

## **School Review and Planning Feedback from Schools May 2015**

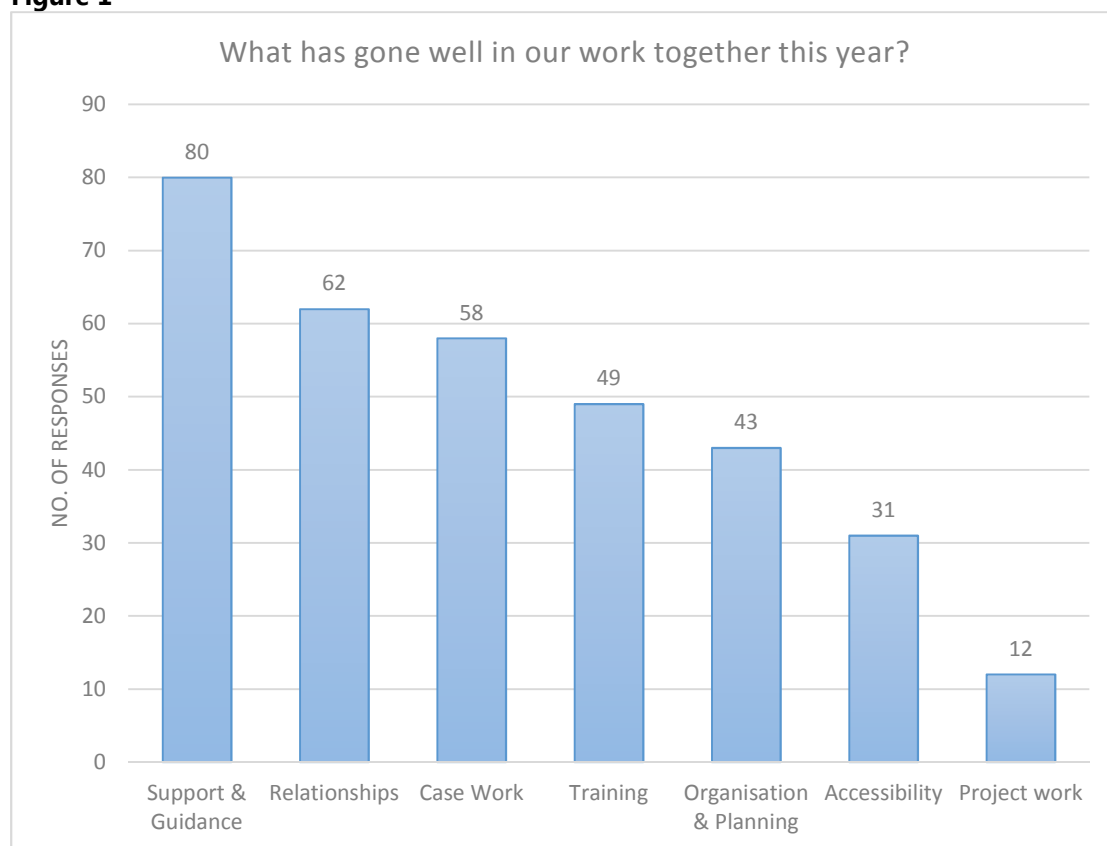
Review and Planning information was received from 91 schools (75 Primary Schools, 12 Academies and 4 Special Schools) out of the 171 schools in the Aberdeenshire Area (53% response rate).

Feedback was collated and themed under 5 main questions:

1. What has gone well in our work together this year?
2. How effective has our work together been this year? (scale rating question)
3. How could our work together be more effective?
4. Are there any systemic issues emerging from work at the casework level which the EPS can support?
5. What are the key areas of the School Improvement Plan for next year? Are there any areas of the Improvement Plan that the EPS could support?

## What has gone well in our work together this year?

Figure 1



### Support and Guidance

#### Sub themes

- Early intervention (e.g. informal consultations)
- Support for systemic issues
- Capacity building (including professional dialogue, confidence and reassurance)

### Relationships

#### Sub themes:

- Collaborative working/partnership
- Positive communication

### Case Work

#### Sub themes:

- EP attendance at Multi-Agency Meetings/School Reviews
- Formal consultation meetings
- Other assessment/intervention

## Training

- Examples included training on attachment, dyslexia, and restorative approaches

## Organisation and Planning

Sub theme:

- Consistency of EP

## Accessibility

Sub themes:

- Speed of EP response
- Flexibility of EP
- Regularity of EP visits

## Project Work

- Examples included EP involvement in whole class projects, Little Learners and Visible Learning

### Q2. How effective has our work together been this year?

**Figure 2:** shows the scale rating for how effective the work has been between the EPS and schools

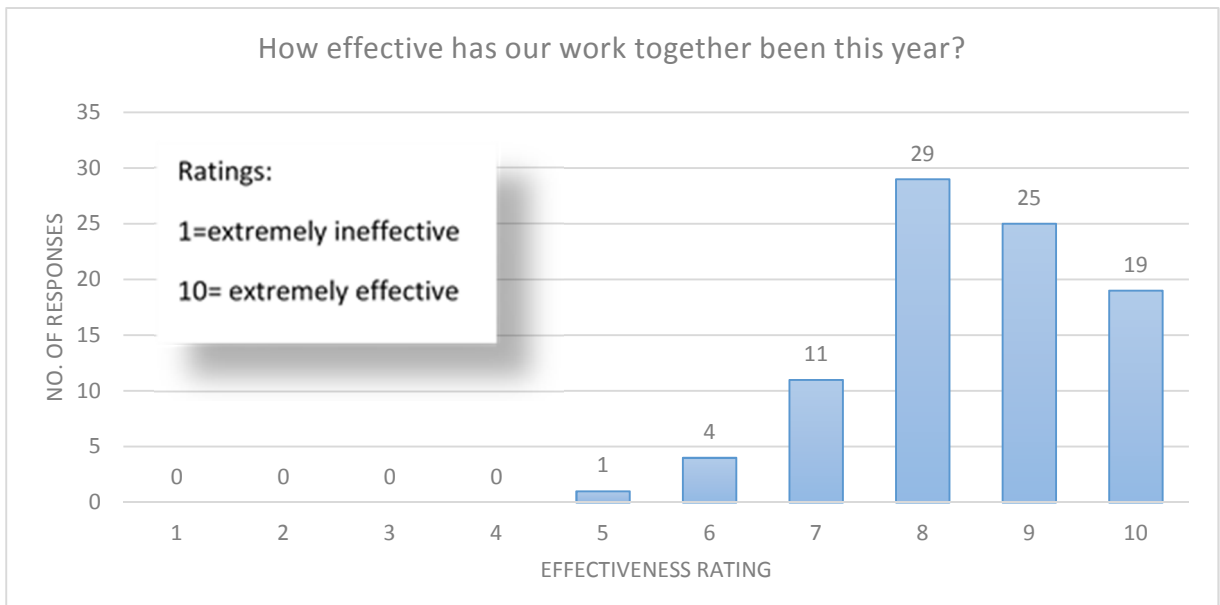
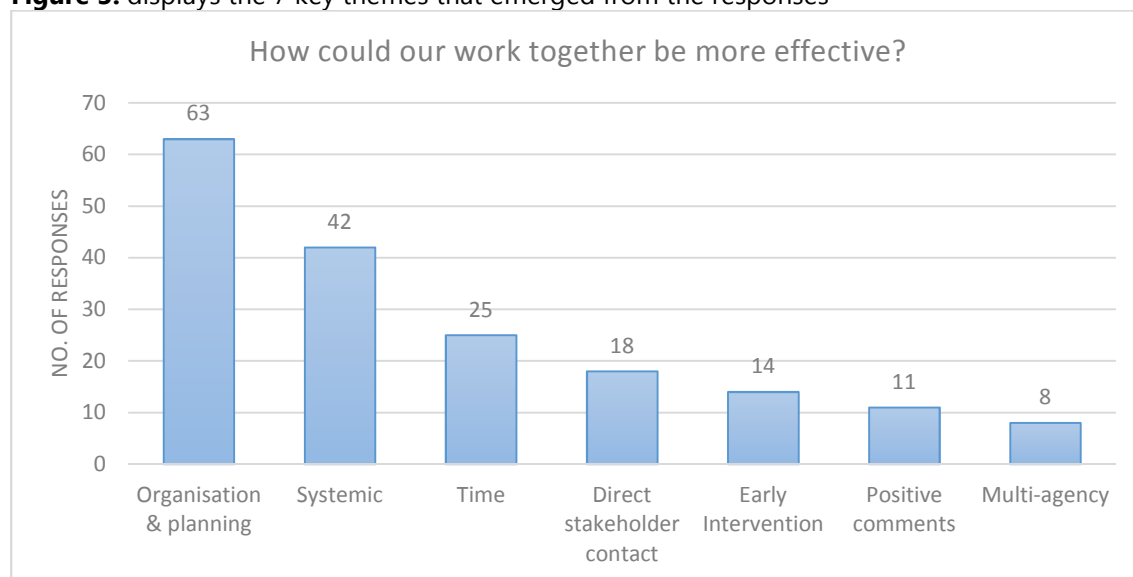


Figure 2 shows that 82% of respondents rated the effectiveness positively, as being 8 or above

### Q3. How could our work together be more effective?

Figure 3: displays the 7 key themes that emerged from the responses



#### Organisation and planning

- Better organisation within the school system to arrange the EP's time use more effectively
- Prioritise which meetings EP attends to enable EP time use for other facets of their consulting role (e.g. informal consultations, interventions, strategic planning with school, training/development)
- At the beginning of the year plan EP use of time, for example agreeing on a few key areas where practice can be improved with robust targets, and plan accordingly
- Share calendars across school staff to help organise EP time and provide a schedule to the EP well in advance of their visit

#### Sub themes:

- Consistency
  - continuity of EP to maintain relationships with schools and families
- Flexibility

#### Systemic

- EP involvement in wider range of support and development activities in school work to help build capacity
- Suggestion of creating an online space for discussion with EPs and access to resources – perhaps on GLOW
- Look at ways CPD can be delivered to allow for staffing and cover issues

#### Sub themes:

- Training
  - Increased training opportunities - examples given included; restorative approaches, differentiation, methods to support children with high-anxiety
  - Consider opportunities for CPD across smaller schools within the network
- Development
  - Examples included discussing pedagogy with staff, development on current approaches to learning

**Time**

- Greater allocation of EP time to the schools
- Some schools reasoned that their need for increased time was due to the increasing number of complex cases they had or the changes in school roll

**Direct stakeholder contact**

- More direct work with stakeholders

Sub themes:

- With young people/children
- With teachers

**Early intervention**

- Respond early to systemic themes like self-harm and non-attendance

Sub themes:

- Informal consultations
  - More use of informal consultations with staff
- Group consultations
  - Suggestion of introducing CPD/group consultation times/drop-in sessions over lunchtime to offer more 'reactive' sessions to all staff

**Positive comments**

- General positivity about level of support received and the strong positive relationships developed

**Multi-agency**

- Difficulties arising with multi-agency working particularly trying to get all agencies to attend meetings and gaining knowledge of what interventions the agencies involved have planned
- Think of ways to widen effective partnership working to include other agencies and more joint working

**Q4. Are there any systemic issues emerging from work at the casework level which the EPS can support with?**

Responses were split into two themes. 1: Specific Topics and 2: Process

**Figure 4:** Systemic Issues (Specific Topics)

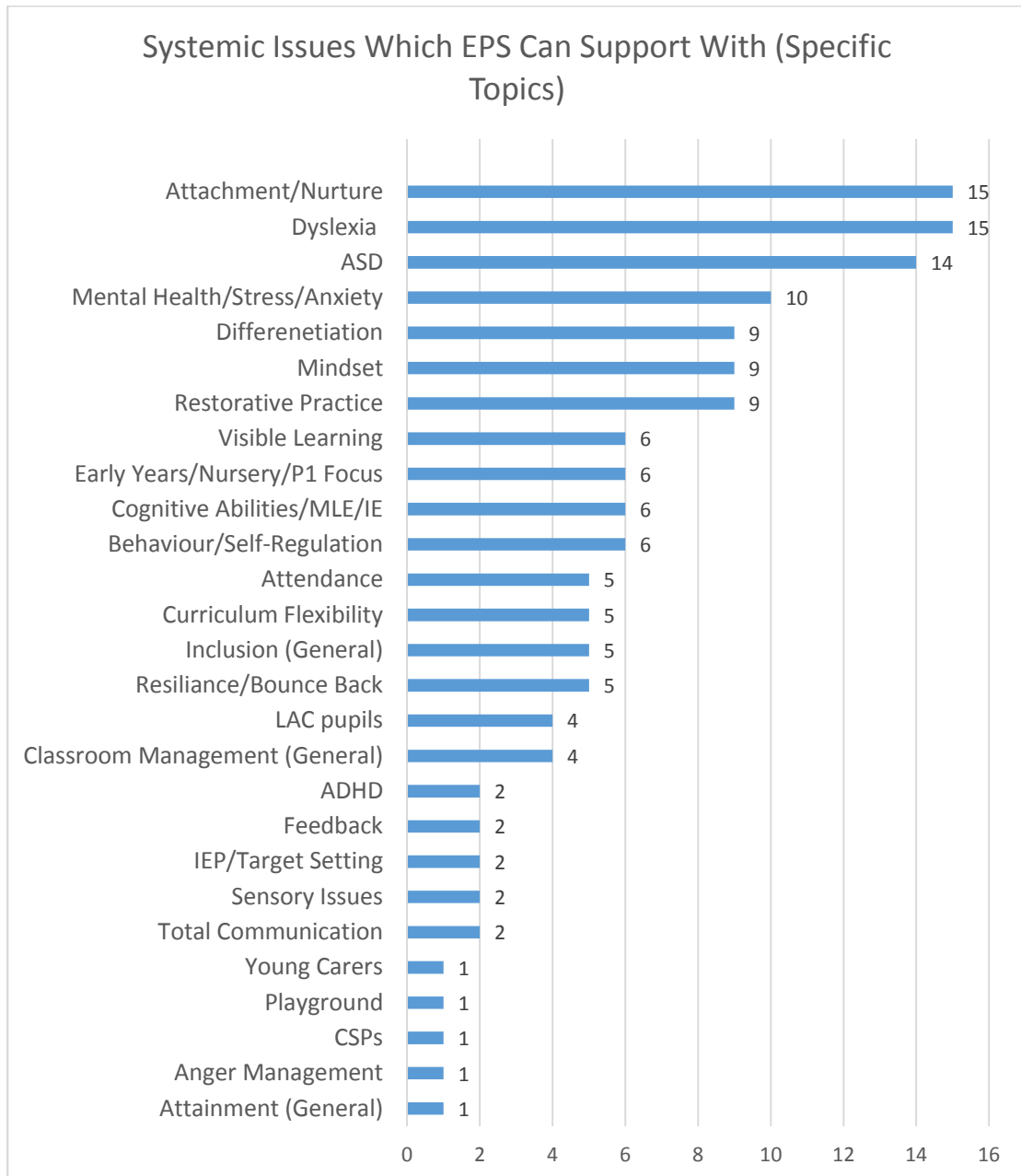
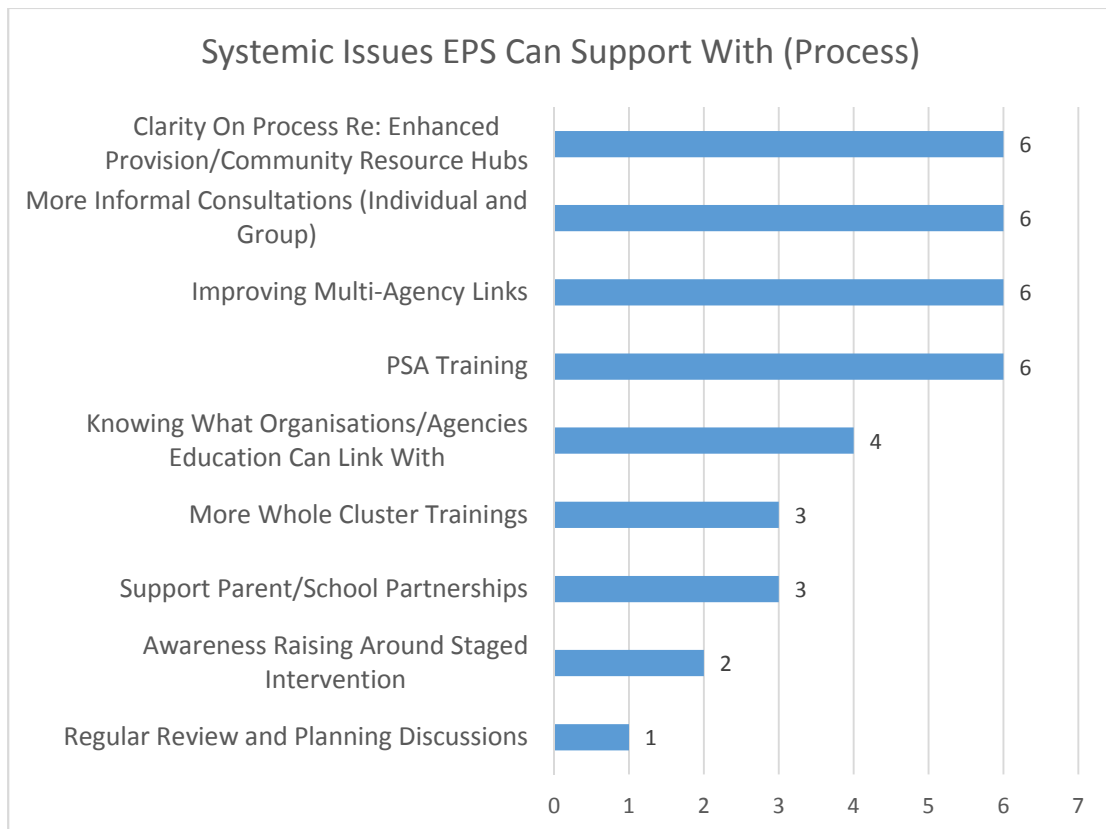


Figure 5: Systemic Issues (Process)

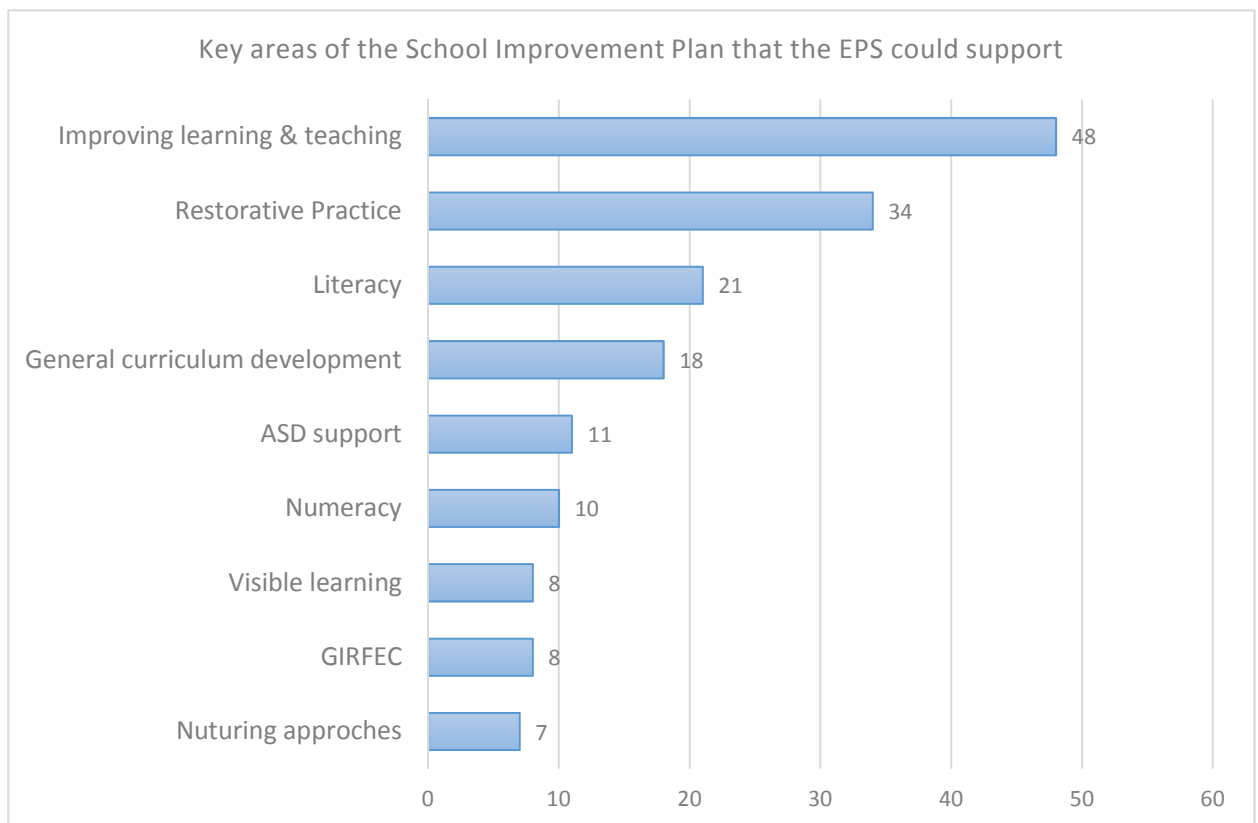


**Q5. What are the key areas of the School Improvement Plan for next year? Are there any areas of the Improvement Plan that the EPS could support?**

Responses varied widely for this question. Figure 5 displays the top areas of the school improvement plan emerging from the review process. Table 1 lists the remaining responses.

*NB: 9 schools had yet to formalise their School Improvement Plan so were unable to provide responses.*

**Figure 5:** Key areas of the School Improvement Plan that the EPS could support



**Improving learning and teaching:**

Sub themes

- Raising attainment
- Self-evaluations/assessment/monitoring & tracking
- Meeting learners needs
- Differentiation

**Literacy**

Sub themes

- Active literacy
- Dyslexia/dyslexia toolkit support



**Table 1:** other key areas of the school improvement plan

<b>Area of School Improvement Plan</b>	<b>No. of responses</b>
Rights respecting schools	5
Health and Wellbeing	4
Cognitive abilities	4
Emotional literacy	3
Communication/total communication	3
Science	3
Mindset	2
Resilience	2
Enhanced provision support	2
Sensory issue support	2
Inclusion	2
Transition (e.g. P7 to S1)	2
Behavioural policy/behaviour	2
Re-working the school aims, values, ethos	2
Early intervention/early years	2
Increasing YP independence - life skills, work skills	2
Ways to bring parents on board/partners	2
Modern languages	2
IT	2
Social subjects	1
re-write PSE programme	1
Mindfulness	1
Philosophy with children as teaching approach	1
Cognitive approaches early years	1
Sustainability and building capacity	1
PSA support	1
Bullying	1
Non-attendance	1
Developing leadership at all levels	1
Symbolising environment/visual support	1