Validated Self Evaluation (VSE)
April 2015

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Inverclyde Council

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
Our Wellbeing Outcomes
Strategic Planning Framework

- National Outcomes
  - Inverclyde Alliance Partner Plans
  - Inverclyde Alliance Community Plan/SOA
  - Single Outcome Agreement Outcome Delivery Plans (SOA6 Best Start in Life)

- Inverclyde Council
  - Corporate Statement
  - Corporate Directorate Improvement Plans (per Directorate)
  - Service Statements and Standards (EPS Improvement Plan)
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
Inverclyde Council

Educational Psychology Service Team

- 1 Principal Educational Psychologist
- 2 Depute Principal Psychologists
- 1 Senior Psychologist
- 4 FTE Main Grade Psychologists (5 EPs)
- Clerical Staff
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
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**
  - 20 schools (Gaelic provision)
  - 5482 pupils approx (2014/15)

• **Secondary**
  - 6 schools
  - 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
### 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)

<table>
<thead>
<tr>
<th>Year</th>
<th>Standard</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>S4</td>
<td>Nat 4 – 95% of presentations at this level passed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nat 5 – 83% of presentations at this level passed</td>
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<tr>
<td></td>
<td>S5</td>
<td>50% pupils achieved 1+ Higher (45% in 2012/13)</td>
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<td></td>
<td></td>
<td>26% pupils achieved 3+ Highers</td>
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<tr>
<td></td>
<td></td>
<td>12% pupils achieved 5+ Highers (most in 7 years)</td>
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#### Leaver destinations 2013/14:

<table>
<thead>
<tr>
<th></th>
<th>Inverclyde</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher education</td>
<td>36.9%</td>
<td>38.6%</td>
</tr>
<tr>
<td>Further education</td>
<td>30.7%</td>
<td>26.3%</td>
</tr>
<tr>
<td>Training</td>
<td>3.8%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Employment</td>
<td>21.1%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Negative destinations</td>
<td>6.0%</td>
<td>7.7%</td>
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of 796 leavers

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>1998</td>
<td>94.5%</td>
<td>85.7%</td>
</tr>
<tr>
<td>2014</td>
<td>95.0%</td>
<td>91.7%</td>
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</tbody>
</table>
National Benchmarking Measure: Literacy and Numeracy

Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Literacy and Numeracy

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

- Inverclyde
- Virtual Comparator
- National

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.

Average Total Tariff Score

2013

2014

Improving attainment for all

Lowest 20% Middle 60% Highest 20%

Attainment cohorts

In red: Immerse
In gray: Virtual Comparator
In blue: National

Average total tariff score

2013

2014
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 children, 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
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
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
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)
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
Our priorities for improvement

• **Strengthening our level of self evaluation** to ensure that it is built into all activities 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.
Theme 1: Learning and Teaching

‘Consider the impact of nurturing approaches on learning and teaching’
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
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
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’
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
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)