

PERTH AND KINROSS COUNCIL**Executive Sub-Committee of Lifelong Learning Committee****17 August 2016****Educational Psychology Service – Validated Self-evaluation****Report by Director (Education and Children's Services)****PURPOSE OF REPORT**

This report sets out a description of, and the key findings following, a validated self-evaluation carried out by Educational Psychology Services in partnership with the wider education authority and facilitators from HM Inspectors, Education Scotland. The resulting Education Scotland report is appended.

1. BACKGROUND

- 1.1 Educational Psychology Services (EPS) were last inspected in [2010](#) as part of a full cycle of all 32 services across Scotland. Having taken consideration of the need to reduce the burden of scrutiny and the need to align inspection with the Shared Risk Assessment (SRA) process, Education Scotland decided to include EPS within the SRA approach. In 2015, Validated Self Evaluation (VSE) was subsequently proposed as the model to support self-evaluation within EPS.
- 1.2 VSE is a collaborative, evaluative process that forms part of a scrutiny approach. It aims to improve the quality of provision and outcomes for learners by providing support and challenge to the work of EPS.
- 1.3 It is led by the EPS and involves a partnership in which Education Scotland works alongside the service and applies its knowledge of education, in addition to expertise in evaluation. The purpose of the VSE process is to support, extend and challenge the service's own self-evaluation, to affirm, or otherwise, their evaluation of strengths and areas for improvement, thereby strengthening outcomes for learners and other stakeholders.
- 1.4 At the self-evaluation stage of the VSE, the role of HM Inspectors from Education Scotland is as facilitators to support and challenge the service, along with multi-agency partners, in its approaches to self-evaluation and help develop an action plan for improvement.

2. ACTIVITY

- 2.1 In March 2016, after 8 weeks formal notification, Education Scotland facilitators visited for one week to observe and challenge self-evaluation activities and subsequent reflection and planning discussions.

- 2.2 VSE asks services to demonstrate self-evaluation processes in relation to two nationally agreed themes. Based on the service's self-evaluation, these were refined to focus on the following local priorities:

National Theme	Local driving questions for self-evaluation
Learning and Teaching	How effective is EPS contribution to learning and teaching and how can we improve this? - with a sub question of 'How effectively are we using information and data in this process?'
Partnership working/ Impact on the wider community	How effective is our service delivery to small schools and how can we work with partners to improve it?

- 2.3 A critical aspect of the VSE process is that it should be a collaborative process. Key partners from schools, the Service more widely, partner professionals from other organisations and EPs from other authorities helped to shape, support and indeed join in the self-evaluation activities.
- 2.4 The EPS found the VSE process to be a highly effective and useful process. Specific, concrete and achievable actions were agreed as a result. Importantly, the process supported honest feedback, authentic dialogue, solution-focused thinking and relationship building with key stakeholders. There was a greater understanding among partners of the work of the EPS as a result and helpful discussions on ways of working, beyond content-based discussions.
- 2.5 The Education Scotland validation report (attached as Appendix 1) sets out clearly the conclusions agreed between the facilitators and the Service. The EPS has prepared an action plan, which will be incorporated into Service Improvement Plans. A full report setting out the EPS reflections on the self-evaluation process and the action plan is attached as Appendix 2.
- 2.6 Education Scotland validated the service's self-evaluation, and noted that the service, "has a very comprehensive and rigorous self-evaluation process which is used very effectively to inform practice and ensure continuous improvement. It has the management capacity to continue to make significant contributions to improving learning and teaching and reducing inequality. There is a strong culture of effective self-evaluation within the Council leading to transformational change."

3. CONCLUSION AND RECOMMENDATION

- 3.1 It is recommended that the Committee considers and comments as appropriate on the contents of the report.

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	None
Communication	
Communications Plan	No

1. Strategic Implications

Community Plan / Single Outcome Agreement

- 1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

- (i) Giving every child the best start in life
- (ii) Developing educated, responsible and informed citizens
- (iii) Promoting a prosperous, inclusive and sustainable economy
- (iv) Supporting people to lead independent, healthy and active lives
- (v) Creating a safe and sustainable place for future generations

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

Corporate Plan

- 1.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement.

2. RESOURCE IMPLICATIONS

Financial

- 2.1 Not applicable (n/a)

Workforce

- 2.2 Not applicable (n/a)

Asset Management (land, property, IT)

- 2.3 Not applicable (n/a)

3. ASSESSMENTS

Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties. The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome: assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

- 3.3 Not applicable (n/a)

Legal and Governance

- 3.4 Not applicable (n/a)

Risk

- 3.5 Not applicable (n/a)

4. CONSULTATION

Internal

- 4.1 Relevant Heads of Service and Service Managers within Education and Children's Services have been consulted in the preparation of this report.

External

- 4.2 Not applicable (n/a)

5. COMMUNICATION

- 5.1 Not applicable (n/a)

6. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

7. APPENDICES

Appendix 1: Education Scotland Validated Self-Evaluation Report – Perth and Kinross Educational Psychology Service, June 2016

Appendix 2: Perth and Kinross Educational Psychology Service: Validated Self-Evaluation and Action Plan, March 2016