations/decisions on type of resource/ support identified, sector, range of needs amongst other data. The process has acted as an audit of needs and potential professional development areas. It also offers opportunities to consider the potential for changes and developments in provision across agencies and is currently being used as part of data for informing support service review.

### **Reduction in Out of Authority educational day placements**

The IEPS has played a key role in achieving the council's aim of ensuring that most of the children and young people from Inverclyde are educated in Inverclyde. The IEPS is working in conjunction with the Heads of Service Education Planning and Culture and Children and Families, Youth Justice CHCP to achieve a reduction in out-of-authority day placements through the development of appropriate educational provision within the authority and having well-targeted interventions. The number of out of authority day placements has significantly reduced.

### **Mentors in Violence Prevention (MVP)**

Inverclyde Council took part in the national pilot of the MVP programme in 2012-2013 in Port Glasgow High School and St. Stephen's High School. This pilot was supported by key staff within St. Stephen's High School, Port Glasgow High School Community Campus and Graham Goulden, Chief Inspector from the Violence Reduction Unit. The pilot was evaluated by St. Andrews University and highlighted positive changes in attitudes following intervention. The MVP programme is a mentor led initiative which is delivered by 5th and 6th year mentors to S1 /S2 pupils (Katz, 1990). The programme is designed to provide bystanders to violence with a positive and proactive role in supporting and challenging peers while keeping them safe within their community.

### **Current Developments 2014-2015**

The MVP Implementation Group was formed in January 2014 to continue the delivery of MVP across all secondary schools and to develop a sustainable training model for MVP. Membership of the MVP Implementation Group includes staff from St. Stephen's High School, Port Glasgow High School, Community Learning and Development, Safer and Inclusive Communities, Violence Reduction Unit and is led by IEPS.

An inter-agency MVP Training Team has been formed involving education, CLD, safer communities and educational psychology. Two IEPS team members have been trained as trainers to develop the MVP programme.

An MVP Award Ceremony, funded by the VRU, is planned for March 2015 to celebrate the achievements of young people involved in this programme. This will be a community event involving staff, mentors, families and friends from Inverclyde Council.



### Overarching strengths

There is a clear, shared vision across the whole team of our key values which influence the type of service we deliver. Our planning and delivery of service is in line with the authority vision of Getting it Right for Every Child, Citizen and Community as well as national and local government agendas.

A number of our educational psychologists sit on national groups - Scottish Advisory Group on Behaviour in Schools (SAGRABIS), Mentors in Violence Prevention (MVP), ASPEP Executive – and contribute to and understand the national agenda. Members of the team have also presented at a variety of national conferences – Better Behaviour, Better Learning, Division of Educational and Child Psychology (BPS), Restorative Approaches.

We are involved in joint work with educational psychologists in other authorities - West Dunbarton, Renfrewshire, Glasgow – and some of our team are national trainers in MVP.

Team members hold a number of leadership roles across the authority and there is clear distributed leadership across the team.

IEPS as a whole has a strong focus on equality. Prominence is given to the voice of the child, young person and their family and this is promoted in our work across all partners. The team is valued by senior management in education, CHCP and the 3<sup>rd</sup> sector and we work collegiately where possible.

The team are currently involved in a range of interventions and have a lead role within the authority in relation to the following:

- Restorative Approaches
- Solution Oriented Approaches
- Nurturing approaches
- MVP
- On Edge
- Responses to critical incidents

### Key interventions for long term impact

#### Early Action

In line with the Christie Commission recommendations, IEPS is increasingly concentrating on the development of early action initiatives.. A common thread running through effective early action projects in Inverclyde is the importance of the human relationship between the person providing and the person using the service. There is considerable evidence that these relationships are not just nice-to-have, but often a critical component of success. The concept of nurture and a 'Nurturing Inverclyde' is predicated upon the importance of valuing self and others to be able to grow, develop and achieve. Hence IEPS's strong commitment to the nurturing agenda and strengths based approaches and capacity building to ensure sustainability. Where targeted at suitable priorities, this can be an important means of sharing the specialist expertise, knowledge and skills of educational psychologists.

Key Challenges

The financial pressures are a key challenge for all councils and notably the impact on delivering early action/ preventative initiatives as well as responding to significant challenging case-led situations. Since the time of the previous inspection the Inverclyde Educational Psychology Service has reduced in staffing by 0.5FTE from a complement of 8.5 FTE.

The activity of the service can clearly be identified as aimed at closing the gap. The opportunities which are being afforded Inverclyde Council through the Scottish Attainment Challenge opens up further key areas for the service to be further focusing upon and thus the challenge of prioritising activity for the service in the context of the ongoing competing demands.

There are already established high quality partnerships which are being used effectively to improve experiences and outcomes for children and young people To further improve and develop policy and the authority intends to integrate the Integrated Assessment Framework and Staged Assessment and Intervention – ‘One Child – One Plan’ across the Council. The aim would be to ensure that the quality and consistency of the planning and intervention across the authority is fully aligned with the principles of GIRFEC. IEPS will have a major role in the ongoing development and delivery aspects of this.

The development and delivery of training materials has been a significant part of the service delivered by the team. Establishments rate the training highly and report that they are implementing the approaches within their establishments. . A key challenge for the team is to validate this information. We need to know more about the quality of what is happening, about the difference is it making to children, young people and their families, how we source school’s self-evaluation data around this and link more effectively with our QIO colleagues.

Areas of strong practice

Following the HMIE inspection report on Inverclyde Educational Psychology Service, the service has continued to make good progress with a clear modernisation agenda strategically targeted at meeting the needs of all children and young people within Inverclyde Council.

Staff in IEPS work closely with establishments and partners across the authority to take forward an establishment improvement agenda in line with national and local policy focused on relationships and behaviour.

Individuals from the team are members of national strategic groups for example MVP, SAGRABIS, GIRFEC, ADES, and Virtual Staff College Strategic Leadership Development – coaching role with neighbouring authorities leadership development. This is both evidence of a commitment to keeping the service informed of current developments and recognition of the quality of the contribution that the educational psychologists from Inverclyde can and do make.

Many individual team members have taken significant leadership roles across the authority and are a central part of key authority developments. For example the Health and Wellbeing Group, PRPB strategic group, EYC home team and Strategic Leadership Development

groups at a local level.

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

Where are we now?

#### **Meeting the needs of vulnerable children and young people**

IEPS is a key player in supporting Inverclyde Council in meeting the needs of vulnerable children and young people. A current thrust for the service is in working with social work and health colleagues to prepare and implement Adoption Support Plans which have arisen from the 2009 regulations from the Adoption and Children (Scotland) Act 2007. This duty requires careful planning and on-going support for children who have been adopted both within and outwith the Inverclyde area.

The IEPS also has responsibility for monitoring the appropriateness of educational placements for vulnerable children and young people in out of authority schools. This includes both purchased placements and other local authority placements. Part of this role is in relation to meeting the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 and 2009. This involves preparing co-ordinated support plans (statutory documents) for children where appropriate, as well as monitoring and review.

#### **Improving Outcomes for Looked After Children and Young People**

In March 2011 the Council's Head of Educational Planning & Culture and the Principal Educational Psychologist began a series of annual visits to individual educational establishments within the authority focussing upon the issue of exclusion rates, and exclusion rates of Looked After children and young people in particular.

A presentation was prepared for each school outlining their own situation with regard to exclusions both for all pupils and for those who are Looked After. Overall statistics were also provided to contextualise the position of each school within the authority generally, or the sector (primary, secondary, ASN)..

Many of the schools had zero exclusions for a number of years, and a significant number had no exclusions of Looked After children and young people. The visits to these establishments were used as opportunities to discuss good practice and successful alternative strategies with Head Teachers and to consider how practice in these establishments could be learned from by other establishments. From this there were opportunities from Senior Managers from some schools to go on sharing practice visits. It also informed the support and development needs for the individual establishments and also to identify the strategic developments that were required as well as areas for IEPS to make its contribution and impact. This process also helped inform the support and development needs of individual establishments at a more strategic level. This was also included in the planning with IEPS.

Exclusion figures have reduced by 23% and important next steps are aimed at sustaining the reduction in most of the educational establishments. Numbers of LAC/LAAC pupils excluded has reduced.

### **Corporate Parent Role**

IEPS has a specific role in relation to corporate parenting. Two IEPS team members are part of the authority's fostering and adoption panel and are involved in advising on post adoption support plans for children from Inverclyde who are placed with adoptive families. IEPS have also led on a paired reading project for primary aged children living with foster carers as well as the introduction of Letterbox to develop literacy. This work was carried out in collaboration with the children's librarian, social work staff and foster parents. Future plans are to extend the project targeting all children and young people who are looked after (both at home and away from home).

How do we know?

### **Customer/ Stakeholder Expectations**

The service carries out focus groups with partners and through telephone surveys with parents and carers. There are annual service level agreement documents to forward plan and evaluate our work in educational establishments.

What are our next steps for improvement?

### How good is our leadership?

Where are we now?

### **Leadership**

IEPS leadership sets a strong direction, has a clear view of what the service is trying to achieve and regularly and clearly articulates this to partners and stakeholders. There are effective strategic plans aimed at targeting resources at key objectives. IEPS is a key contributor to improvement planning within the Directorate and to the Single Outcome Agreement and has ensured full alignment of the service's improvement plan and related action plans with both Directorate and SOAs objectives.

The team operates systematically in terms of distributed leadership at all levels. All educational psychologists have responsibility for driving forward key actions in the Educational Psychology Service Improvement plan. All plans have a clear rationale for the development, are well structured and whilst often members of the educational psychology team have a driving and strong leadership role at the beginning of many of the initiatives the plans have clarity regarding how they will be sustained post educational psychology engagement and clear exit strategies for the service. Team member are involved more widely in leadership roles across the authority.

What are our next steps for improvement?

How good is our capacity for improvement?

Where are we now?

### **Educational Psychology Service Improvement Planning, Development and Monitoring process**

The IEPS has a systematic approach to self-evaluation in place. This is linked to improved outcomes for children and families and clearly identifies changes required to improve service delivery

The IEPS uses a range of methods to obtain stakeholder feedback. Self-evaluation is built into all activities with a focus on sustainability, outcomes and impact. Each member of the team is responsible for tracking progress of certain actions on the improvement plan and ensuring that the information/evaluation on progress is updated in the Inverclyde Corporate electronic performance management system, Inverclyde Performs. The service also makes use of the self-evaluation toolkit 'Are we getting it Right for every Child, Citizen and Community?' which has been designed by the Corporate Policy and Performance team to assist planning for delivery and to secure improvement. The Principal Psychologist has been a member of the Corporate Performance team reference group for some years and has contributed to the Corporate Performance team's training programme by giving examples of our self-evaluation practices to colleagues across the council.

How do we know?

#### **Performance Information**

Accurate, reliable performance information provides the basis for making objective assessments and informed judgements about service performance and the prospects for improvement.

#### **Customer/ Stakeholder Expectations**

Planning is driven by what best serves existing or potential service users and stakeholders. Consultation and engagement is therefore integral to the planning cycle and as such, is a constant input into the service's self-evaluation. The service carries out focus groups with partners from CHCP, telephone surveys with parents and carers, have annual service level agreement documents to forward plan and evaluate our work in educational establishments.

What are our strengths?

The service is committed to improving service provision to the public and ensuring equity and impartiality in all aspects of educational provision: working collaboratively with stakeholders and partners to ensure high standards for all: setting and achieving ambitious and challenging targets for improvement.

A key strength is that IEPS are integrated into the corporate planning framework.

We also have a cohesive team which has developed key skills particularly in relation to leadership.

Where are our challenges?

As recognised in the Audit Scotland report (date ?) the Council has developed new self-evaluation guidance which asks services to capture customer engagement in order to evidence how it informs improvement activity. Further work continues to be required by Educational Psychology Service to ensure that evaluation of the impact of the service's improvement activity and outcomes for service users is as well articulated as possible.

What are our next steps for improvement?

**Planned developments**

**Preventative spend and the role of action research** The research and strategic development topics addressed by IEPS are increasingly determined by the priorities of stakeholders and partners. The outcomes of research and strategic development work should help to shape policy and practice. The values and ecological practice models used and promoted by the IEPS are well aligned with the needs set out in the recent Christie report - to foster interdependency not dependencies that create demand. The service needs to identify more opportunities for co-production activities across the Directorate which aim to further extend the locus of the people of Inverclyde in the design of services.

It would be the IEPS's intention to further increase its contribution at a corporate and strategic level through disseminating our knowledge of research across the council to help to inform policy and practice developments.

**Workforce capacity.** The service is committed to development of all its workforce to support continuous improvement in service delivery. IEPS is in the process of implementing a new model of service delivery which seeks to provide a needs led model across clusters.

The HMIE inspection report on Inverclyde Educational Psychology Service indicated the need for developing a more universal approach to working, as well identifying where the service can be most effective, With this as a driving force, the service's contribution to the underpinning framework of supporting young people with the GIRFEC agenda, particularly in our educational establishments, will be an ongoing focus for the work of the IEPS.