

Standards and Quality Report
Midlothian Educational Psychology Service
July 2018

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Summary of Main Findings

The Midlothian Educational Psychology Service has undergone significant staffing and management changes since August 2017 bringing a period of transition and challenge. Staffing issues arising from four EPs on maternity leave resulted in a reduced number of EPs working to children, families and schools. Nevertheless, a school based service has been sustained, linking to every school establishment in Midlothian. In addition, the service has extended its reach to link to the residential units and the Programme for Alternative and Vocational Education (PAVE). Despite a shortfall in staffing, the service has demonstrated a high level of impact on children and young people across a range of areas with significant improvements noted by schools during the course of the academic session 2017-18 as shown in this report.

A rigorous and robust 3 year cycle of evaluation was established in September 2017, the tools for which are embedded into Educational Psychologists' everyday practice. A stronger, more comprehensive and sharper focus on data has been achieved. An interim evaluation was carried out in December 2017 followed by a full evaluative review in June 2018. There is now evidence to demonstrate a strong trend of improvement over the year as shown in this Standards and Quality Report.

Educational Psychologists are providing a consistently good service across four of the five functions of consultation, assessment, intervention and training. The research function of Midlothian Educational Psychology Service is evolving.

Impact on children and young people is evidenced for each individual young person allocated to an Educational Psychologist through the data recorded on the electronic filing system, Mosaic. Other methods of gathering impact data for individual young people comes through ongoing Casework Evaluation, parents and pupil surveys and school reviews. The impact of Educational Psychologists' work with young people ranges from identifying, clarifying a child's needs, providing high quality consultation, advice and strategies to meet these needs, contributing to the collaborative planning of supports, advising parents and the local authority on appropriate placement and facilitating the expression of a young person's voice.

The Educational Psychology Service is central to the Education Service in delivering on priorities within the National Improvement Framework. There has been a particular focus on improving children's and young people's mental health and wellbeing in 2017-18. For Looked After young people, Educational Psychologists are also impacting on attainment, mental health and wellbeing and positive destinations.

Schools receive a very good service from the Educational Psychology Service with high levels of satisfaction increasingly reported across nearly all schools. In particular, schools value the support for school staff provided by their Educational Psychologist, the effective liaison between the Educational Psychologist and other professionals, parents/carers, and the

ideas and strategies provided by the Educational Psychologist to promote effective management of the individual situation.

Training and professional development activities have been valued by school staff for the opportunity to reflect on practice and the positive impact on knowledge, skills and understanding in a range of areas. Plans for long term evaluation are in place for 2018-19.

The EPS has taken a sharp look at its delivery to Looked After children and young people through Casework Evaluation. Research is being conducted into the educational experiences of Looked After children and a new role of link EP to the two residential units has been created.

The EPS is continuously maintaining and improving links with all partner agencies. It is working closely with the Additional Support Needs team to develop services and strategies for children with additional needs.

There is a very strong sense of a supportive and effective team. There is a clear vision and good leadership with EPs taking on leadership roles within the service. Being inwards, outwards and forwards facing, distributed leadership, time and workload management will be key themes for development for the Service in 2018-19.

Standards and Quality Report - Educational Psychology Service

July 2018

1. Background

This evaluation of the Educational Psychology Service (EPS) was completed in June 2018. Its purpose is to evaluate service delivery for Year One of the Service Evaluation Cycle to inform service improvement. It follows on from an interim evaluation carried out in December 2017 after a period of change in staffing and management of the EPS.

Educational Psychologists (EPs) have a statutory function to provide advice to parents, Social Work services and the education authority for children and young people with additional support needs. EPs work across the 0-24 age range delivering a service to children and young people, families, schools and the wider community including the education authority. They deliver a service through the five functions of assessment, intervention, consultation, training and research (Currie Report 2002). All schools and educational establishments in Midlothian have a link EP. EPs also link to Children and Families, Health, Lifelong Learning and Employability and other agencies outside of school.

The EPS has a budget for 6.8 FTE. This session there have been 4.6 FTE EPs available to children and young people in schools due to 4 EPs being on maternity leave. 2 EPs are on fixed term contracts which will expire at the end of June and October 2018. The team is led by a full time Principal Educational Psychologist (PEP) who took up post in August 2017. The PEP carries a 0.2 school caseload. All EPs, including the PEP, have been significantly over allocated with schools creating challenges both for workload, time management and the capacity to develop other initiatives within the authority. Between August-December 2017, management of the team was supported by an Acting Depute Principal Educational Psychologist (ADPEP).

In August 2017, a service evaluation working group was established and an evaluation cycle was put in place, covering a three year period 2017-2020 (Appendix 1). The data for this report were gathered from Year One of the cycle together with data gathered by new PEP's Practice Review collated through visiting every school in the authority in the first year of post. It presents an evaluation against some key quality indicators from Quality Management in Local Authority Educational Psychology Services (2007) and the National Improvement Framework (NIF) Priorities and Drivers (2016). The NIF priorities are;

1. Improvement in attainment
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's mental health and wellbeing
4. Improvement in employability skills and sustained, positive destinations for all young people

Other drivers in the NIF are School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement and Performance information.

The Educational Psychology Service Improvement Plan 2017-18 was aligned with the Education Service Improvement plan as well as local and national priorities. This report covers the Improvement Plan priorities and goes further to investigate the quality of a wider range of service delivery. In particular, it focuses on service delivery to schools, the impact EPs have on children and young people through casework consultation and an exploration of the service to Looked After children (LAC) and young people. It also looks at capacity building through training and development work.

The data for this report were gathered through the following methods;

- Practice Review (Review of Task Plan, PEP school visits, meeting with relevant professionals from other agencies) August-November 2017
- Record of impact on each child and young person with an allocated EP gathered from the electronic casefile system, Mosaic September 2017-June 2018
- Casework evaluation study on a small sample of LAC young people September 2017 -June 2018
- School review questionnaires (80% response rate) December 2017/June 2018
- In-service evaluation questionnaires September 2017- June 2018
- Internal EP survey November 2017
- Parent Survey May 2018
- Pupil Survey May 2018

The key quality indicators from Quality Management in Local Authority Educational Psychology Services (2007) for the focus of this interim evaluation were;

2.1 Impact on children and young people

3.1 Impact on staff

5.1-5.7 Delivery of key processes

8.1 Partnership working

9.2 Leadership and direction / 9.4 Leadership of change and improvement

10.1 Global judgement based on evidence of all key areas, in particular outcomes, impacts and leadership

2. Impact on Children and Young People

(2.1, NIF Priorities 1,2,3,4, Performance information, Teacher professionalism, Assessment of children's progress)

Monthly data meetings are held by the PEP with a member of the Education Services' data team to gather an overview of where EP work is directed to our most vulnerable children and young people in the areas of LAC and SIMD deciles. This data is fed back to EPs in the team once a term.

- 416 children and young people are currently allocated to the EPS. There has been a 21% increase in caseload over the year 2017-18.
- EPs also provide a service to schools through consultation to staff on an anonymous basis. These individuals are not referred to the service. EPs provide a service for all children in Midlothian across the SIMD deciles.
- 51% of the total EP allocation are children and young people in SIMD 1-4. This correlates with the percentage of SIMD children and young people in the total school population (49.23%).
- 28% of the total EP allocation are LAC and young people. This has increased by 18% over the year.
- 16% of the total EP allocation are children and young people with under 80 % school attendance.

This year a new approach to evaluating the service has been trialled within the Service Evaluation Cycle. Using data from the electronic filing system, (Mosaic), EPs have been able to record outcomes on a daily basis as they reflect on casework whilst they write up their involvement onto the Mosaic system. 59% of the outcomes recorded were for children and young people in SIMD 1-4. Notes recording impact from Mosaic case files and the evidence from School Reviews indicate that EPs have an impact on children and young people in the following areas:

Identifying and Clarifying Needs of the Child or Young person

Ensuring a shared understanding of the needs of a child is a key role of an EP. The identification, clarification and facilitation of a shared understanding of the individual needs of the child or young person was a key role recorded through the outcome data on Mosaic. This was achieved through consultation with school staff, parents and other relevant professionals as well as assessment activities and collaboration with school staff to build learning profiles.

96% of those responding through School Reviews in June 2018 agreed that the link EP had impacted on increasing staff understanding of pupil need. This demonstrates a significant increase of 16% from December 2017.

Examples

'[EP] is a good listener and shows good understanding of difficult cases. I have valued her input at meetings where we have discussed challenging pupils and how we might meet the needs of these pupils. She always contributes positively to these meetings and always has the child at the centre of her thinking'

'[EP has a] direct input about children's needs, a strong positive directional force that aids professional dialogue'

'Excellent communication, advice, delivering case conferences regarding pupils' learning needs'

School Reviews June 2018

Providing advice for strategies to overcome barriers to learning

Another key role for EPs is to provide advice to schools staff and parents to help overcome barriers to learning. This has included direct advice to schools and parents/carers for improving mental health and wellbeing, encouraging attendance at school, promoting engagement in learning and raising attainment. EPs have provided advice on behaviour management plans, whole staff support for young people through Pupil Case Conferences and through providing ongoing consultation to schools staff to problem solve as the need arises.

96% of schools reported in June 2018 that the EP had an impact by providing advice and support with a high level of expertise, astute assessment and realistic strategies. Again, this was an increase from December 2017 of 14%.

Examples

'(The EP) has been a huge asset to (school) with her contributions, suggestions and actions. (EP) is supportive yet also challenges us with our thinking when relevant, due to her positive working relationship with the school where she is highly regarded'

'Positive relationship, high level of service, direct, hands on practical input for children and their families-this is a shift'

School Reviews June 2018

Inclusion, Equality and Well Being

Evidence from the Mosaic outcome data, School Reviews and Casework Evaluations showed that EPs were helping schools with creative packages of support to ensure young people were included in classes and increasing to full time timetables in school.

Examples

Support with a transgender pupil and sensitive way she handled pupil and parent

EP engagement focused on persuading the school to re-engage with a troubled young person. There is a very negative mind-set towards her in school. EP attempts to encourage interaction with subject teachers and guidance staff have been continually rejected. ... some headway in building engagement- [EP] insisted that outreach take place in school... and that she returns to classes

EP involvement has been impressive. Pupil has increased to full time timetable, is attending school and is able to self-regulate. Feedback from parents that they are delighted with his progress in school and that EP played a significant role in supporting this placement

Mosaic Outcome data September 2017-June 2018

Voice of the Child/ Young Person

Eliciting the views of the child or young person has been achieved through Person Centred Planning meetings, home visits and assessment which feeds into school or multi-agency reviews. Mosaic outcome data showed that EPs were active in ensuring that the child's voice was heard and that this was reflected in documentation for panels making placement and resource decisions, as well as feeding into parents' understanding of their child's views.

Examples

YP and parent's wishes reflected in MARG application through EP

EP helped parent to be more aware of his daughter's wishes

Young person led decision making about ways to increase attendance at school

Mosaic Outcome data September 2017-June 2018

A small scale survey of pupils was carried out as part of the valuation cycle. There were only 4 returns. All responses indicated that children and young people felt listened to and that they had a say in making plans. All respondents said that they felt they could trust the EP and that the EP had helped to make things better.

Planning supports

EPs have worked collaboratively, planning with school staff through consultation for achievable, embedded and sustainable plans for learning and teaching.

Examples

'Our EP has been a huge support this year. She has listened to all the challenges I have faced and provided excellent support and advice about how to handle situations'

'EP always comes up with ideas I have never thought of'

'Instant support and advice about young people. A solution-focussed approach which has helped staff have confidence when working with young people'

'Support with parents for things like transgender, dyslexia, anxiety (EP) was fantastic'

School Reviews June 2018

Placement

EPs have been key to ensuring the most appropriate placements are offered through consultation and advice to education services in the allocation of resources.

Example

EP liaison and advice to MARG ensured appropriate support in place.

EP has prevented a young person from being allocated an inappropriate placement which would have damaged the young person's self-concept and self-esteem and which would have caused considerable distress to the young person's family

Casework Evaluation September 2017-June 2018

Attendance and access to education

EPs recorded through the outcome data on Mosaic that they had worked successfully to support schools to increase the engagement of young people in school, increased attendance through reducing anxiety, and ensure an appropriate education package resulting in better attendance at school.

Example

Package of support in place to enable young person to access education meaningfully, ensuring placement is appropriate, increasing staff understanding of effective strategies

Mosaic Outcome data September 2017-June 2018

Academic progress and Attainment

Outcomes from the Mosaic data indicated that EPs had an impact on the attainment and progress of young people to whom they were allocated. Young people have been supported by EPs working with the schools staff to access or return to school to do 5 qualifications and seek a college placement.

In addition, feedback from in-service training delivered by EPs indicated that staff could predict impact on students based on the awareness raising and knowledge development within training sessions.

Transition

There was also evidence from outcome data that EPs had had an impact on transition arrangements for children and young people, with effective arrangements being put in place and parents feeling confident about the transition process for the child.

Examples

Mum is clear and confident about the transition process

Effective multi-agency work to explore post-school options

Mosaic Outcome data September 2017-June 2018

Schools also commented on the positive contribution their link EP made to the NIF priorities;

NIF Priority	% of schools December 2017	% of schools June 2018	Increase December 2017 to June 2018
Attainment	38	53	15
Closing the attainment gap	48	53	5
Mental Health and Wellbeing	79	88	9
Positive Destinations	23	44	21

The response from the School Reviews in June 2018 show an increase of EP impact on children and young people within each NIF priority.

2.6 LAC children and Young People

28% of the school-aged LAC population have an allocated EP.

59% of the LAC out with Midlothian have an allocated EP. This is an increase of 11% over the year.

38% of the young people in residential units have an allocated EP.

Each EP carried out 2 Casework Evaluations of young people who are Looked After. Casework Evaluations provide a formal structure for EPs to reflect on their impact on individual children beyond peer supervision. They form part of the discussion within Performance Review and Development (PRD) meetings with the PEP. This small sample provides a very rich picture of the impact an EP has on a young person who is Looked After. The evidence from the EP, triangulated with reports from pupils, parents, school staff or other professionals clearly indicated the valuable role of the EP in supporting the Midlothian Looked After population both within the authority Midlothian and those placed out with Midlothian.

Involvement from EP produced the following outcomes for Looked After young people:

- greater engagement with local community activities and school on return from provision out with Midlothian
- full time timetable in place for young person
- re-engagement with school, accessing lessons
- improved attendance at school
- young person supported to contribute to care and education plans
- greater socialisation with peers outside of residential unit
- appropriate placements and supports in place to enhance learning

These outcomes have been achieved through the EP:

- being a consistent professional throughout change
- supporting the young person in returning to the authority and in creating a plan for school.
- running Person Centred Planning meetings to obtain the view of the young person and facilitating their sense of control and personal agency
- challenging the views of school staff and promoting inclusion
- facilitating Pupil Case Conference with all subject teachers to enhance understanding and promote shared commitment to inclusion
- collaborating with partners to achieve the best outcomes for young people

Examples

The carer indicated in the Multi-agency meeting that she is grateful that (EP) is challenging the school on pupil's behalf.

The foster mother reported that her concerns were heard and that she would follow up suggestions and recommendations to improve behaviour and sleep.

The carer felt that involvement from the EP had helped to develop the school's understanding of need and identify a clear plan to take forward.

The Residential Support Worker reported that the meeting between the EP and the young person had been positive, even though it had been difficult to engage the young person at first. The young person had then gone on to engage in the activities discussed with the EP when she had previously refused. This resulted in increased interaction with peers outside of the residential unit and improved attendance at school.

***'Our discussions helped with the direct care plan for (YP) and also to support his foster carers. It was really beneficial to have (EP) involvement at the point when the (YP) was really struggling at High School to ensure education were giving due consideration. Your knowledge of the referral system also gave the carers and I (sic) better understanding of the process ahead. Our shared discussion worked well, providing consistency.'* (Social Worker)**

Midlothian EP was key in facilitating the successful educational placement for the young person. (EP from another authority)

Casework Evaluations September 2017-June 2018

Casework Evaluation also gives rise to systemic action which aims to have a positive impact on the educational experiences of LAC in the future. Examples of systemic change arising from casework evaluation for LAC:

- An EP has now been allocated to work with the staff and young people in both residential units. Key issues in relation to the educational needs of young people in the units have been identified through a survey of staff. Emerging themes are attendance, exclusions (formal and 'informal') gaps in learning. This has provided a direction for the EP to support both the young people and the staff in the residential units. The EP has also supported staff with improvement planning by facilitating the creation of Person Centred Maps. Each residential house developed an action plan to take forward in the next year and there is now a clear direction in what consistency within the houses will look like. The EP will support both houses in reviewing progress. The EP will also have regular visits with both houses and provide consultation to discuss immediate issues and offer advice/strategies/support for individual young people. Future goals are to focus on bridging the gap between residential units and secondary education. This involves working with Head Teachers and/or staff to develop knowledge and understanding of adverse childhood experiences. The EP role will involve mediating and finding mutual ground to develop creative plans that are meaningful and achievable in supporting young people to access education.
- Two EPs have begun research into the educational experiences of children and young people who are Looked After. This work was commissioned following a request from a Kinship carer, concerned that the educational experiences of children looked after by kinship care could be better understood.

- Other systemic action identified from the casework evaluation includes finding ways to celebrate success when children and young people who are looked after are included in their mainstream schools and working with schools to build understanding of responsibilities towards Looked After young people.
- Improved links with LLE have also been forged in order to better provide a service to this vulnerable group. An EP is now allocated as a link to PAVE as requested by the provision, providing consultation and advice to staff within the resource. The EPS responded to a request to evaluate the PAVE provision in April this year, carrying out focus groups and drafting a report detailing the findings.

NIF priorities identified within the LAC data are:

1. Attainment,
3. Mental Health and Well Being, and
4. Positive Destinations

Next Steps

- Focus on data gathered through regular team meetings dedicated to data analysis for next session
- Develop and evaluate EP link to residential units for 2018-19
- Complete and disseminate findings of LAC research to Education Service/schools
- Collaborate with ASN Manager for roll out of CIRCLe resources
- Contribute to Education Services in addressing non-attendance and disengagement through Regional Improvement Collaborative/joint work with East Lothian Council
- Repeat Pupil Survey in Year 2 of evaluation cycle
- Consider how to increase response rate of pupil survey through Service Evaluation Working Group
- Disseminate findings of PAVE research to schools
- Extend Casework Evaluation to focus on pupils in low decile SIMD for 2018-19
- Increase input to attainment/closing the gap NIF priorities within schools

Parents/Carers

A small scale survey of parents and carers by postal questionnaire was carried out in April/May 2018. The response rate was 26%.

Almost all parents/carers agreed or strongly agreed that it was easy to make contact with the EP, and that the EP explained clearly her role in helping to improve the situation for the child, taking time and listening carefully to the parents'/carers' views. Almost all parents/carers strongly agreed or agreed that the EP did what they said they would do and that their involvement was helpful to the child. Almost all parents said they would be happy to contact the EP again if needed.

There was one response which showed dissatisfaction with the service received, across all the questions posed. Unfortunately it is not possible to follow up on this response directly with the parent/carer as it was supplied anonymously. The comments provide a good opportunity for critical reflection for all EPs taking forward their practice into the next session

Examples

I thought [EP] was brilliant and really helped my son going to school.

Lovely lady, very supportive, approachable, displays a calm tenacity when challenging strong characters. I feel very supported with her on the team and feel she is looking out for us. Thank you.

I felt sceptical about the process but [EP] has made a huge difference in this young person's life so far. Thanks.

Parent Surveys 2017-18

Two of the responses given highlighted dissatisfaction with previous EPs which had been turned round by the parents'/carers experiences with their current EP. A very useful comment was that the service was great, but that parents need to be made aware of the service and that they can self-refer child. Assessment, intervention and consultation provided for parents was highlighted in the impact record on Mosaic.

Example

Supporting parents to explore the benefits of child's current educational provision, providing information and questions to consider in relation to her educational planning and explore potential barriers in their thinking about enhanced provision support

Mosaic Outcome data September 2017-June 2018

Next steps

- Repeat parent/carers survey in each year of the evaluation cycle
- Consider ways to increase response rate
- Respond to request from parents to improve communication strategy for service. New information leaflets to be issued to schools in August 2018 and to accompany new consent form and privacy notices in accordance with GDPR .
- Complete and distribute guidance on anxiety to parents

3. Delivery of key processes

(5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, NIF 1,2,3,4, Performance information, Teacher professionalism, Assessment of children's progress, school leadership, school improvement)

The record of EP Impact from Mosaic data, evidence from the Practice Review, Internal Staff Survey and the EPS Task Plan show that EPs are working across the five functions of Assessment, Intervention, Consultation, Training and Research. All EPs reported that they had opportunities to engage in these roles.

The data from School Reviews in June 2018 showed an increase in satisfaction with the service provided by the link EP in the areas of service delivery and communication since December 2018;

- 99% of schools were satisfied or very satisfied with the service they received from their link EP.

- 99% of schools were satisfied or very satisfied with the communication between the EP and the school.

There was some dissatisfaction from one school with respect to the service provided as well as communication. This will be followed up with the Head teacher by the PEP in the coming session. The new EP for the school for 2018-19 and the Pep have discussed ways to improve the service to this particular school.

Consultation and advice which enhance skills and knowledge of staff and parents are strong themes running throughout the data gathered. This was particularly evident from the Mosaic data and School Reviews. EPs provide consultation in different ways in school settings and with parents. For example through pupil conferences involving parents and all the young person's subject teachers, helping to share good practice and develop consistent strategies that work best for the child. In particular Head teachers noted the personal support they receive from their school link EP:

Examples

'Where I have had difficult situations there has been support in helping make sense of pupils and parents responses and a coaching approach to helping me identify next steps and best meet the needs of pupils and learners. Personally also very supportive in a very difficult bereavement situation'

[EP is] 'a supportive professional who I can work with and share ideas and concerns to talk through and act on'

School Reviews June 2018

Features of the service that school staff have particularly valued include;

- Excellent, regular communication
- Qualities of being responsive, proactive, approachable, sensitive, available, reliable, flexible, willing to listen, consistent and professional

Examples

Highly responsive to requests for support, reduction in bureaucracy for example referral process. Highly skilled, experienced and insightful.

(EP) has been very solution focussed when working with staff and families. She has made good relationships- much more relational trust and respect than existed around the service before. Staff have valued the support and encouragement from EP

Regular focused dialogue, focus on individual children and whole school development

School Reviews June 2018

The School Reviews showed that EPs were effective in the following areas;

	December 2017	June 2018	Increase from December to June
Clarifying and looking in more depth at the problem	82%	96%	14%
Increasing staff understanding of pupils needs	79%	96%	17%
Proposing ideas and strategies that promote effective management of the situation	85%	96%	9%
Liaison between other professionals, staff and parents/carers	90%	99%	9%
Providing support for school staff	90%	94%	4%
Positively contributing to school development	72%	87%	15%

Schools commented that the service from EPs could be further developed in the following ways:

- Continuity of personnel
- More written feedback/report of actions, observations circulated to staff
- More time for professional dialogue
- More pupil observations
- More time for practitioner enquiry
- More group work and 1:1 work with individuals

Schools requested a variety of inputs in addition to the menu offered within the School Review, including

- Parents session on Grief and Loss
- Health and Well Being curriculum development
- Training for staff in Solution Oriented meetings
- Nurture/Restorative practice/autism/attachment/digital learning/social stories
- Practitioner Enquiry to improve learning and teaching

Consistency of practice and shared knowledge and skills in a range of approaches has been a priority, particularly with four new members of the team joining this term. The team has engaged in professional learning during team meetings to ensure consistency in consultation, assessment, intervention and general working practice. A very successful training event was organised by the ADPEP for the Cognitive Assessment Profile with participants from other services. All staff are now familiar with Visible Learning, Addressing Barriers to Learning (ABLE), Person Centred Planning and Practitioner Enquiry approaches. All EPs are up to date with level 2 for Child Protection training.

EPs have delivered 30 training events to teaching and non-teaching staff in schools and across the authority on the following themes since August 2017:

- Attachment
- De-escalation
- Supporting Behaviour
- Nurture
- Person Centred Planning (PCP)
- Practitioner Enquiry
- Restorative Practice
- Grief, Loss and Change

EPs have also delivered to the cohort of newly qualified teachers (NQTs) within the authority on the following topics:

- Visible Learning
- Working with Parents
- Practitioner Enquiry

The quality of these training sessions was highly rated;

97% of participants reporting that the session had made them reflect on their practice

87% reported that their knowledge, skills and understanding had been increased

The shift in thinking of participants is notable in the feedback provided indicating that training delivered by the EPS is significant in supporting the development of the NIF drivers Teacher Professionalism, School Leadership and School Improvement.

Examples

This will make a big impact, this has made me understand and be more prepared.

This training has empowered staff and built capacity of our team.

It will inform my planning and assessment, allowing me to understand the child as a whole. It will allow me to better support the children in my classroom both socially and within their education.

It will make me think more about what experiences and development children have had before I make contact with them.

I have a better awareness of how brain development can impact children's learning.

Gave me lots more ideas and confidence to work with the children to develop restorative practice techniques.

I feel I am now more informed and capable of improving behaviour and relationships in school. I am now more aware of how I can do this through a model which is based on social responsibility and self-awareness.

I will feel more confident engaging with parents

Short term In-service training evaluations September 2017- June 2018

EPs have also contributed to the development of staff in schools in other ways, for example embedding the ABL framework and aspects of Visible Learning in schools. Practitioner Enquiry has been a common theme of development in schools, with one EP working to deliver this on the topic of Literacy across a whole cluster. The EPS has supported schools across the authority in exploring Practitioner Enquiry in a number of ways. This has resulted in individual, whole school and cluster enquiries. Working with schools to develop this approach within Midlothian has resulted in:

- More in-depth support to a wider range of schools
- A cluster wide approach to the use of Practitioner Enquiry to support professional practice
- Teachers leading change through action research and using evidence to inform practice
- Opportunities for partnership working. Networks have been built across school clusters and the education authority
- Practitioner Enquiry projects which have supported individual teaching practice and whole school improvement plans
- Staff learning and sharing from other practitioners
- Development of evaluative methods within schools to demonstrate and evidence impact.
- Support for newly qualified teachers in taking an enquiry approach

Themes for Practitioner Enquiry in Midlothian supported by the EPS for 2017-18 included:

- Peer teaching approaches
- Thinking skills and meta-cognition
- Collaborative learning
- Learner mind-sets and motivation
- Promoting independent learning
- Teacher and student feedback

An EP has worked with school staff to support the development of a nurturing school and establishing a nurture base, providing ongoing consultation/supervision to the members of staff who will be running the nurture room. Similar consultation/supervision support role for one PT around nurture has been provided in one primary school and plans to continue supervision into next session to deliver ongoing regular consultation have been made. One EP has spent time developing the skills of Learning Assistants in a High School as facilitators of independent learning.

EPs have also provided workshops on thinking traps, confident communication and self-regulation to senior pupils at a Mental Health Day in Dalkeith High School this year. Advice has been given to senior pupils in drafting their own guidance on anxiety for their peers, and work to encourage senior pupils to become Mental Health Champions within a high school has been carried out.

3.1 Next Steps

- Highlight potential for EP support to schools in evaluating Pupil Equity Funding
- Continue to offer EP support in school development activities through new Practice Agreement
- Contribute to Closing the Gap agenda through Practitioner Enquiry with a particular focus on Literacy
- Contribute to Closing the Gap agenda through projects negotiated with schools

- Deliver workshops to senior pupils at Lasswade High School on Mindfulness, Building Resilience and Solution Focused Thinking
- Create suite of workshops for secondary pupils incorporating the 6 mental health workshops created this year to offer to other schools in 2018-19
- Each EP to complete one long term evaluation of in-service training from 2017-18 during the session 2018-19
- Co-deliver training with ASN Development officer/Pathways to Success/CAMHS/school staff
- Develop range of courses on offer e.g. Anxiety, Improving your Learning Space
- Respond to requests for delivery of further training to NQTs, link to SGM, Education Officer
- Continue to implement and embed Visible Learning/Nurture/Improving Mental Health initiatives
- Work with ASN Manager to develop authority wide nurturing approaches
- Continue to develop professional knowledge as a team in assessment, intervention and consultation
- Respond to requests for involvement in research
- Distribute guidance for teachers on Anxiety
- Develop Practitioner Enquiry approach to whole school nurture development where requested
- Increase from 'satisfied' to 'very satisfied' response on School Reviews for service delivery and communication across all schools (12 schools)

4. Partnership Working

(8.1, NIF 1,2,3, Assessment of children's progress)

This quality indicator does not feature in the evaluation cycle for Year One, but there is evidence that the EPS has developed its links with other agencies in order to improve support for children and young people. EPs shadowed colleagues from Children and Families in 2018 and a development session is planned following this. Personnel from other agencies (CAMHS, LLE) are regularly invited to team meetings to share information and practice. Planned projects with CAMHS have stalled because of their Recovery Plan currently in place, although the EPS has taken forward the work despite this. A Family Learning initiative with LLE is currently in the planning phase. This is a preventative approach designed to tackle non-attendance in P6 and P7 children prior to their transition to High School.

Mosaic outcomes recorded by EPs through their ongoing evaluation of casework indicated that there was effective multi-agency working in place to problem solve difficulties and find a way forward for children.

4.1 Next steps

- Develop links with Health Practitioners - OTs, SALTs, HV, School Nursing Team (NIF 3)
- Deliver and evaluate Headstrong programme to P7s in Lasswade primary schools within multi-disciplinary team
- Deliver and evaluate Kids In Charge programme with LLE to Dalkeith P7 targeted group

5. Impact on staff (3.1) Leadership and Direction (9.2, 9.4)

The internal EP survey indicates that leadership and direction of the service is strong.

EPs regularly receive praise and recognition for their work, opinions are valued and contributions are appreciated. Communication between the PEP and EPs is effective and the team is well led. There is regular staff discussion about how to achieve service priorities and the EPS takes into account the national context when planning and delivering the service. There is a planned programme of professional review and development which is in keeping with service planning and local authority priorities. Staff feel valued by the PEP and colleagues. EPs feel able to ask for help when they are stuck or make a mistake and have the freedom to work autonomously within a clear framework of service delivery. A Peer Supervision system was established in August 2017. EPs felt that their ideals and values were reflected in the vision and values of the service. Opportunities for taking leadership on a range of topics is available to EPs through the Task Plan, ongoing discussions with the team at team meetings and with the PEP. There is a very strong sense of a team, and EPs report that the team works effectively together. A series of Development Days were held this year, covering a range of topics designed to build an effective team, manage workload, share ideas and expertise as well as plan for future improvement of service delivery. A new PRD format has been developed by an EP to be trialled in 2018-19. This should provide the flexibility for EPs to discuss all aspects of their work, including the Currie functions, distributed leadership, being inwards, outwards and forwards facing and management of time and workload.

5.1 Next Steps

- Continue to promote distributed leadership across the service
- Support the return to work of EPs currently on maternity leave
- Revisit Mission, Vision and Values in August 2018 with new team
- Development Days to be planned and led by members of the team
- All EPs to shadow EPs in other authorities to gain knowledge of how other services operate
- Trial new PRD form for one year
- Continue to discuss challenge questions for EPS in fortnightly team meetings to reflect on all aspects of work

6.Capacity for Improvement (10.1)

Evaluation evidence since September 2017 indicates that improvements have been made to achieve the key outcomes in focus for this review. School Reviews held in June 2018 show a marked improvement in all areas. In future, impact on service users may be improved by a period of relative continuity and stability as staffing levels recover. Leadership and management are currently effective and the 3 year evaluation cycle in place will continue to track service improvements. Review of the evaluation cycle has led to changes to enhance the collation of data during the course of the session. Three main themes for core service delivery will be in sharp focus next year ensuring the service

- Is inwards, outwards and forwards facing,
- Has distributed leadership of tasks
- Encourages staff to develop effective workload and time management strategies to ensure an appropriate work/life balance.

References

Currie Report (2002)

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Quality Management in Local Authority Educational Psychology Services (2007)

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