

Appendix 4

Education Psychology Services - self-evaluation of themes as part of VSE

Name of EPS:	<u>Inverclyde Educational Psychology Service</u>
Name of education authority:	<u>Inverclyde</u>
Date of completion:	<u>5th March 2015</u>

The following self -evaluation summary was produced as a result of a whole team development day on 5th March 2015. This summary highlights key outcomes we have achieved as a team across the 2 themes of learning and teaching and partnership working. It highlights strengths, challenges and next steps associated with both themes and provides a focus for the upcoming VSE.

What key outcomes have we achieved?

National theme 1 – learning and teaching

Where are we now?

Current focus on developing health and well -being in schools using strength based approaches to help build capacity and ethos. This explicitly links to positive outcomes in learning and teaching.

Current areas of development in relation to learning and teaching include:

- Reciprocal teaching – bringing national policy and evidence base to local based improvement meetings
 - Paired maths/reading
 - PATHS
 - Circle of Friends
 - Helping staff to share practice and make links (support and development groups)
 - Supporting individual planning for children with ASN
 - Supporting the creating of a relational/nurturing school
 - Support staff training
 - Nurturing Approaches
 - Restorative Approaches
 - Solution Oriented Approaches
 - Early Years Collaborative – health and well-being curriculum eg contact principles for staff and pupils
 - Teaching Talking assessment in early years
 - Inter disciplinary learning – Lomond View Academy
- Pupil voice (Nurturing Me and Solution Oriented)

How do we know?**Reciprocal teaching**

- Research evidence available.
- Local evidence gathered from 2 primary schools.
- Evidence also available through inspection reports.
- Data gathered on current usage.
- Some evidence of sustainability – now being used in 1 high school for S1-S2.
- Practitioners guide and DVD available.

Restorative Approaches

- Evidence on school improvement plans/action plans.
- Educational psychology service has 3 year plan for training implementation.
- Observations from individual casework – currently anecdotal.
- Questionnaire being developed to gather child's view.
- Working groups established in schools.
- Evidence on individual children's plans.
- Restorative implementation group run by pupils in 1 primary school.
- Practice Level Agreements.
- Minutes of meetings.

What are our strengths?

- Strong focus on equality.
- Strong focus on representing child, young person and parent voice.
- Prominence given to role of child and parent.
- Shared vision across the team of what we are and how we are delivering it – in line with authority vision 'Getting it right for every Child, Citizen and Community'.
- Educational establishments value our input – prioritise our attendance.
- Service for out of authority placements. Supported pupils from out of authority in return to

authority provision.

- EPs sit on national groups (MVP, ASPEP, ASPEP exec, SAGRABIS, secondary nurture) and contribute to and understand the national agenda.
- EPs have presented at a variety of national conferences e.g. BBBL, DECP, Restorative Approaches.
- Joint working with other authorities – WDC, Renfrewshire, Glasgow.
- Planning and delivery has a strong ‘golden thread’ evident throughout :
- national agenda -local government agenda – council – education service – IEPS.
- Continuum of leadership roles within the authority. Eps lead authority groups.
- Distributed leadership across the team.
- Valued by Senior management in education and CHCP and 3rd sector.
- Individual case work is evidence based.
- Working collegiately with some QIO staff – support staff training.

Where are our challenges?

- Overall literacy strategy.
- Making sense of data to inform plans and next steps.

How do we interpret data – schools say they are implementing – how do we know? How do we quality assure what is happening? What difference is it making? How do we source schools self -evaluation data around this? What would be the process for this? Link with QIOs needs to established.

How do we triangulate the data we have?
- What is the impact on children – gather their views.
- Supporting schools to gather their own self-evaluation data around for example the impact of working in a restorative way.
- Action Research – do we have a consistent model we use? How do we quality assure it?
- How do we link with QIO colleagues?
- Link with professional update – how do we help teachers develop a culture of evidence informed practice. Clarity of our role in relation to helping staff engage with literature, research and policy?
- Attachment training – how do we know long term impact? – linked to nurture pack and roll

out.

- Support staff training – what's the impact within the systems of the school (inclusiveness)?
- Authority staged intervention needs reviewed.

What do we need to find out more about?

- Analysis of data from telephone interviews.
- Number of schools who have received training.
- Numbers of staff trained.
- Numbers with a working group.
- Numbers on improvement plan.
- How do we link evidence, triangulate our evidence and use this to inform future approaches?

Taking a closer look: Where are we in relation to the impact on learning and teaching through nurturing approaches

- Need identified by Head of Service and Principal EP through exclusion visits to schools.
- Initially was an individual school based intervention.
- There was a need for a cross-authority resource to provide a consistent model that was sustainable and evidence based.
- Nurture resource pack produced by implementation group led by IEPS.
- Evidence base to illustrate that nurturing approaches help in closing the gap. Links to Early Years collaborative, PRPB and GIRFEC. (McKay, Reynolds and Kearney, 2010).

Strengths

Nurturing approaches

- Nurture support and development group in place.
- There is a clear plan for implementation, following an implementation science model—schools are expected to buy in. In order to access the pack establishments need to have gone through a self-evaluation process. This process will lead to the development of a plan in collaboration with staff from the nurture development group. This plan will have a clear focus on impact and outcomes.
- Intervention focussed on attunement principles has been developed for secondary aged

pupils and delivered in one establishment. One pupil being more closely followed up in line with test of change model from EYC. A wider evaluation is being undertaken with all participants.

- As part of the nurturing approaches resource development, Glasgow and Inverclyde have been granted money from the Access to Education fund (Education Scotland) to trial Nurturing Me. This is a tool developed jointly by Eps from Inverclyde and Glasgow, to gather the child's view on the key relationships in their lives and to identify which relationships meet their well-being needs. The trial of the tool will be facilitated and carried out through the Nurturing support and development group.

How do we know?

Nurturing Approaches

- Individual level – meetings that show planning around the child.
- Looked after children and out of authority placements – IEPS lead role on CSPs.
- Attachment training.
- Nurture resource – developed and still to be launched.
- Nurture support and development group.
- Model for self-evaluation developed.
- Nurturing Me tool and tablet based app produced.
- Support staff training delivered.
- Intervention focussed on attunement principles and reflective diary.
- Minutes of meetings.

Challenges

Nurturing Approaches

- Nurture support and development group currently has limited representation across sectors. Membership should also include – secondary reps, EY reps, ASN reps, and other partners?
- Capacity of team to support the roll out of the nurture resource.
- At beginning stages of rollout – are there unknowns out there?
- Role of Eps in relation to rollout – through PLA's joint planning?
- Leadership strand – links with capacity building for new head teachers.

- Monitor use of support and development group in establishments.

What do we need to find out more about?

Nurturing approaches

- What are the links between nurturing approaches and learning and teaching?
- How do we evidence that nurturing approaches help with closing the gap?

National theme 2 – partnerships

Where are we now?

GIRFEC

- IEPS Team are representatives on interagency workstreams.
- PEP is leading on 1 of the workstreams.
- GIRFEC champions, GIRFEC West Group, Pilot of Children’s Plan – EP involvement in pilot.
- GIRFEC self-evaluation tool developed as part of a national working group. Eps were involved in this at a national level. The tool has been piloted in Inverclyde Council schools.

Pupil Voice

- Nurturing Me – money from Access to Education fund to pilot tool and develop tablet based app jointly with Glasgow City Council.
- Lomond View Academy and a number of other schools using wellbeing web as a tool to capture children and young people’s voice. This has been led by EPs

Mentors in Violence Prevention (MVP)

- National initiative developed collaboratively with the Violence Reduction Unit (VRU), Education Scotland and the Scottish Government. Eps are represented on the national group and lead on the authority strategy group.
- Inverclyde Council part of a national rollout alongside Edinburgh Council.
- Lomond View Academy are piloting an adapted implementation of MVP as the first ASN establishment in Scotland. This will be a community based intervention involving all partners working with and supporting young people at the school.
- National interagency training team established – 2 EPs are national trainers.

ASN Forum

- Multiagency forum to consider plans for children and young people with ASN in Inverclyde Council. A priority is to ensure equity with regard to the allocation of resources. Inclusion is a core principal.
- Need arose from a history of no consistency of process or system for accessing resources including placing pupils in outwith authority placements.
- Linked with Corporate improvement plan - moving YP back into local authority provision.
- Links with single outcome agreement – live in Inverclyde – educated in Inverclyde.

Choose life strategy

- ASIST and On Edge – towards a mentally flourishing Scotland – 2 EPs sits on Mental Health Improvement Group
- On edge – inter LEA development – Renfrewshire and West Dunbarton – discussed at PLA meetings. Introduced into 3 pilot schools. Focus of development is to develop knowledge and skills in key staff and to support a rollout of the programme.

How do we know?**GIRFEC**

- Partnership level, the Maturity Matrix was used as a framework to involve partners and identify gaps/areas for development.
- Working groups established for 2 themes.
- Child's Plan developed and being piloted.
- Groups for National Practice Model and Named Person.
- Workstreams set up – core membership includes reps from IEPS – dates of meetings set up, minutes of meetings, agendas/summaries.
- GIRFEC Champions – evidence of work done in establishments (Clydeview HMIE report, 2015).

Nurturing Me

- Research proposal produced involving joint work between Glasgow and Inverclyde councils. Staff trained, tool administered and evaluated – feedback to Education Scotland.
- Production of tool and tablet based app – both being used.

Mentors in Violence Prevention (MVP)

- Development planned collaboratively with Violence Reduction Unit (VRU), Education Scotland and the Scottish Government.
- Ongoing pre and post evaluations being collated by schools and summarised by VRU.
- Minutes of meetings and adapted materials
- Feedback form events which have been run – Mentor event, Mentor Award Ceremony, National Training

ASNMF

- Annual management information – summary slides e.g. nos of YP in/out of LA

What are our strengths?

- Strong focus on equity.
- Strong focus on representing child, young person and parent voice.
- Prominence given to role of child and parent.
- Shared vision across the team of what we are and how we are delivering it – in line with authority vision ‘Getting it right for every Child, Citizen and Community’.
- Educational establishments value our input – prioritise our attendance.
- Service for out of authority placements. Supported pupils from out of authority in return to authority provision.
- EPs sit on national groups (MVP, ASPEP, ASPEP exec, SAGRABIS, secondary nurture) and contribute to and understand the national agenda.
- EPs have presented at a variety of national conferences e.g. BBBL, DCEP, Restorative Approaches.
- Joint working with other authorities – WDC, Renfrewshire, Glasgow.
- Some staff are national trainers – MVP.
- Planning and delivery has a strong ‘golden thread’ evident throughout :
national agenda -local government agenda – council – education service – IEPS.
- Continuum of leadership roles within the authority. EPs lead authority groups.

- Distributed leadership across the team.
- Valued by Senior management in education and CHCP and 3rd sector.
- Individual case work is evidence based.
- Working collegiately with some QIO staff – support staff training.

Partnership working

- Establishing links with CAMHS.
- Contribution of Eps to interagency assessment in relation to ASD.
- Lead multiagency working groups – MVP, GIRFEC.
- Contribute to joint planning in schools with partners.
- Working with quality improvement team in the delivery of support staff training.

Where are our challenges?

- Making sense of data to inform plans and next steps.

How do we interpret data – schools say they are implementing – how do we know? How do we quality assure what is happening? What difference is it making? How do we source schools self-evaluation data around this? What would be the process for this? Link with QIOs needs to established.

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- Attachment training – how do we know long term impact? – linked to nurture pack and roll out.

- Support staff training – what’s the impact within the systems of the school (inclusiveness)?
- Solution oriented – currently no overall plan for implementation but requests and demands are coming through on an ad hoc basis – need to follow up on impact of what has been done to date.
- Clearer link between the impact on learning and teaching outcomes – coming through in the child’s plan.
- Authority staged intervention needs reviewed.
- Continued work with NHS partners required.
- Contribution to new learning community model of working.
- Clearer link between the impact on learning and teaching outcomes – coming through in the child’s plan.

What do we need to find out more about?

- Stakeholder feedback.
- Focus groups from stakeholders – LVA, Craigmarloch – and the links to learning and teaching, well-being and impact on partnership working.
- Impact on the plans made for children and young people.
- Where is our evidence base – rationale

Taking a closer look: where are we in relation to the impact on children, young people and their families in planning with partners using a solution oriented approach?

- Need arose from a lack of satisfaction around outcomes from current meetings.
- Parents/carers and young people not always feeling engaged at meetings, pupil voice not always represented/heard.
- Training for parents/carers delivered in Hillend Nursery and Craigmarloch School.
- All staff trained in Craigmarloch school – teaching and support staff.
- Cross campus training started
- Some mainstream schools have received training and are using the structure for meetings
- Structure adapted to fit with GIRFEC planning for children and young people

How do we know?**Solution oriented approaches**

- Feedback being gathered from parents at the end of meetings – Hillend/Craigmarloch.
- Feedback being gathered from partners after training – Lomond View.
- Informal feedback from partners – Barnardos, social work, youth support.
- Planning in Lomond View.
- Telephone questionnaire re use.

What are our strengths?**Solution oriented approaches**

- Whole IEPS team trained in solution oriented approaches.
- Eps model the approach in their educational establishments.
- Use of coaching and mentoring in supporting schools develop skills and confidence in running solution oriented meetings.
- Eps involved in the updating and developing of a national resource and in delivering national training.
- Training specifically for parents .
- Training for SW staff and young people – Lomond View Academy.
- Requests from partners for training after they have attended an SO meeting.
- Materials reflect GIRFEC principles.

What are our challenges?**Solution oriented approaches**

- Currently no overall plan for implementation but requests and demands are coming through on an adhoc basis
- Need to follow up on impact of what has been done to date
- Involving partners in the design and implementation of an authority rollout
- Establish links with the authority PRPB policy.

What do we need to find out more about?**Solution oriented approaches**

- What is our evidence base?

- What is the impact of using a solution oriented framework for meetings on the quality of the planning and outcomes for children and young people?
- How do solution oriented meetings link to learning and teaching, well-being and the impact on partnership working?