Validated Self Evaluation (VSE)
April 2015

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Inverclyde Educational Psychology Service

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Educational Psychology Service

- Inverclyde Council - Context
- Corporate Management Structure
- Strategic Planning Framework
- Planning for Improvement
- Educational Psychology Service
- Where are we now? – strengths and areas for improvement
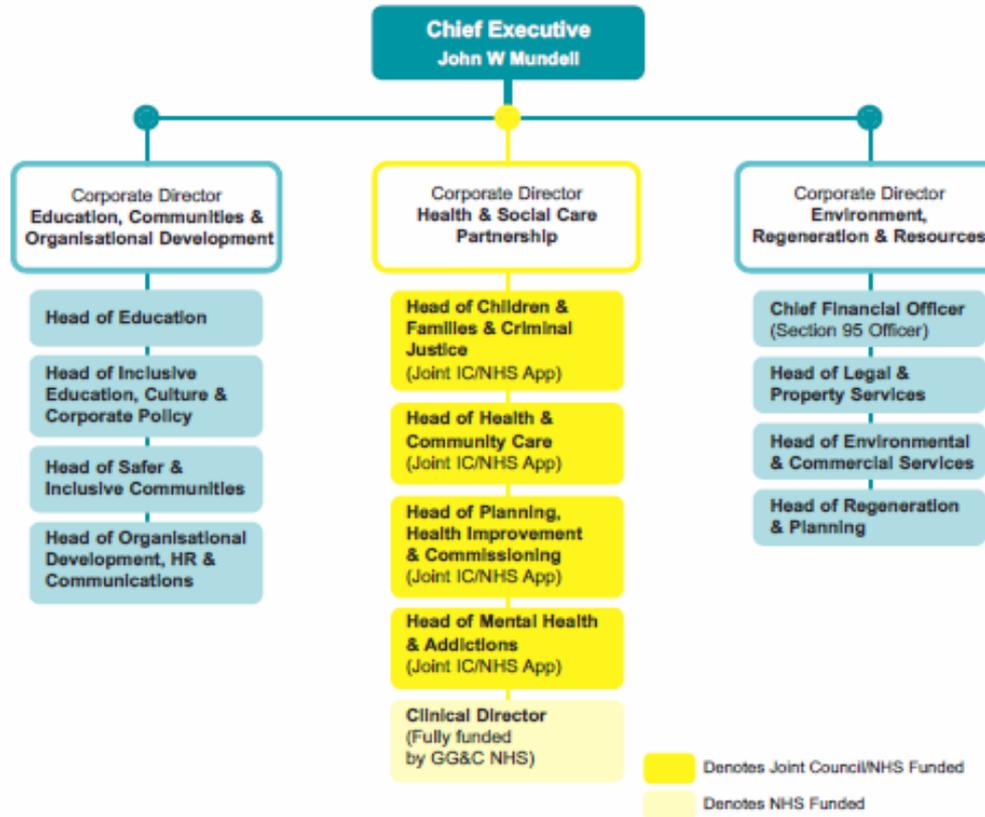- Outline of the Validated Self Evaluation Fieldwork phase

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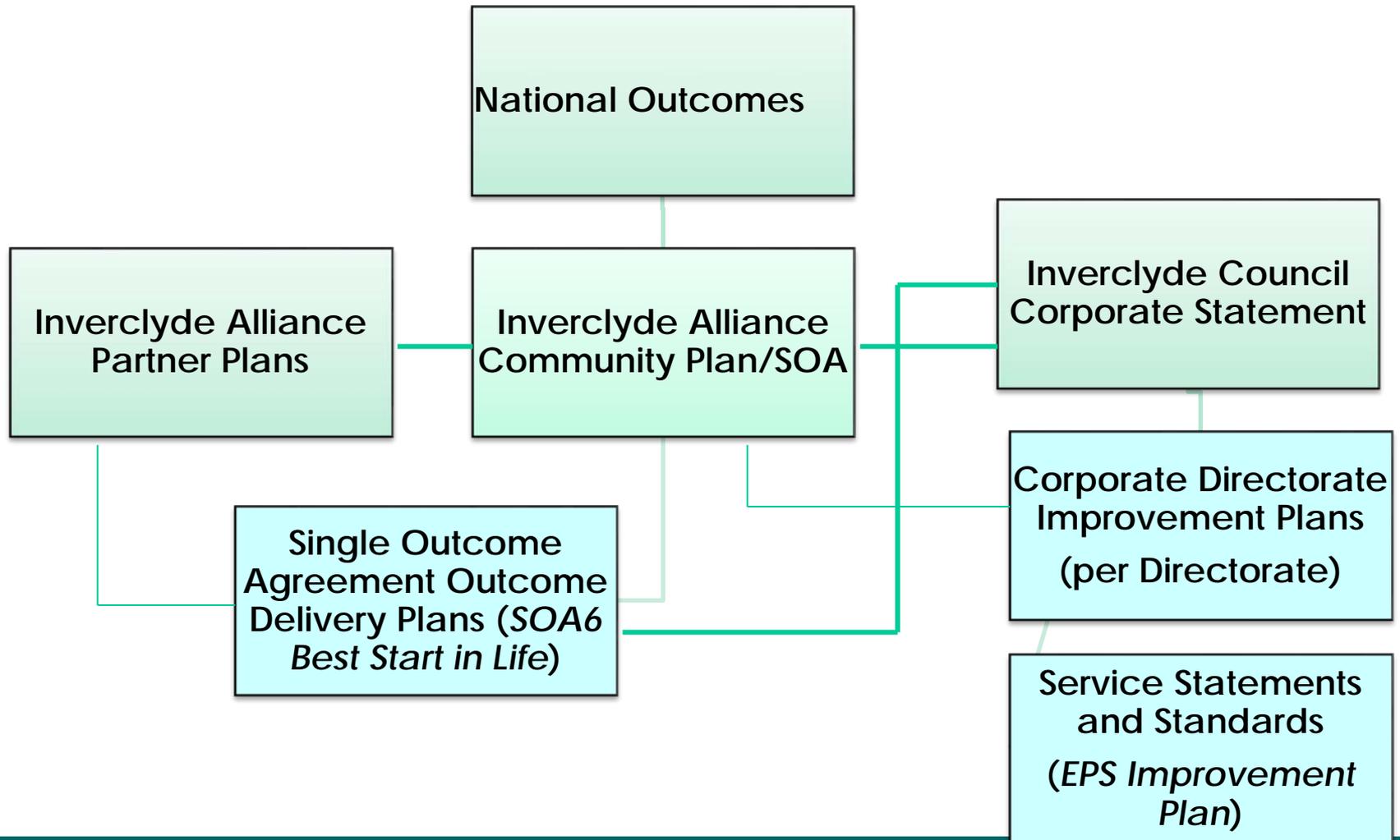Inverclyde council

Our Wellbeing Outcomes

Inverclyde Council – Corporate Management Structure


Inverclyde Council Corporate Management Structure

Chief Executive
John W Mundell

Corporate Director
Education, Communities & Organisational Development
- Head of Education
- Head of Inclusive Education, Culture & Corporate Policy
- Head of Safer & Inclusive Communities
- Head of Organisational Development, HR & Communications

Corporate Director
Health & Social Care Partnership
- Head of Children & Families & Criminal Justice (Joint IC/NHS App)
- Head of Health & Community Care (Joint IC/NHS App)
- Head of Planning, Health Improvement & Commissioning (Joint IC/NHS App)
- Head of Mental Health & Addictions (Joint IC/NHS App)
- Clinical Director (Fully funded by GG&C NHS)

Corporate Director
Environment, Regeneration & Resources
- Chief Financial Officer (Section 95 Officer)
- Head of Legal & Property Services
- Head of Environmental & Commercial Services
- Head of Regeneration & Planning

Denotes Joint Council/NHS Funded
Denotes NHS Funded

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Strategic Planning Framework

National Outcomes

Inverclyde Alliance Partner Plans

Inverclyde Alliance Community Plan/SOA

Inverclyde Council Corporate Statement

Single Outcome Agreement Outcome Delivery Plans (*SOA6 Best Start in Life*)

Corporate Directorate Improvement Plans

(per Directorate)

Service Statements and Standards

(*EPS Improvement Plan*)

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Planning for Improvement in Inverclyde

Where are we now?	Where do we want to be?	How will we get there ?	How will we know we are getting there?	Who is responsible?	Progress

Corporate Directorate Improvement Planning
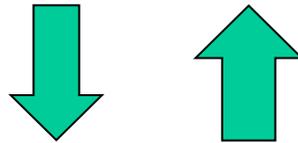
EPS Operational Improvement planning

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Strategic Priority 1: Promote Inclusion & Equality		
SP1.1 Children & Young People Act	H2 / 2014	On Track
SP1.2 Literacy Hub	H1 / 2015	Complete
SP1.3 Literacy / Dyslexia	H1 / 2015	Complete
SP1.4 Numeracy	H1 / 2015	Complete
SP1.5 PAThS	H2 / 2014	On Track
SP1.6 Training for Outreach EYLC in I CAN	H2 / 2013	On Track
SP1.7 Communication Friendly Schools	H2 / 2014	On Track
SP1.8 SHAHRP	H2 / 2014	On Track
SP1.9 Continuous Improvement Team	H2 / 2014	Slight Slippage
SP1.10 Maximising Resources & Vulnerable Young Children	H1 / 2015	Complete
SP1.11 Early Years / Nurturing Collaborative	H2 / 2014	On Track
SP1.12 Develop Use of Letterbox	H1 / 2015	Complete

Strategic Priority 2: Capacity Building		
SP2.1 Restorative Approaches	H2 / 2014	On Track
SP2.2 Nurturing Establishments	H2 / 2014	On Track
SP2.3 ABLe	H1 / 2015	Complete
SP2.4 NQTs	H2 / 2014	On Track
SP2.5 ASN(A)s	H2 / 2014	On Track
SP2.6 Solution Orientated Approaches	H2 / 2014	Slight Slippage
SP2.7 Inverclyde Communication Outreach Service	H1 / 2015	Complete

Strategic Priority 3: Service Evaluation & Service Improvement		
SP3.1 Stakeholder Engagement	H2 / 2014	Slight Slippage
SP3.2 Quality Assurance Policy	H2 / 2014	Slight Slippage
SP3.3 Inverclyde Performs	H1 / 2015	Complete

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Educational Psychology Service Team

- 1 Principal Educational Psychologist

- 2 Depute Principal Psychologists

- 1 Senior Psychologist

- 4 FTE Main Grade Psychologists (5 EPs)

- Clerical Staff

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Inverclyde Context

- Mid Year Population Estimate (2013): 80,310
  (16.5% approx 0-15 years)

- 40% Inverclyde datazones are in most deprived 15% in Scotland

- 12.7% Inverclyde datazones are in the most deprived 5% in Scotland

SIMD 2012

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Educational Establishments

- **Early Years Establishments** *(early learning and child care)*

  19 establishments / nurseries

  > 9 Children and Family Centres
  > 8 Nursery classes (1 Gaelic nursery)
  >
  > 2 Nursery schools
  > 5 Partnership Nurseries

- **Primary**   **Secondary**

  20 schools (Gaelic provision)   6 schools
  5482 pupils approx (2014/15)   4375 pupils approx (2014/15)

- **ASN provision**

  Craigmarloch, Lomond View Academy, (Hillend, EYLC)

- **Support bases**
  School Aged Language Support Base
  ASD support bases (primary and secondary)
  HI primary and secondary

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Impact on Children and Young People

Attainment

In the three authorities with the highest levels of deprivation, Inverclyde clearly stands out for its generally positive picture of attainment (Scottish Survey of Achievement 2006)

2013/14 **S4** Nat 4 – 95% of presentations at this level passed

Nat 5 – 83% of presentations at this level passed

S5 50% pupils achieved 1+ Higher (45% in 2012/13)

26% pupils achieved 3+ Highers

12% pupils achieved 5+ Highers (most in 7 years)

Leaver destinations 2013/14:

	Inverclyde	National
Higher education	36.9%	38.6%
Further education	30.7%	26.3%
Training	3.8%	4.1%
Employment	21.1%	21.7%
Negative destinations	6.0%	7.7%
		of 796 leavers

Attendance

Inverclyde has shown an improving trend for both primary and secondary.

	Primary	Secondary
1998	94.5%	85.7%
2014	95.0%	91.7%

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National Benchmarking Measure: Literacy and Numeracy

To change the cohort of candidates who contribute, use the Candidate Characteristic Filters

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy
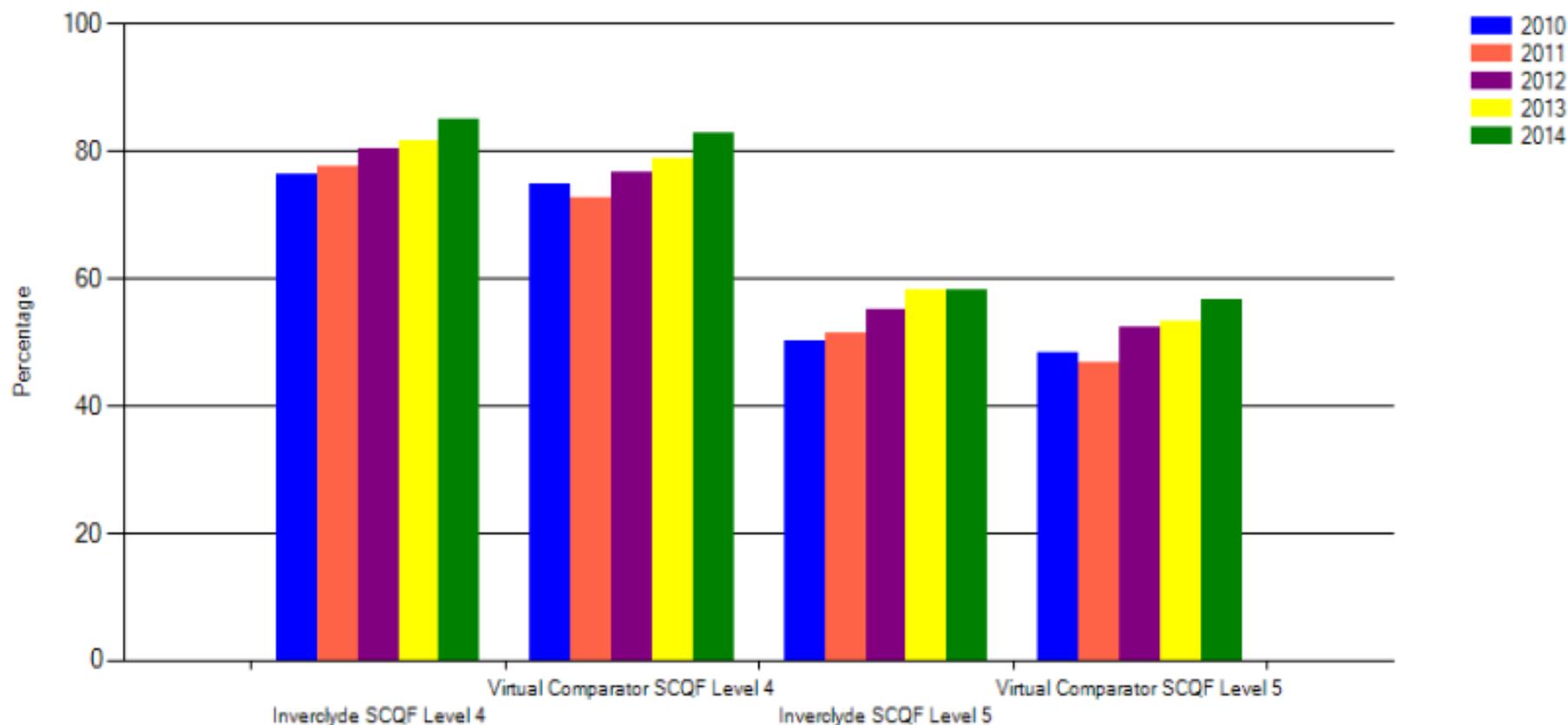
Add to personal dashboard

Performance in **Literacy and Numeracy** at **SCQF Level 5, 2013** is greater than your Virtual Comparator
Performance in **Literacy and Numeracy** at **SCQF Level 4, 2011** is greater than your Virtual Comparator
Performance in **Literacy and Numeracy** at **SCQF Level 5, 2011** is greater than your Virtual Comparator

National Benchmarking Measure: Leaver Initial Destinations

To change the cohort of candidates who contribute, use the Candidate Characteristic Filters

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Legend:
- Inverclyde (blue)
- Virtual Comparator (grey)
- National (red)

⊕ Add to personal dashboard

Show/Hide Tabular Data

Your **percentage of leavers in a positive destination** is **much greater than your Virtual Comparator in 2012/13**
Your **percentage of leavers in a positive destination** is **much greater than your Virtual Comparator in 2011/12**
Your **percentage of leavers in a positive destination** is **greater than your Virtual Comparator in 2009/10**

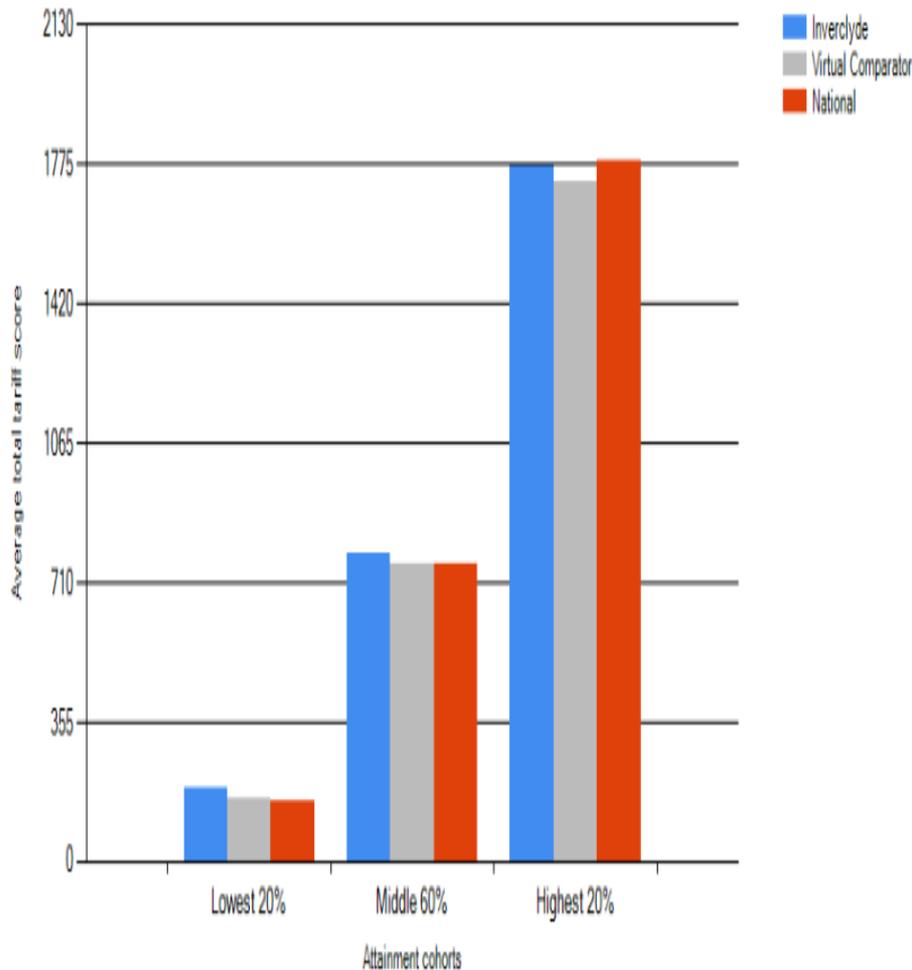# National Benchmarking Measure: Improving Attainment for All

To change the cohort of candidates who contribute, use the Candidate Characteristic Filters

The selected year is 2013

2013

Improving attainment for all

Average Total Tariff Score

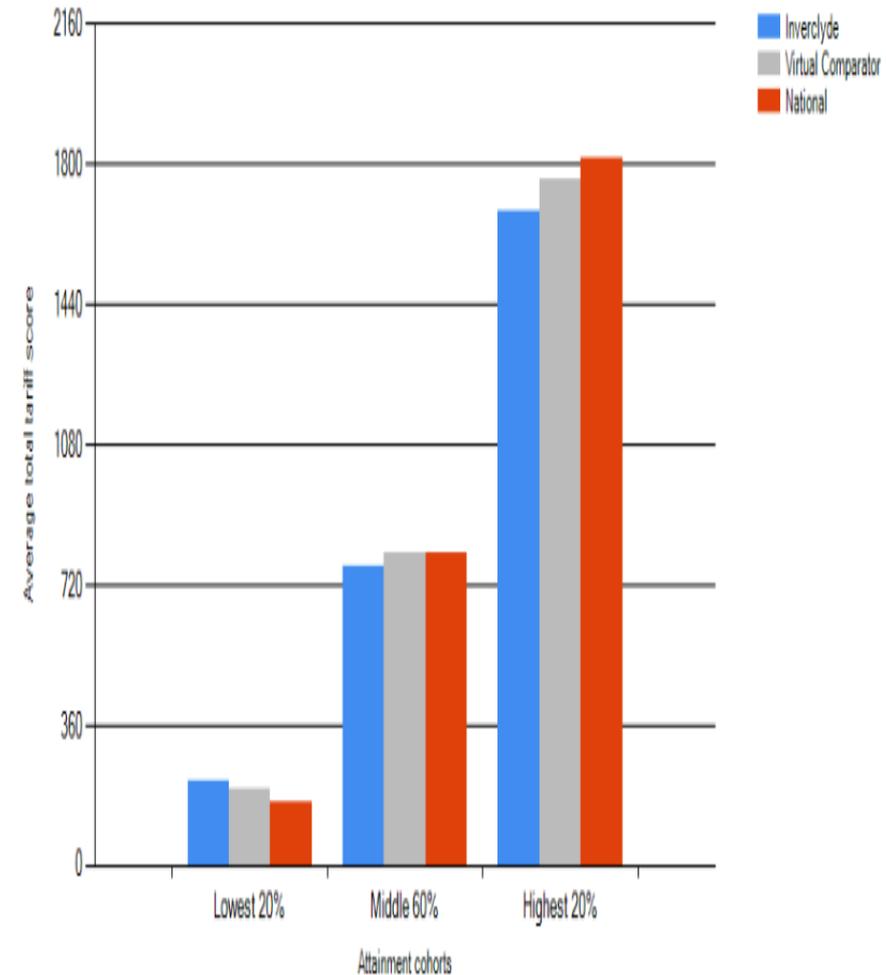# National Benchmarking Measure: Improving Attainment for All

To change the cohort of candidates who contribute, use the Candidate Characteristic Filters

The selected year is 2014

2014

Improving attainment for all

Average Total Tariff Score

How good was our Educational Psychology Service in 2010? HMIe report 2010

Key strengths

- Strong leadership and sense of direction
- Promising start to redesign to improve impact
- Strong trusting relationships with chldn, parents
- Initiated development of robust operational planning linked to corporate objectives

Points for action

- Develop more universal approach to our work
- Put in place robust self-evaluation framework to ensure continuous improvement
- Become better at identifying areas in which EPS could be effective
- Build staff capacity to deliver full range of EPS service

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Key Priority

Improving the impact of Educational Psychology Service on the outcomes for **all** children and young people in Inverclyde

a universal and inclusive service delivery model

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Where are we now? - Overarching strengths

- **Clear, shared vision** across the whole team with strong focus on **equality**, the voice of the child, young person and their family/carers

- Major focus on our most vulnerable children and young people in particular, our looked after children and young people

- **Strong partnership working** focused upon improved outcomes for children and young people

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Where are we now? - Overarching strengths

- **Strong distributed leadership** capability throughout the team

- **National recognition** of individual team members for their contribution, knowledge and skills

- **Continuous improvement** through robust self-evaluation (Inverclyde Performs)

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Where are we now? - Overarching strengths

Clear model for the design and implementation of a range of interventions with **a focus on sustainability and impact** e.g.

- Restorative approaches
- Nurturing approaches
- Solution oriented approaches
- PATHS (Promoting Alternative Thinking Strategies)
- MVP (Mentors in Violence Prevention)
- Reciprocal teaching

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Our priorities for improvement

- **Strengthening our level of self evaluation** to ensure that it is built into <u>all activities</u> with a continued focus on sustainability outcomes and impact

- **Extend our contribution at a strategic level** through disseminating knowledge of research to inform policy and practice developments – Scottish Attainment Challenge, closing the gap

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Themed areas for VSE fieldwork phase

Theme 1 : Learning and Teaching

'Consider the impact of nurturing approaches on learning and teaching'

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Learning and Teaching

- Need identified by Head of Service and Principal EP through exclusion visits to schools

- Initially, individual school based intervention

- Need for a cross-authority resource to provide a consistent model that was sustainable and evidenced based

- Nurture resource pack produced by implementation group led by EPS

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Learning and Teaching Theme - group members

- Laurence Reilly – Lead EPS
- Julie Hall – Nurture Teacher St Andrews
- Jayne Johnson – EPS
- Susan Mitchell – Child Protection Lead Officer
- Andrea Montgomery – EPS
- Margaret Nash - EPS
- Linda Wilkie - Quality Improvement Manager

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Themed areas for VSE fieldwork phase

Partnership working theme

'Consider the implementation of solution oriented meetings as a model for partnership working to improve outcomes for children, young people and families'

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Partnership Working

- Need to improve planning about outcomes for children and young people from meetings

- Need to promote parent/carer engagement in meetings

- Need for the pupil voice to be more fully represented at meetings

- Need for a consistent approach to support effective partnership working

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Partnership Working Theme - group members

- Paula Dudgeon (lead)   – EPS
- Claire Alexander   - Team Leader CLD
- Sheena Beaton   – Quality Improvement Officer
- Madge Hashegan   – EPS
- Karen McCready   – Corporate Policy Officer
- Karen McPherson   – EPS
- Amy Mundy   - Adoption and Permanence (HSCP)

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Validated Self-Evaluation

Themed Group 1

Learning and Teaching

Nurturing Approaches

- Individual Case Study **Clydeview Academy**
- Establishment Level **Establishment SMT**
- Local Authority Level **Establishment and HQ staff**

THEMED GROUP 1

Themed Group 2

Partnership Working

Solution Oriented Meetings

- Individual Case Study **Newark Primary School**
- Establishment Level **Lomond View Academy**
- Local Authority Level **Partners**

THEMED GROUP 2

Reflection, Participation and Leading Activities

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