

Aberdeenshire Educational Psychology Service Review and Planning Analysis Session 2016-2017

Aberdeenshire Educational Psychology Service (EPS) engage in review and planning meetings with their schools during three key points within the academic year. The purpose of these meetings is to allow the EPS and schools to jointly reflect upon, and evaluate their work together over the given period. This enables them to consider where things have been going well, what improvements could be made and identify next steps to provide a focus for their future work together.

The current summary draws together the key points derived from the collated May/June 2017 review and planning meetings.

Analysis process

A thematic analysis was used to identify key themes emerging from the review & planning meetings

Participating Schools

Responses were received from 53 of the 171 schools across Aberdeenshire. The analysis that follows therefore reflects a total response rate of 31%.

Question 1: What has gone well in our work together this year?

Responses to this question were themed as detailed below:

Collaborative working: mentioned on 43 occasions by 39 different schools

- This theme included: informal consultation, developing shared understandings, relationships.

Capacity building: mentioned on 50 occasions by 35 different schools. The difference in these two numbers indicates that this was a big focus for a few schools)

- This theme included: training at school and cluster level, needs analysis, sharing resources

Direct Work: mentioned on 29 mentions by 29 different schools

- This theme included: formal consultation, attendance at MAAPMS, assessment/intervention at case work level

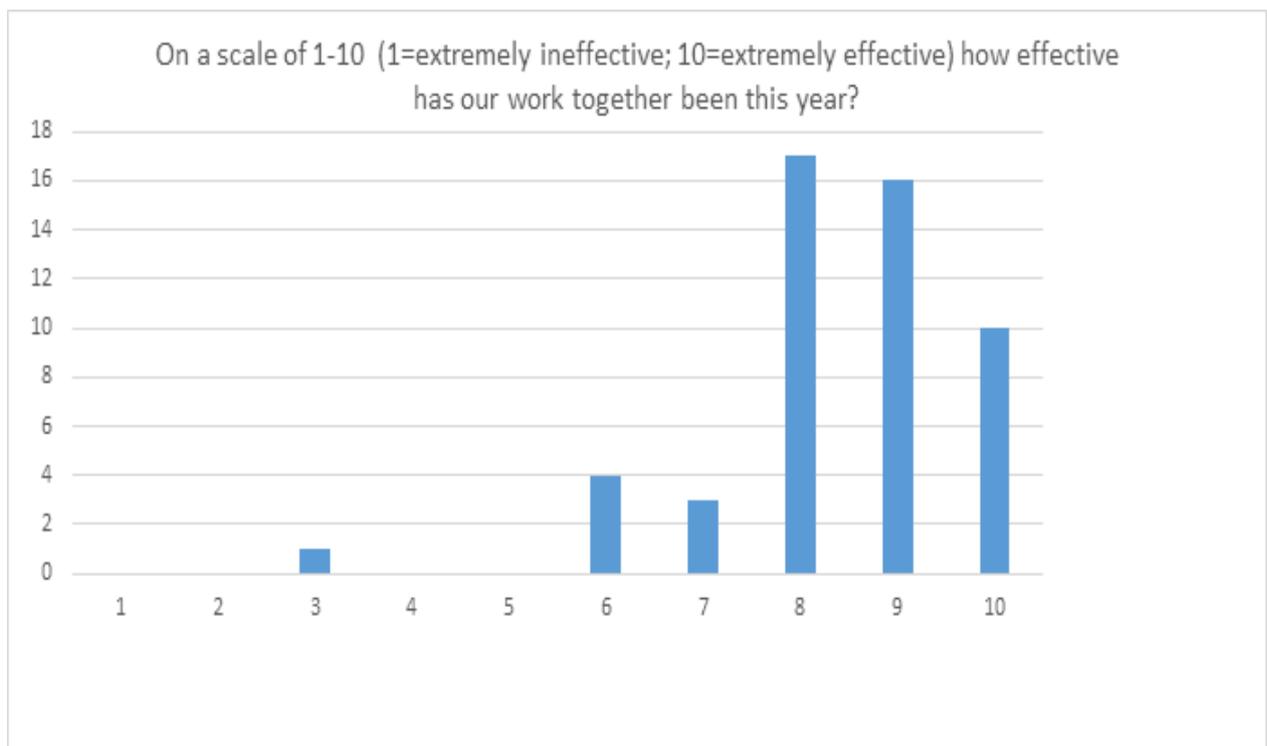
Organisation: mentioned on 27 occasions by 25 different schools.

- This theme included timetabling, prioritisation, consistency of school staff and EP

Wider agency links/knowledge of external resources: mentioned on 7 occasions by 6 different schools.

Question 2: On an Scale of 1-10 (1= extremely ineffective; 10= extremely effective) how effective has our work together been this year?

Responses ranged from 3-10, with the majority being either an 8 or a 9.



Question 3: How could our work together be more effective?

Responses to this question were themed as detailed below:

More strategic focus – 18 mentions by 18 different schools

- This theme included: Training/Professional development opportunities (9 schools)

Organisation – 20 mentions by 14 different schools. (the difference in the numbers indicated that this was a significant issue for a smaller number of schools)

- This theme Included: Prioritisation of workloads (e.g. attendance of EP at meetings), timetabling issues and issues around school/EP recording systems

More use of informal consultation: 11 mentions by 11 different schools

- This theme included: use of group informal consultation, use as early intervention, opening informal's to cluster level

Communication: 8 mentions by 7 different schools.

- This theme included: relationship building between EP and school link, staff expectations, speed of response

No change: 7 schools

Increased consistency of staffing (both school and from EPS): mentioned by 6 schools

Opportunities for parental involvement/partnerships: mentioned by 4 schools

More direct work by EP (e.g. formal consultation, assessment and intervention): mentioned by 3 schools

No comment: 3 schools

Question 4: How useful have informal consultations been and what impact have they had?

44 schools made direct reference to informal consultations being useful.

In terms of impact:

1. 26 schools mentioned the **general support** that staff received from attending an informal consultation

This included: collaborative problem solving: mentioned by 9 schools

Reassurance mentioned by 5 schools

Receiving a different perspective: mentioned by 5 schools

Being able to speak freely: mentioned by 4 schools

2. 16 schools mentioned that the informal consultations had been useful as an **early intervention tool**. There was evidence that the ideas discussed had been applied in class and also in support to other pupils. Reference also made to informal consultations **enabling an “issue” to be dealt with at school level**.
3. 8 schools mentioned that the informal consultations had **led to the exploration of different referral options** when appropriate (this included progress to formal EPS involvement or another external agency’s involvement).

Of the remaining schools

- 4 schools felt that time for informal consultation required greater prioritisation in order to be more effectual
- 3 schools found that informal consultations had not been required, or did not comment on the question
- 2 schools raised the differences in staff expectations around what the purpose of an informal consultation was. For example, that the informal would only be viewed as useful if it enabled a case to move to formal EPS involvement.

Q5: Are there any systemic issues emerging from work at the casework level which the EPS can support?

Responses to this question covered the following topics:

- Resilience: mentioned by 9 schools
- Mental Health and Wellbeing (general): Mentioned by 9 schools.
- Growth Mindset/My Brilliant Brain: mentioned by 7 schools
- Positive Behavioural approaches: mentioned by 7 schools
- Non-attendance: 6 Schools (mostly secondary schools)
- Parental engagement/involvement: mentioned by 6 Schools
- Anxiety: this was specifically mentioned by 5 schools, though also alluded to alongside some of the other topics
- Attachment/Nurture: mentioned by 5 Schools
- Autistic Spectrum Condition: mentioned by 5 schools
- Additional Support for Learning/Enhanced Provision support: mentioned by 5 Schools
- Differentiation: mentioned by 4 schools
- IEP support: mentioned by 3 schools
- Planning/Paperwork general comments: mentioned by 3 schools
- Emotional Coaching/self-regulation: mentioned by 3 schools
- Early Years language/total communication: mentioned by 2 schools
- Dyslexia: mentioned by 2 Schools

Other topics were mentioned on an individual school basis but are not detailed above.

14 schools did not identify anything or did not provide comment on the question

Q6: Are there any areas of the school improvement plan that the EPS could support with?

Responses to this question covered the following topics:

- Visible Learning: Mentioned by 20 schools
- Growth Mindset: specifically mentioned by 9 Schools (some made further links with Visible Learning)
- Numeracy: mentioned by 8 schools (some made further links with Visible Learning)
- Mental Health and Wellbeing: mentioned generally by 7 schools
- Family Learning/parental engagement: mentioned by 7 schools
- Not discussed/left blank: 7 schools
- Literacy: Mentioned by 6 schools (some making further links to the use of emerging literacy materials)
- Early years/nursery assessment: Mentioned by 5 schools
- Resilience: Mentioned by 5 schools with specific links to use of bounce back materials
- Dyslexia/Dyslexia Friendly Schools: mentioned by 5 schools
- Attachment/Nurture: mentioned by 5 schools
- Restorative/Rights Respecting Schools: mentioned by 4 Schools
- ethos/vision/values: mentioned by 2 schools