



Glasgow Psychological Service-Validated Self Evaluation Summary Report March 2016

Glasgow Psychological Service (GPS) undertook a Validated Self Evaluation activity during the week 29.2.16 to 4.3.16. Staff from GPS were joined by a range of partners and supported by a team from Education Scotland.

There are 2 national themes and within each of these the service identified specific areas that the VSE would look at closely.

Theme 1- Learning and Teaching – focus on Nurture

Theme 2 -Partnership Working- focus on Wellbeing

Background

Glasgow Psychological Service was inspected by HM Inspectors in 2011 and following this the service carried out a range of actions

- Service Delivery Guidelines were developed with key stakeholders and published in 2013
- Time allocated to core functions and quality assurance of all EP work was implemented
- Service delivery clearly communicated with establishments and other stakeholders through regular consultation at Learning Community Senior Management Teams, Area Head Teacher meetings and Children's Services Working Group (CSWG) meetings
- Systems were established to record and analyse themes and individual practice and further develop the effective use of performance data to drive ongoing improvements
- Further evaluation of service impact and outcomes over time- increased joint working with Education Improvement Service LC SMT and CSWG

The impact of these changes was:

- Changes to service delivery and the input to establishments is quality assured in order to support the needs of all learners
- The service has supported Education Service's inclusion agenda and review of ASL pathways- more children and young people are in mainstream schools
- GIRFEC and Children & Young Person's Act 2014- needs of children and young people are better met through more effective multiagency practice
- Articulate Wellbeing Interventions in Learning Communities (LC) with Towards the Nurturing City aim- increased partnership working within LCs to build capacity and support the needs of learners

What have we learned from this VSE in relation to the Inspection?

- Good evidence that the changes that we implemented following the inspection are having an impact e.g. operational structure, EP Practice, Leadership
- Quality assurance and self-evaluation is continuing to improve in GPS and in EP practice
- GPS is a unified service with a well-articulated, shared vision
- Highly skilled and knowledgeable psychologists who are able to support and promote capacity building
- Strong distributive leadership across the service

What are our key strengths coming through this VSE?

- Very effective partnership working
- The service is well positioned strategically to further develop strong partnership working
- EPs provide expert knowledge and skills and communicate this well e.g. nurture, attachment, Solution Oriented Approaches
- Increased confidence in partners to apply concepts in day to day practice
- Partners report that interventions promoted by GPS are effective in promoting readiness to learn
- GPS is very effective in applying the principles of Implementation Science and has disseminated understanding to partners
- GPS is very good at impacting on whole systems
- GPS has a range of innovative practice from service delivery, interventions and developing the use of technology for data collection
- GPS is a progressive service that reflects on its practice and priorities and adjusts accordingly

What could we improve?

- Using data and intelligence more effectively both within the service and with schools / Local Improvement Groups
- Continue to develop data linkages with partners e.g. Glasgow HSCP, Glasgow Centre for Population Health
- Continue to support action research in schools
- Develop a framework to analyse the impact of the application of Nurturing Principles on learning and teaching in schools
- Further evidence the impact of our interventions within Glasgow

What could we have done differently with this VSE?

- More meetings with strategic partners at the start of the activity week
- More evaluative statements in our self-evaluation report
- Better articulate the questions we wished to explore through the VSE process

- Smarter use of data ahead of the VSE

What went well with this VSE?

- All EPs were actively engaged throughout the week
- Strong evidence of learning and understanding of the service from partners
- GPS was responsive to feedback and changed activities as required
- There was a very good range of activities with evidence that can be taken forward for further development
- EPs progression of learning and greater contribution through planning their involvement in advance
- A coherent program of activities
- Positive engagement from stakeholders
- Appropriate support and challenge from Education Scotland colleagues
- Collaborative working across the City
- Clear next steps were identified

What are our next steps?

- Continue to work with partners to raise the floor for Glasgow families, children and young people
- Embed the VSE process to continue to evaluate our work e.g. Service Delivery LIG Model (See Appendix 1)
- Further develop user reference groups and promote co-production of materials
- With Education Services partners further develop the LIG model with a view to better targeting service and needs led interventions
- Smarter use of City, LIG and establishment data
- Continue to moderate activities across the service
- Continue to reflect on the service operational framework and improvement priorities in response to this VSE
- Continue to build our stakeholders ability to effectively self-evaluate
- Continue to build on Quality Assurance and Moderation of interventions to ensure continued impact
- Seek to actively involve parents and carers in self-evaluation

Appendix 1

MAXIMISING THE ADDED VALUE OF GPS SERVICE DELIVERY

1. Local Improvement Group (LIG Structures) – (Where do we add value?)

Glasgow Psychological Service (GPS) is a key player in the continued development of robust LIG structures throughout the city and in the process of establishing them we will work with partners to agree where GPS adds value. Within the LIG structure consistent personnel should be deployed across the three areas of the City. The key partners will be Area Education Officers (AEO), Area Principal Psychologists (APP)/Depute Principal Psychologists, Education Improvement Service, Leaders of Learning, Employment Skill Partnership Team, Development officers, GPS LIG leads, etc. Key at area level will be the link between the AEO and APP. These weekly planning meetings have already been timetabled. GPS can play a crucial role in establishing these links and in developing them in a way that ensures robust, consistent practice across the city. We will maximise impact via our skill base across the core functions providing consultation, data collection and analysis, research, coaching in context, capacity building and our knowledge of child development and pathways. Crucially our skills are deployed in accordance with the principles of implementation science ensuring maximum impact. In short we are in a position to give away our skills in educational psychology. This will ensure that Head Teachers will know the partner agencies which are driving the inclusion and attainment agendas and who to approach. GPS will maximise impact across LIGs by identification of good practice, providing data linkages and analysis and identification of the key people required in each LIG.

2. Health and Social Care Partnerships (HSCP)

GPS has embraced the GIRFEC agenda (Getting it right for every child – Children and Young People Scotland Act, 2014) and the legislative drive to work closely and effectively with our partner agencies in Social Work and Health within the HSCP

In our work with partners we aim to promote wellbeing planning based on a clear, shared, ecological understanding of all the factors, positive and negative, which can impact on children and young people. This approach is in tune with the asset based approaches which increasingly inform Scottish Government policy development. As we move further into the world of GIRFEC working with our key partners in SW and Health it is crucial again to look at structures from the level of Senior Managers downwards. GPS has been proactive in the establishment of effective multi-agency groups geared to outcomes e.g., LC-JST Practice Guidelines Implementation Group and Children Service's Working Groups.

At Tiers 1 and 2 through our contribution in the Health into Education Group we are key players in ensuring that interventions are selected and implemented in a robust way which adds greatest value and has most impact. In this way we work with

partners to both identify and adopt best practice and adhere to the principles of implementation science thus maximising impact on schools, children and families.

Similarly in Tiers 3 and 4 we work closely with the Evidence Based Practice Steering Group to identify which wellbeing interventions work best and how to implement them.

A paper on Glasgow Psychological Service (GPS) Wellbeing Interventions is due out in British Psychological Society Division of Educational and Child Psychology publication in April 2016.

It has been agreed with colleagues from Clinical Psychology that a paper which outlines what psychologists (educational and clinical) are delivering within Glasgow should be taken to the Evidence Based Practice Steering Group.

A joint working group will plan a conference for Glasgow EPs and Clinical Psychologists that focuses on 6 work strands

1. Developing a pathway that supports shared assessment and understanding of wellbeing needs, this would include existing structures (LC-JST) as well as how referrals are made via General Practitioners, etc.
2. Assessment content and how information is gathered and analysed. This would include the GIRFEC National Practice Model and lead to clarity about what assessments are used and when.
3. Interventions - what are psychologists (educational and clinical) actually using at Stages 1, 2, 3 and 4 and how do we measure outcomes?
4. Opportunities for joint research and how this is disseminated.
5. Developing a structured programme for both educational and clinical trainees that involve joint training and opportunities for placements.
6. Capacity building and developing the skills of the workforce in Glasgow.

It is proposed that each of these work strands will involve 2 representatives from GPS and 2 Clinical Psychologists. Each work strand will meet and establish terms of reference and report back to the planning group. The outcome of this work would be a conference, possibly in October 2016, where the information gathered could be shared and discussed.

For effective partnership working we require that the multi-agency senior managers' forums that exist should be streamlined, outcome driven and have Education Services, including GPS, personnel who are best placed e.g. GIRFEC Board and C&YP Lead Officer's Group. This needs clear, agreed governance on who reports to whom and structures to ensure things happen in a more systemic, planned way. GPS is very well placed to play a leading part due to our understanding of the interface between Health, Social Work and Education and our knowledge of organisational analysis and systemic thinking. It is crucial therefore to have the right people from education on these groups and to have a strong linkage between the AEO and APP to coordinate effective integrated work. In doing this plans will be linked more closely to the actual multi-agency work and anticipated outcomes. In this way we can identify where to skill match to get added value. Within these service structures (both education and multiagency) we can take our service delivery to another level however EP's need to be in at the start to shape LIG development and

HCSP multi-agency structures. For this it is crucial we have the support of the Education Directorate.

GPS has travelled a long way over the past six years and it is in the coming years that will hopefully see the most significant developments. Working closely with partners in LIGs and HSCP we continue to drive “The Nurturing City” forward and so ensure that all young people have a positive experience of input from education, health or social work and that GPS’s role is transparent, of high quality and valued by partners.