

**The Benefits and Opportunities
of the
Self Evaluation and Inspection Culture
for Psychological Services in Scotland**

Contents

Foreword		Page 3
Chapter 1	Introduction	Page 8
Chapter 2	Literature Review	Page 17
Chapter 3	Project Outline	Page 22
Chapter 4	Results	Page 26

- **self-evaluation questionnaire survey**
- **results of follow-up interviews with selected Psychological Services**
- **experiences of inspection**
- **a review of themes arising from inspection reports of Psychological Services**

Chapter 5	Discussion	Page 66
Chapter 6	Conclusion	Page 75
References		Page 77
Appendices:		Page 80

Appendix 1	Questionnaire	
Appendix 2	Authority A	East Renfrewshire Psychological Service
Appendix 3	Authority B	Fife Psychological Service
Appendix 4	Authority C	Inverclyde Psychological Service
Appendix 5	Authority D	West Dunbartonshire Psychological Service
Appendix 6	Authority E	North Ayrshire Psychological Service
Appendix 7	Authority F	South Ayrshire Psychological Service
Appendix 8	Authority G	Aberdeenshire Educational Psychology Service
Appendix 9	Authority H	Case Study of Service Post Inspection

List of Participants		Page 132
-----------------------------	--	-----------------

Foreword

Noreen Phillips, PDP Senior Coordinator

The remit for this strand of the 2007-2008 Professional Development Programme was, the benefits and opportunities of the Self-Evaluation and Inspection Culture for Psychological Services. The remit was particularly relevant for the profession given the recent inspections of some Psychological Services by Her Majesty's Inspectorate of Education (HMIE).

This Professional Development Programme (PDP) group agreed to build upon some of the work presented in the PDP document (2005- 2006). *"Developing a Self-Evaluation Framework for Educational Psychological Services."* In researching the literature on self-evaluation and inspection it was clear that three themes were highlighted as the most significant in this area. These three themes were firstly, impact and outcomes, secondly leadership and thirdly transformational change. It was therefore agreed that our study would tease the importance of these themes in the self-evaluation and inspection of Psychological Services.

The current project had two main aims:

- to collect a range of examples from the profession of the ways in which Psychological Services are undertaking self-evaluation and preparing for inspection.
- to obtain feedback from services that have been inspected and who have engaged in self-evaluation, with a particular focus on the immediate impact and outcomes of these processes.

There is an assumption that inspection and self-evaluation will automatically lead to continuous improvement in Psychological Services. This assumption is discussed in both the introduction and literature review. Research indicates that this may not always be the case

and the success of both self-evaluation and inspection is dependent on is different variables. There has been concern that there has been an over-burden of external scrutiny on the public sector.

To assess these concerns the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland, chaired by Professor Lorne Crerar, makes 42 Recommendations to improve to the role of scrutiny within the public sector.

Professor Crerar said:

“The review outlines how public services could be given greater responsibility to measure their performance to comply with regulation. Professor Crerar “Over time Ministers and the Parliament should rely more on self-assessment by providers, enabling a reduction in the volume of external scrutiny. In future Ministers and Parliament should consider the extent to which the assurance they require can be provided by providers, before commissioning external audit, inspection or regulation.”

There has also been evidence presented to Professor Crerar that services are spending time and energy working on compliance for the scrutiny bodies which takes away from thinking more creatively. However, there have been some examples when this has not been the case.

The Organisation for Economic Co-operation and Development (OECD) Review of National Policies for Education, Quality and Equity of Schooling in Scotland (2007) stated that HMIE is aiming at “cultural change and strategic action rather than compliance”. This is counter to the assumption that external scrutiny always leads to an over-emphasis on compliance.

There has also been a change around the area of accountability and responsibility for the service users. An example on this is the National Performance Framework associated with

the Concordat between the Scottish Government and COSLA. This is based upon a completely new set of national outcomes and 45 key indicators. Responsibility for achieving these outcomes is more focused on the local authority with less interference from the government.

Information on self-evaluation and inspection was gathered from Psychological Services using questionnaires, follow-up interviews and analysis of inspection reports published by HMIE. This information was analysed and results reported in the following 4 sections:

- self-evaluation questionnaire survey
- results of follow-up interviews with selected Psychological Services
- experiences of inspection
- a review of themes arising from inspection reports of Psychological Services

The wealth of information reported in these sections will give psychologists a clear picture of the many different views and practices that their peers have developed to carry out self-evaluation and prepare for inspection. The authors have also identified key emergent practice themes in Psychological Services and related them to the themes of leadership and transformational change.

Analysis of the information received from those Psychological Services who had been inspected clearly showed both the benefits and drawbacks of inspection. There were 8 themes which were identified in the inspection reports of Psychological Services. These were:

- Impact and outcomes
- Partnership
- Stakeholders
- Currie roles evidenced
- The Authority
- Leadership

- Structural aspects
- Good Practice

The comments which are made on each of these themes are particularly useful for Psychological Services who are preparing for inspection as well as giving a national picture of Services who have been inspected.

In the discussion chapter the specific research questions on: preparation, self-evaluation strategies and frameworks, impact and outcomes of self-evaluation and inspection, leadership, and transformational change were discussed. The factors which lead to more effective self-evaluation were outlined, as were the benefits and changes as a result of self-evaluation and inspection.

The study has been able to describe some of the ways in which self-evaluation has impacted on leadership within Psychological Services. A majority of services indicated that self-evaluation had supported existing movement towards distributed leadership and shared accountability within services. Many services had developed models of self-evaluation which involved all staff, and most services had highlighted the importance of staff at all levels being involved.

As indicated in the literature review, research studies have questioned whether inspection can bring about transformational change within organisations (Pslek, 2003), as such complexities develop over time and as a result of a variety of interacting levels. However other studies have provided evidence that inspection can bring about positive change (eg Wilcox & Gray, 1996).

The findings reported here would seem to suggest that an embedded self-evaluation process involving all staff members is much more likely to result in 'transformational change', than an external inspection process.

The study has been able to identify a range of practical examples of the benefits and opportunities of self-evaluation for Educational Psychological Services across Scotland. It is hoped that this study will be useful to services as they further refine practice in this area.

A list of the contributors together with their contact addresses is included at the end of this document. Grateful thanks are given to Michael Harker, Chartered Psychologist and Anna Boni, HMI for their contribution to this project.

References

Independent Review of Regulation, Audit, inspection and Complaints Handling of Public Services in Scotland, Professor Lorne Crerar (2007)

PDP (2005- 2006). *“Developing a Self Evaluation Framework for Educational Psychological Services”*

The Organisation for Economic Co-operation and Development (OECD) Review of National Policies for Education, Quality and Equity of Schooling in Scotland (2007)

WILCOX, B. and GRAY, J. (1996). *Inspecting Schools: Holding Schools to Account and Helping Schools to Improve* (Buckingham/Philadelphia, University Press)

Chapter 1 Introduction

This topic on the benefits and opportunities of a self-evaluation and inspection culture for the Psychological Service was particularly relevant for the profession given that the inspection of

Psychological Services by Her Majesty's Inspectorate of Education (HMIE) is currently being rolled out across Scotland. The inspection of Psychological Services and an emphasis on self-evaluation were recommended in Chapter 5 of the *Review of Provision of Educational Psychology Services in Scotland (SEED, 2002)*, more popularly known as the Currie Report. Specifically, Recommendation 20 of the *Currie Report* has most relevance to the topic.

Recommendation 20

Educational Psychology Services should have a more formal framework of evaluation which incorporates self-evaluation, peer evaluation and, inspection by HM Inspectorate of Education and which, in particular, takes full account of the views of children, young people and parents.

In response to the above, Her Majesty's Inspectorate of Education (HMIE), in consultation with the profession have developed a self-evaluation framework and toolkit which meets the requirements of Recommendation 20. It is consistent with the legislative framework pertaining to educational psychology in Scotland, and matches similar quality frameworks used to evaluate and inspect local authority services, and services for children.

This is *Quality Management in Local Authority Educational Psychology Services, 2007* (QMILAEPS) Part 1 and 2. This framework emphasises the importance of the self-evaluation process and the role it plays in driving continuous improvement. Its focus is on impact and outcomes for children and young people in the pursuit of excellence.

Self-evaluation and quality assurance is not new to the profession, however inspection by an external agency is. Within Psychological Services there has been a history of self-evaluation using frameworks and principles articulated in Best Value Review and the Quality Assurance Performance Indicators (Mackay et al, 1999). Psychological Services may have experience

evaluating and reviewing aspects of practice but the formalised procedure of inspection will bring its own unique impact and consequences.

Aim of Inspection

Both the Psychological Services and HMIE share the same goal of continuous improvement. The British Psychological Service (BPS) welcomes inspection as a *mechanism for celebrating excellence and for ensuring that best practice is provided to the full range of psychological users* (Scottish Division of Educational Psychologists, 2006).

The core objective of HMIE inspection is to -

“Promote the sustainable improvement of standards, quality and achievements for all learners in a Scottish Education System . . .” (HMIE, 2007).

The QMILAEPS Part 1 and 2 framework reiterates this objective and aims to provide support for Psychological Services in carrying out the process of self-evaluation through:

- recognising the positive impact their work has on stakeholders for example, children and young people, parents, families, and educational staff and partner agencies
- highlighting levels of service which need to be maintained or where improvement is needed and where they should be working to achieve excellence
- identifying what they can do to make things better for stakeholders and
- informing stakeholders about the quality of services in the area.

The use of performance and quality indicators, for both self-evaluation and external inspection, promotes consistency. Although these two processes may differ in terms of purpose and audience, their language and basis should be the same, enabling open and honest dialogue and consistency across different evaluations.

The assumption is that self-evaluation and inspection will be lead to improvements in the Psychological Service that ultimately benefit stakeholders.

Why Inspect?

The *Standards in Scotland's Schools etc Act 2000* provides a framework for improvement planning that requires education Local Authorities to set out and report on improvement objectives related to national priorities and associated measures of performance. Continuous improvement in education services is central to the work of education Local Authorities. There is a clear expectation by Scottish Ministers that national priorities will be addressed through agreed local educational improvement objectives and related targets. To achieve these goals, it is essential for Authorities, Educational Psychology Services, community services and establishments to work together to achieve these objectives and to raise standards of attainment and achievement within an innovative culture of support and challenge.

In theory, the inspection of public services should produce a range of benefits which are outlined in Figure 1 below.

Figure 1: Benefits of the inspection of Public Services.

- Catalyst for change

- Improved accountability to the public.
- A means of identifying incidents of failure, thereby helping to protect vulnerable service users and tax payers.
- A diagnosis of the reason for failure, thus highlighting lessons for other agencies.
- A means of preventing failure in advance.
- Encouragement to agencies to develop a greater capacity for self evaluation and inter- and intra-organisational learning

Extract from 'External inspection of Local Government', Davis, Downe & Martin (2001)

Joseph Rowntree Foundation.

It is interesting to note that in the above extract there is no reference to the identification and use of successful practice.

External inspection of public services is not a new phenomenon as it dates back as far as Victorian times. The last 20 years however, has witnessed a huge increase in inspection and auditing within public services (Davis et al, 2001). The decision to inspect services within the authority that contribute to national priorities has been both a political, philosophical and financial one. The impetus for external inspection has been in part due to the need for public services to ensure they provide 'value for money' as well as the need for a mechanism to monitor the increasing number of public service providers.

“Over Inspection”

While there is a view that self-evaluation and inspection may lead to improvements, there has been concern that there has been an overburden of scrutiny on the public sector.

To assess these concerns the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland, chaired by Professor Lorne Crerar, makes 42 Recommendations to improve to the role of scrutiny within the public sector.

The review outlines how public services could be given greater responsibility to measure their performance to comply with regulation. Recommendations include:

- Ministers should assess existing scrutiny activity with the aim of reducing it
- The voice of service users should be strengthened to develop more outcome-focused public services
- Scrutiny organisations should collaborate to eliminate duplication and coordinate activity
- Cost/benefit analysis should become a routine element of any decisions about the use of external scrutiny
- Ministers should appoint one body to coordinate scrutiny of local government
- and scrutiny of the NHS should become independent
- A single national scrutiny body could be set up in the longer term
- The Scottish Public Services Ombudsman should oversee all public service complaints handling systems and a consistent, time framed and
- locally based complaints system should be introduced across all public services

Professor Crerar said:

“The role of scrutiny is to provide independent assurance that public services are well managed, safe, for-for-purpose and spending taxpayers; money efficiently.”

“All the public bodies I spoke to agreed that scrutiny was important, and many were able to point to benefits. However, those responsible for providing services were critical of the current burden they perceived to exist, with many suggesting that the costs outweigh the benefits. Having undertaken a wide-ranging review, I am in no doubt that we need a more efficient, consistent and transparent assessment of public services.”

“. . . I am proposing a substantial reduction in the burden experienced by providers that, in the longer term, would reduce significantly what I believe to be an unnecessarily overcrowded landscape . . . What I am proposing is radically different from current arrangements and could eventually lead to the creation of one single scrutiny body. I do not underestimate the work that will be required to deliver it but, given the concerns that have been expressed to me, and my own view of the complex arrangements that have evolved, I believe it is right to recommend these steps be taken now.”

“External scrutiny is part of a wider performance management and reporting framework. The primary responsibility for demonstrating compliance and performance should rest with service providers. Ministers and the Parliament should accept this principle and continue to support the development of robust performance management and outcome-focused self-assessment amongst service providers.”

“Over time Ministers and the Parliament should rely more on self-assessment by providers, enabling a reduction in the volume of external scrutiny. In future Ministers and Parliament should consider the extent to which the assurance they require can be provided by providers, before commissioning external audit, inspection or regulation.”

“We propose that the core purpose of external scrutiny is to provide independent assurance within a wider performance management and reporting framework, and that the functions of external scrutiny and the organisations responsible for carrying them out should now operate as a system. This will require a much greater degree of leadership and directed co-ordination than at present, and a much greater focus on performance management and associated self-assessment by service providers.”

Professor Crerar has highlighted that the scrutiny bodies should be better co-ordinated and that self-assessment should have a much higher focus. There has also been evidence presented that services are spending time and energy working on compliance for the scrutiny bodies which takes away from thinking more creatively. However, there have been some examples when this has not been the case.

The Organisation for Economic Co-operation and Development (OECD) Review of National Policies for Education, Quality and Equity of Schooling in Scotland (2007) stated that HMIE is aiming at “cultural change and strategic action rather than compliance”. This is counter to the assumption that external scrutiny always leads to an over-emphasis on compliance.

There has also been a change around the area of accountability and responsibility for the service users. An example on this is the National Performance Framework associated with the Concordat between the Scottish Government and COSLA. This is based upon a completely new set of national outcomes and 45 key indicators. Responsibility for achieving these outcomes is more focused on the local authority with less interference from the government.

A report on School Autonomy from Eurydice (2007), the information network on education in Europe, stated that “school autonomy has today become, in most countries an instrument to

achieve primarily educational goals: giving more freedom to schools and teachers in order to improve the quality of education” However, the report also indicated that school autonomy did not necessarily bring change without some kind of external scrutiny.

Therefore you could hypothesise that In order to improve the impact of the Psychological Service you have to have autonomy, self-evaluation and external scrutiny.

Chapter 2 A Review of Literature on Inspection

This section reflects the theoretical underpinnings and evidence base for the inspection process. In particular, consideration will be given to whether inspection and post inspection action planning, contributes to service development. So far, the assertion that inspection leads to improvement has been researched using the outcomes and feedback, in the main from schools and some Local Authorities. The context of inspection within schools of course

differs from Psychological Services but some parallels may be drawn. It should be emphasised that many of the research findings on the impact of inspection are based on perceptions reported by staff rather than more quantitative measures.

Does Inspection Lead to Service Improvement?

Accountability is an important premise underpinning inspection. It is seen as key to service improvement. What is the research evidence for this? Current research findings in UK schools present a variety of conclusions. Kogan & Madden, (1999) and Earley, (1998) argue that inspection does little to bring about the improvement in the quality of teaching and learning. Even more concerning, Shaw et al (2003) found that schools showed a slight decline in student achievement levels during the year in which they were inspected. Such studies illustrate that inspection may not always meet its aims.

Earley's (1996) research involving 170 schools found schools' reflected differently on their experience of inspection at different points in time. His research found that the impact of the published inspection report made a greater contribution to school development than to the preparation for inspection. One year later data was collected from the same schools that highlighted a significant number of schools now found that the preparation for inspection had increased in its' value.

The implication may be that services find added value in preparing for inspection, once they become more familiar with the process and methods of self and external evaluation. Furthermore, schools may react to public exposure with immediate interventions, which may well be short term and unsustainable. It could be argued that any sustainable transformational change within a service takes years to manifest itself. It would therefore be expected that the impact of inspection on Psychological Services, would be related to the length of time since the inspection took place.

Wilcox & Gray (1996) report that inspection can bring about positive change. In their research with schools they found that Head Teachers felt that the recommendations made by the Inspectorate emphasised their own ideas for change. Gray (2002) conducted research in 12 schools and found that there were three different routes of school improvement after external evaluations: *tactical improvement* aimed at improving student performance, *strategic thinking* aimed at developing school policies and classroom activities and finally *capacity building*. These schools improved continuously by pulling all relevant levers for change. (Gray cited in Visscher, 2002, p. 62).

Earley, Fidler, & Ouston, (1996) argue that any change in practice is manifested at the school level rather than through external audits. This suggests that 'internal evaluation' has a greater impact than 'external evaluation'. Self-evaluation should be complementary to external evaluation and through time it should be an embedded, ongoing process and not a static 'add on'. Attempting to bring about change in organisations can involve single loop learning (improving current ways of working) or double loop learning (doing things differently) (Argyris & Schon, 1978). Earley op. cit. (1996) argue that self review or inspection is likely to induce single loop learning. However, if the objective is transformational change in a complex system, interactions and changes in structure, process, and patterns of behaviour are required. (Pslek, 2003).

Much of the change effort in organisations focuses on structure; changing organisational boundaries, responsibility for resources, introducing new jobs, targets, teams etc. However modifying structures alone is probably not sufficient to bring about the transformation sought in establishments.

Negative effects of inspection

Davis, Downe & Martin (2001) outline a number of negative effects of inspection, such as:

- compliance costs (eg preparation of written audit trails)

- opportunity costs (eg opportunities that have been put aside due to the focus on inspection)
- displacement effects (e.g. many Inspectorates focus on what is measurable, i.e. performance indicators, thus giving less attention to what might be equally as important but not as easily scrutinised)
- the reduction of the inclination to experiment and innovate and
- damage to staff morale.

Ehren & Visscher (2006) have developed a theoretical framework on the effects of school inspection. They found that there are a number of unintended negative effects of school inspection, for example, stress, the misrepresentation of data and the rejection of findings. The purpose of providing a theoretical framework was to help identify what caused positive and negative effects with the hope of reducing unintended effects. They found that the absence of reciprocity and trust during inspection acts as the main instigator of negative side effects. The 'typology' of the Inspectorate model may be on a continuum between punitive and 'policing' and collegiate and 'capacity building'. The success of the model used will depend on where the service 'is at'. From this it can be concluded that the impact of inspection may be influenced by the relationship between the Service and the Inspectorate.

Preconditions for Self-Evaluation

What factors contribute to the level of challenge that Services face in preparing for self evaluation and inspection? Wildavsky (1972) argues that organisations are designed to provide stability for their members and to generate commitment and "citizenship". By contrast, the process of evaluation is intended to produce scepticism, which is, in Wildavsky's view, the antithesis of organisational design. He purports that individuals seek

to hold onto belief systems that self-evaluation is seeking to modify. He therefore argues that organisational leaders are key in achieving evaluation. Using a model of distributive leadership practice to undertake self evaluation could support this process.

Boyne, Law & Walker, (2004) provide some empirical evidence for Wildavsky's theoretical model. Their findings suggest that self-evaluation is positively related to leadership support and employee involvement and is negatively related to a high number of evaluations all occurring at the one time in an organisation. Their findings highlight an important factor: if an organisation attempts to evaluate its functions simultaneously, there is often a 'paralysis by analysis' (Finchan & Rhodes, 1999). In support of this, developmental theorists argue (such as Attkisson & Hargreaves, 1979) that self-evaluation of an organisation will be easier if completed in stages.

Summary of key points from the literature review

The key points from this literature review are:

- there is a mixed response from the literature as to whether inspection leads to service improvement
- the perceptions by schools of the impact of inspection differ over time subsequent to inspection
- self evaluation and inspection need to be complementary to one another and ongoing
- it is questioned as to whether inspection can bring about transformational change within organisations, as such complexities develop over time and as a result of a variety of interacting levels
- research reports a number of indirect effects of inspection which can be detrimental to an organisation
- the impact of inspection is often related to the dynamics between the service and the Inspectorate

- organisations are designed to promote stability which is the antithesis of self evaluation and inspection (Wildavsky, 1972)
- self -valuation of an organisation will be more effective if completed in stages to avoid 'paralysis by analysis'

Chapter 3 Outline of the Project

Previous PDP Project

This PDP group developed some of the areas of work presented in the PDP document (2005- 2006). *'Developing a Self-Evaluation Framework for Educational Psychological Services'*.

One of the interesting issues which this project highlighted was the importance of taking into account the context in which the psychological service operates in both the inspection and the self evaluation of Psychological Services.

Psychological Services operate within an Authority's policy framework and are committed to support inclusion as reflected in current legislation (SEED, 2004). Psychological Services often operate in a context where there are conflicting demands; this can be between the school, a family or authority. Service users' wishes can therefore be at odds with the policy and philosophy of the Council or Psychological Service. The PDP (2005-06) group stressed that this must be recognised during any evaluation of Psychological Services.

Much of educational psychology practice is based on the evidence that empowering others, who are closer to the child, is a more effective way of fostering sustainable change. This way of working requires collaboration, often with a multitude of disciplines and contextualised assessment and intervention. The 2005-06 PDP group states:

“For an external agency to measure the outcome of the EP engagement, it is necessary to consider the relationships an EP has and the context in which they have delivered a service. It is accepted that EPs operate at various levels at different times within the chain of impact. “

It is therefore important that both self-evaluation and inspection consider the issues of context and chain of impact.

Current Project

In researching the literature on self-evaluation and inspection it was clear that three themes were highlighted as the most significant in this area. These three themes were firstly, impact and outcomes, secondly leadership and thirdly transformational change. It was therefore

agreed that our study would tease the importance of these themes in the self-evaluation and inspection of psychological services.

Aims

The current project had two main aims:

- to obtain feedback from services that have engaged in self-evaluation and services that have been inspected, with a particular focus on the immediate impact and outcomes of these processes.
- to collect a range of examples from the profession of the ways in which Psychological Services are undertaking self evaluation and preparing for inspection.

Research Questions

The following questions arose from a consideration of these two main aims:

- how prepared are services for self-evaluation and inspection?
- what strategies and frameworks for self-evaluation are emerging?
- what have been the impact and outcomes of self-evaluation for stakeholders?
- what has been the level of staff involvement in self-evaluation?
- what are the perceived benefit of self evaluation and inspection?
- how has self-evaluation and preparation for inspection impacted on leadership within the Psychological Service?
- what has been the impact and outcomes for Services that have been inspected?
- what themes are emerging from Psychological Service inspection reports?

Method

In September 2007, a questionnaire (see Appendix 1) was sent to Principal Psychologists. This questionnaire gathered information from services on the models used for self-evaluation and preparation for HMIE inspection. There was a final section on the questionnaire which

also gathered information about experiences of undergoing HMIE inspection from those services which had already been inspected.

The survey information was collated and themes were identified. Follow-up telephone interviews and visits were carried out with 7 target Local Authorities. The follow-up interviews looked in more detail at themes and issues identified in the initial questionnaire survey. The themes of transformational change and leadership were also investigated. This information is summarised in the results section of the report.

An analysis of available reports from HMI inspections of Psychological Services was also completed in March 2008. Themes were identified and lessons learned from these reports were highlighted.

Chapter 4 Analysis of Results

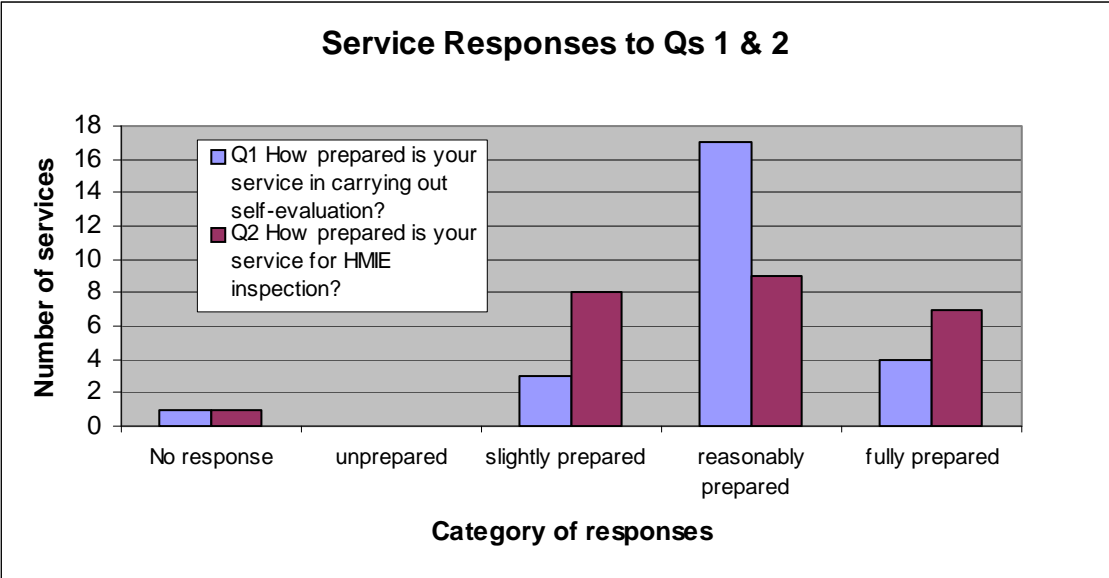
Results

The result section is in four parts

Section 1: Results of self evaluation questionnaire survey

A total of 25 Psychological Services responded comprising 78% of the profession. Of these, four services had undergone HMIE inspection before completion of the questionnaires. This provides a broad representation of a variety of Local Authorities across Scotland.

Table 1 Category of responses



Q1 How prepared is your service in carrying out self-evaluation?

Q2 How prepared is your service for HMIE inspection?

These results of Q1 show that 21 out of 25 services (84%) that responded felt reasonably or fully prepared with three services (12 %) indicating that they felt slightly prepared. Interestingly, three of the four services that felt they were fully prepared had recently undergone HMIE inspection.

The results of Q2 show that 16 out of 25 services (64%) that responded felt reasonably or fully prepared with 8 services (32 %) indicating that they felt slightly prepared.

Interestingly 84% of services which responded felt reasonably or fully prepared for carrying out self-evaluation. This contrasts with 64% who felt reasonably or fully prepared for HMIE inspection.

There were a number of factors affecting how prepared services felt for self-evaluation:

- the variation in size and structure of services
- how long services have been engaging in self-evaluation. Services with a longer history of self-evaluation tended to feel more confident
- services that had undergone HMIE inspection indicated that they felt more confident in their preparation for self-evaluation
- the use of a framework (e.g. HGIOPS (McKay, 1999); EFQM; Charter Mark; HMIE Toolkit) for undertaking self-evaluation appeared to influence how confident services felt about undertaking self-evaluation
- some services indicated the shift from process to impact and outcome has impacted on how confident they feel about how well they are prepared for self-evaluation. Gathering of quantitative evidence was highlighted as a challenge for services.

The factors influencing how prepared services felt for inspection included:

- lack of confidence and familiarity with HMIE toolkit
- some services indicated that mapping previous quality improvement indicators to HMIE performance indicators has increased workload and levels of stress amongst staff
- the scale of the work involved in making the evidence accessible for HMIE inspection has appeared to result in some services feeling less confident about the preparation for HMIE inspection
- services which had a self-evaluation model in place indicated that they felt more confident about the preparation for HMIE inspection
- services which had established networks with other services with regard to preparation for HMIE inspection indicated that they felt more confident

- services who had had a positive experience from HMIE inspection felt more confident about the preparation for HMIE

Q3 Please give specific examples of strategies/frameworks in placed or being developed at the level of:

The Authority

The examples that were given were as follows:

- Being part of local authority self-evaluation processes and inspection processes and structures.
- linking with the authority's Quality Improvement Officer as a critical friend.
- Stakeholder interviews and focus groups with authority key figures.
- Linking service self-evaluation to service improvement planning which is developed in the context of the Authority planning process.
- Psychological Service structures being embedded within senior Education Service Management structure.

The Psychological Service

The examples that were given were as follows:

- QMILAEPS as an under-pinning framework for the current model of self-evaluation
- the importance of developing frameworks to measure impact and outcome with regard to casework. Amongst the various approaches, the following were highlighted: service evaluation visits with EPs to schools, peer supervision, sampling of case work, whole service review of HMIE performance indicators which focus on identifying evidence for performance rating, use of stakeholder surveys, focus groups
- the importance of evaluation of training and research work within service improvement

- a 3 year programme of self-evaluation which examine quality indicators in a planned way
- the importance of reviewing and centralising service policy documents and practice papers
- the importance of self-evaluation being a process involving the whole service which refines and develops over time
- The appointment of a quality assurance senior who undertakes particular tasks and responsibilities with regard to quality assurance e.g. leading a quality assurance group
- stakeholder surveys as part of a framework for self-evaluation
- one service commissioned an external Standards and Quality Review which provided an action plan for self-evaluation and development planning. Assistant Psychologists use a significant amount of their time in undertaking tasks associated with stakeholder engagement
- the importance of the Psychological Service's self-evaluation framework being part of the authority's wider self-evaluation framework and approaches

The Individual Practitioner

The examples that were given were as follows:

- the importance of developing frameworks for evaluation of the impact and outcomes of individual work undertaken including individual casework, training, research. These frameworks included: Plan-Do-Review approach, systematic evaluation of pieces of work (eg research projects, CBT work) linked to core functions and levels of delivery, shadowing by promoted staff, supervision and reflective practice
- the importance of involving individual practitioners in self-evaluation for the service as a whole. This has resulted in increase awareness and familiarity of the self-evaluation process

- the importance of individual practitioners having devolved responsibility for self-evaluation of their own work. Services feel that staff are more aware of the importance of providing 'evidence trails' in the form of written records with regard to work undertaken
- the development of frameworks to assist this process e.g. annual questionnaire to EPs to consider their own key achievements and priorities for the coming session, staff welfare surveys, frameworks (in case files and school folders) for recording work undertaken at case level, establishment level and authority level
- the importance of annual planning and evaluation meetings with schools. These plans would be linked to service planning as a whole and is often part of annual PRD interview with EP and Principal
- The BPS Probationer accreditation process along with the BPS CPD annual review were also highlighted as useful frameworks for the individual practitioner and
- the introduction of a more 'contract-based' referral process to Psychological Services with evaluation and review built in at initial stages

Q4 Please provide examples of situations where self-evaluation has improved the impact and outcomes for stakeholders.

Examples of improvements for stakeholders reported by services included:

- evaluation of Nurture Groups has evidenced positive impact on children and schools
- focus groups with stakeholders resulted in service development plans for New Learning Communities and impacted on how staff were organised i.e. in pairs in New Learning Communities to facilitate pieces of learning community work
- reflection on aspects of service delivery has led to a move towards a more strategic role with regard to literacy and has resulted in an authority-wide project now being under development

- evaluation of individual cognitive behaviour therapy work has led to implementation of FRIENDS programmes
- the development of a more rigorous approach to the rationale for under-taking new pieces of work and evaluation of impact and outcome for stakeholders. Also, the relationship with stakeholders and profile of the service tends to improve
- evaluation of work with children with additional support needs who transfer between placements within or out with the authority has led to consultation with Social Work and other agencies. This in turn led to the development of a Standard Circular on better support for these pupils. This has also contributed to a significant reduction in the number of young people in purchased placements out with the authority
- the identification of improvements as a result of evaluation of multi-agency groups and how they function. This has influenced how they are now run and in some services, has impacted positively on collaborative assessments and improved multi-disciplinary training
- evaluation of management of service has resulted in better management communication and as a result better access to the service by parents, schools and education authority staff
- the development of tools to measure impact and outcome through feedback from stakeholders, mechanism to improve consultation with children and young people and revised consultation and referral procedures
- feedback from stakeholders has resulted in improved information about the service e.g. service leaflets, website information.
- as a result of consultation exercise with service users, one service had moved to a consultation-based service.
- it was felt that it was too early in the process to identify improved outcomes. However, even at this early stage, there were improvements in the impact for staff levels and therefore service delivery
- development of 'Give us a Break' which is a loss and bereavement support pack

- improvements in procedures as a result of self-evaluation e.g. opening /closing files, new referral and consultation guidelines.

Q5 *In what ways have staff at all levels of the service been involved in the process of self-evaluation and preparation for inspection?*

From the survey, the following examples of staff involvement were identified:

- the importance of staff at all levels (including admin staff) being involved in the self-evaluation process. It was felt that this led to a sense of ownership about the direction of service development
- the importance of staff being involved in the development of a Service Improvement Plan and contribution to cross-service groups, service evaluation working groups, whole staff and team meetings that implement the plan
- ring-fenced time allocation for staff to contribute to self-evaluation task groups
- the individual staff review processes was seen to be an important structure for the involvement of staff at all levels
- the importance of embedding self-evaluation in practitioners' daily practice. These practices include the monitoring of pupil/parent interactions and feedback, monitoring and negotiation of work with schools through a 'planning with schools' cycle, monitoring of work with partners via joint agreements and regular liaison meetings
- the involvement of staff in individual consultations, preparation of information, identifying stakeholder groups, organising focus groups and contribution to self-evaluation ratings
- the importance of involving staff in CPD on the inspection process and toolkit documents.

Q6 What are the perceived benefits of self-evaluation and preparation for inspection for:

The Authority

- there has been increased effectiveness in supporting Authority strategic and operational objectives
- it has facilitated close working with authority and helps to evaluate how time with authority is prioritised
- better use of able and highly trained educational psychologists within authority
- bringing Psychological Services into a structured quality assurance framework which identifies positive outcomes for children and families
- contributes to the general culture of continuous improvement
- provides transparency about psychological service's role and performance on nationally agreed standards and has resulted in closer working with Authority inspection planning (INEA). This has also resulted in recognition of the wider role of Psychological Services in whole authority and education issues.

The Psychological Service

- large services identified that area teams have had to work closer together and streamline practices as a result of self-evaluation. This has contributed to an enhanced whole service vision
- services highlighted the importance of self-evaluation for continuous improvement of the service through the identification of strengths and weaknesses
- provides opportunity and rationale to examine policies, procedures and practice and provides a shared understanding and enhanced vision within the team
- provides a structure for positive feedback about service contribution and this contributes to team building and provides clear parameters for success
- joint ownership of development planning targets

The Individual Practitioner

- a greater understanding of the importance of reflecting on the impact of the individual practitioners own work with schools and children and young people
- improved job satisfaction was identified through an enhanced sense of effectiveness and sense of ownership to service development planning process
- increased opportunities to participate in service developments
- services highlighted the importance of individual practitioner professional review and development (PRD) process which takes place within the context of local and national priorities. These reflect the outcomes of self-evaluation and contribute to improving relevant individual practitioner skills

Stakeholders

- Positive outcomes of project evaluations eg Nurture Groups, managing school projects, Vygotsky teaching and learning, Psychology for life have meant that psychologists continue to be involved in strategic planning for authority-wide projects
- better outcomes from a better focused service; help to improve accountability, visibility and access to the service; increased confidence in what is being delivered because service delivery is targeted to areas of need with clear rationale
- self-evaluation places a high emphasis on stakeholders' views in a more systematic way alongside enhancing the responsiveness of the service to the needs of stakeholders.

Q7 How has self-evaluation and preparation for inspection impacted on leadership within the psychological service?

Most services identified that self-evaluation has supported the drive towards distributed leadership and shared accountability amongst staff at all levels. It was felt by some services that this has led to EPs being more confident in their work. Other examples reported included:

- raised and renewed awareness of service direction through team discussions
- more focused and inclusive leadership
- the provision of an explicit nationally shared view of what effective leadership looks like
- a significant amount of (management) time has been devoted to preparing for inspection. This has impacted on decreasing other aspects of work e.g. supervision and guidance
- evidence in some services of fatigue and 'managers exhausted and could not take holidays'
- self evaluation has helped to guard against complacency
- while it was felt that self-evaluation framework has assisted managers to focus on aspects of the service and to allocate resources to areas of priority, it was also highlighted that there were inherent tensions for the role of a practitioner principal with regard to managing casework and dealing with strategic issues
- self-evaluation process has highlighted the need to evidence effectiveness e.g. through stakeholder feedback .

Q8 Please give examples of good practice which have been highlighted as a result of self-evaluation and preparation for inspection.

- development and implementation of new initiatives and models of practice e.g. Consultation Model, Collaborative Model of Service Delivery, Servqual (stakeholder satisfaction framework), Staged Intervention, Person Centred Organisational Planning (tool for organisational change), RENEW (strategy aimed at impacting on mental health and well-being, PATHS (Promoting Alternative Thinking Strategies), SOSP (Solution Oriented Schools Programme), P2/3 screening procedure, consultation to a weight management programme for children
- Contribution of Psychological Service staff to authority strategic work including training and support for education staff
- High quality research e.g. Nurture Groups, pupils' views of consultation, training and partnership working
- Involvement of children and young people in casework
- Induction policy for new staff
- Leadership of change and improvement
- Financial and resource management
- Feedback from stakeholder surveys indicate good practice in the area of impact on children and young people for a number of services.

Section 2 Follow-up Interviews with selected Psychological Services

Eight follow-up interviews looked in more detail at themes and issues identified in the initial questionnaire survey. The themes of transformational change and leadership were also commented on by some service.

Each of these interviews has been written up as an example of practice in a specific area. Detailed reports of these interviews can be found in Appendices 2 to 8.

The table below provides a summary of emergent themes identified in each service together with an overview of view of the impact of self-evaluation on transformational change and distributed leadership.

Service	Themes	Transformational Change	Distributed Leadership
A (ER)	EO/QIO as a critical friend	“Bigger TC is about having a real shared vision about how the service is going, where the service wants to go. The self-evaluation process has hugely influenced this because everyone was involved”.	Key Feature – SE process meant that every EP is represented at a strategic level. Everyone has a key strategic role
B (Fife)	Supervision and	nd	nd

	Management Review		
C(Inv)	Use of another EPS as external consultant to the self-evaluation process	The first signs of change were in the team attitude and language. There was a move to a more whole-team ethos and a new sense of ownership	The process helped the move to a more Distributed leadership style. This has been effective in achieving a sense of shared ownership
D (WD)	Structured approach to Self-Evaluation Use of Policy and Research Officer as a critical friend	self-evaluation allows whole team reflection on service delivery. This gives rise to transformational change within the service.	<ul style="list-style-type: none"> - Recognition that each member of staff is highly trained and carrying responsibility within service. - Staff contribution in terms of distributed leadership of aspects of service delivery. - Everyone in service carries this

			<p>responsibility and associated accountability.</p> <p>- Distributed leadership provides a strength for the team to implement changes that are necessary.</p>
E (NA)	Quality Assurance Senior		
F (SA)	Use of external consultant		
G(Aber)	Direct Observation of EP Practice		

Emergent Practice Themes

Service A (East Renfrewshire): Quality Improvement Officer (QIO) as a Critical Friend

This Service invited a member of the EDS to act as a 'critical friend' as the process of self-evaluation got underway. This was seen as a two way reflective process. The QIO introduced, explained and modelled the way schools used the self-evaluation process. This was found to be very helpful in explaining how staff might become involved in the process. More details of this emergent practice theme can be found in Appendix 2.

Service B : (Fife)Supervision and Management Review

This service had a long history of structured supervision that linked to a yearly management review. This model was described as a capacity building approach based on advice giving and the dissemination of good practice. It was considered by the service to be fundamental to their self-evaluation process. Feedback from stakeholders and colleagues actively inform the annual review process. More details of this emergent practice theme can be found in Appendix 3.

Service C (Inverclyde): Use of another EPS as external consultant to the self-evaluation process

This service had sought the services of senior managers from a neighbouring EPS, which had undergone inspection, to lead a staff development programme on self-evaluation. The PEP wanted to ensure that the PS Team obtained a full understanding of what it meant to measure the impact of their service delivery. The emphasis was to be on service development based on existing identified strengths. The intention was to use self-evaluation and future inspection as drivers to create the impetus required for transformational change. The EPs responded well to the idea of using external consultants. Two seminars were held by the consultants which introduced the idea of self-evaluation and preparation for inspection and challenged the team of EPs to begin to consider existing self-evaluation measures and future requirements. Following this input priority actions were planned by the team and a

growing sense of empowerment and ownership of the process emerged. This work is ongoing, but early signs of transformational change are evident. More details of this emergent practice theme can be found in Appendix 4.

Service D (West Dunbartonshire): Structured Approach to Self-Evaluation

Service D had developed a very structured approach to self-evaluation based on PEST and SWOT analysis and on their Local Authorities ServQual questionnaire approach. They had also used a QIO as a 'critical friend' in a similar way to Service A. More details of this emergent practice theme can be found in Appendix 5.

Service E (North Ayrshire):Quality Assurance Senior

This Service had a long history of the deployment of a Quality Assurance Senior EP. A consequence of this was that self-evaluation and quality assurance had for some time been viewed as a core part of service delivery. There was also long-standing practice of stakeholder feedback. More details of this emergent practice theme can be found in Appendix 6.

Service F (South Ayrshire): Use of External Consultant

Service F had employed an external consultant with a remit to consult stakeholders and prepare a Standards and Quality Report. This was described by the PEP as a 'catalyst' for a number of subsequent service developments, including an increase in staffing levels, the creation of a Service Improvement Plan, and generally improved relationships with the local authority. More details of this emergent practice theme can be found in Appendix 7.

Service G (Aberdeenshire): Direct Observation of EP Practice

This service has piloted a system of direct observation of EP practice as a means of "enhancing existing staff support structures", while at the same time " providing a means for

quality assuring service delivery”. The success of this pilot points to the conclusion that these to aspect of EP practice are not mutually exclusive.

In the pilot, the service’s Depute Principal arranged to observe EPs during a “ Formal Consultation” meeting involving the EP, parents, school staff and other agencies. There was a structured process agreed which included, prior discussion between EP and DPP, parental consent, follow-up EP and DPP discussion, written analysis by the DPP, and CPD next step identification by the EP. During the meeting the DPP made notes as to: the psychologist’s meeting facilitation skills; the use of any observable psychological tools; the identification of any underlying psychological theories underpinning the psychologist’s approach and language used by the Psychologist throughout the meeting.

The approach was evaluated very positively by staff and further extension and developments are planned. The Service are keen to stress that this approach works both as a support to professional development and as a quality assurance measure. More details of this emergent practice theme can be found in Appendix 8.

Section 3 Experiences of Inspections

Several questions in the questionnaire were designed to be answered by Services that had been inspected. These are discussed in this section.

Impact and outcomes for the service

- huge effort required, detracting from ongoing work of the service
- contributed to greater involvement of the Service at the strategic level within Education.
- ‘the focus on outcomes from inspection has helped legitimise a trend we were trying to encourage’
- increased collaborative working and connections across levels of working
- a challenging experience that increased workload significantly
- some feedback from inspection which was considered unrepresentative led to having a negative impact on morale
- staff have developed an understanding of quality assurance and service planning

Significant changes to the service as a result of undergoing inspection

- on-going development of Management Information Systems
- on-going consideration of involvement of stakeholders in service development
- INEA2 and inspection has helped to drive forward the change agenda
- inspection has highlighted the need for a more challenging approach to quality assurance
- inspection has led to further consultation with stakeholders

Impact on leadership

- heightened awareness of Psychological Service within Authority
- inspection highlighted certain areas and that was helpful in determining priorities
- very little impact on leadership

Inspection Case Study

One service was interviewed to assess the impact of inspection. A Report on this interview can be found in Appendix 8. The service reported that the inspection had an impact on three areas of service structure and process.

- 1 Self-evaluation process / stakeholder feedback
- 2 Reporting on the Service
- 3 Management review

The identification of positive practice was viewed positively as was the process of follow-up. Overall, however, the experience of being inspected was not seen to have promoted transformational change; rather it had highlighted the need to build on ongoing developments. These were seen by the service as part of the evolution of quality assurance mechanisms, rather than requiring revolutionary change. The service reported that the experience of inspection had led to a consideration of aspects of leadership. It was reflected that distributed leadership and 'top down' leadership need not be mutually exclusive.

Section 4 A Review of Themes Arising from Inspection of Psychological Services

This section attempts to draw out some of the recurring themes apparent from reading the available inspection Reports of Psychological Services, at April 2008; these represent one quarter of all Services. This included 6 Psychological Services Inspection Reports (and associated INEA Reports), available on line, as part of Education Service summary reports. In addition the two Services used to pilot the inspection process were included, through a search of the relevant INEA Reports. In both cases, extensive mention was made of the Psychology Service (34 mentions in one, for example). Finally the HMle web section entitled 'Good Practice' was read, to seek out any references to Educational Psychology.

The latter will presumably grow, as the number of Services inspected increases. Recent EPS inspection Reports increasingly include a section on Good Practice, where it is judged to be present.

As part of the PDP that focuses on self-evaluation and preparation for inspection, in seeking to capture relevant themes, this section offers one perspective. It is acknowledged that an alternative reader might well draw out differing emphases and conclusions. Themes and issues highlighted are not necessarily discreet, nor self-contained.

All quotations are taken directly from all the above reports, with no specific reference made to any one Service. The detail should go some way to connect the reader with the Reports available, as they illustrate the language being used. They are far from exhaustive, but do serve to illustrate both the diversity, tenor and the emphasis of written feedback to the profession, to date. The themes identified include:

- Impact and outcomes
- Partnership
- Stakeholders
- Currie roles evidenced
- The Authority
- Leadership
- Structural aspects
- Good Practice

Impact and outcomes

The theme of specifying/targeting those in receipt of a Psychological Services in order to increase impact, is evident across all reports. Service inspection and INEA Reports do highlight the recipients of effective Psychological Services:

‘ . . . developed a broad portfolio of services which had improved outcomes for specific groups of children.’

‘The EPS was able to demonstrate good impact in relation to authority and service targets. It had made effective contributions to the authority’s strategic plan which had impacted positively on children and young people.’

‘The Service had contributed to the improving outcomes for children and young people in the early years, and those with social, emotional and behavioural needs.’

‘Educational psychologists had also improved outcomes for children and young people in the early years, those with social, emotional and behavioural needs, and those with autism spectrum disorders’.

‘The EPS was involved in a number of targeted initiatives to improve outcomes for children and young people. These included a range of projects and development activities such as Solution Oriented Schools (SOS) . . . and successfully coordinated services for pre-school children with significant additional support needs and their families.’

‘ . . . key partners in the development of the Council’s policies on Child Protection, the Integrated Assessment Framework and the Autism Strategy. The service had contributed significantly to reducing exclusions within special schools as a result of direct work within this sector.’

'Educational psychologists had assisted in improving the quality of support within the authority for a limited group of families with children in their early years, and for children and young people with autism spectrum disorder'.

Where it was judged that impact and outcome had not been effectively addressed, this is highlighted:

' . . . had made a limited impact in improving outcomes within the authority.'

' The EPS had not yet made effective use of data to measure trends over time. . . . the new supporting paper work for consultation with schools now allowed the Service to evaluate the impact of individual psychologist's service to schools. The same information was not available for other key areas of service delivery.'

'Data to evaluate service impact and outcomes over time were not used efficiently and were not sufficiently embedded within normal service activity.'

'Criteria for success were not sufficiently focused on outcomes and impact, impairing the ability of the service to effectively measure improvements in performance.'

In the majority of Reports there were explicit recommendations in this respect eg :

Further work was required to embed impact and outcome measures for children and young people into the formal structures of the service.

' . . . should monitor more closely the impact and outcomes for children and young people of Educational Psychology Service intervention.'

‘ . . . ensure that targets for improvement show clearly the intended impact and outcomes for stakeholders, particularly children and young people.’

‘ . . . should extend its procedures for planning for improvement and monitoring performance and outcomes’.

‘ . . . had not yet established robust mechanisms for monitoring the quality of these services or ways of improving them.’

‘In particular, less than half of schools across the authority felt that they had clear guidance on the contribution the service could make to improving outcomes for children and young people.’

‘However, there should now be a strategic overview of this work to ensure that all Service activity positively impacts on children, young people and their families.’

Further, the impact on specific groups recurs as a theme, with signposting as to where Services have yet to focus eg:

‘To enhance further the impact on children and young people receiving specialist support, there now needed to be an improved level of joint-working and communication between specialist personnel within Council support services, particularly in relation to provision for pupils with social, emotional and behavioural difficulties.’

Finally there is a clear invocation to broaden the base to include a wider range of children and young people:

'Educational psychologists had assisted in improving the quality of provision for only a limited number of children and young people. Closer links now need to be established with authority targets and objectives so that the Educational Psychology Service could more comprehensively contribute to impact and outcomes for all . . . 's children and young people.'

It should be noted that this is consistent with the push towards a far wider target group enshrined within the ASL (Scotland) Act; however, it goes further in directing psychological activity towards impact and outcomes for all children and young people.

'The service had not yet developed sufficient focus on the lowest attaining 20% of children and young people'.

This signals a move toward expecting Psychological Services to contribute more effectively across a far wider range than referred/disabled individuals; albeit these are still seen as relevant and core business. This theme will be picked up next in the context of developing mainstream policy around life-long learning.

Partnership

Partnership is a word that figures frequently in EPs and INEA Reports; it tends to lack definition but may be illustrated through example. It can refer to work with parents or to the relationship between agencies or both. It tends to be used with the latter, in most EPS references:

'Partnerships with staff from external agencies including Social Work and the Reporter to the Children's Hearings were good.'

'The Educational Psychology Service conducted an extensive evaluation which concluded that the project had met or exceeded almost all objectives. An initiative targeted at hard-to-reach parents, in line with . . . Council's vision of working to empower individuals to fulfil their potential and contribute to the social wellbeing of local communities..'

The latter quote, part of positive acknowledgement of a psychological contribution, highlighted its role in evaluating, where the service delivered had been by colleagues (*' . . . delivered by CLD and promoted through the Home-Link Service'*), in another part of the Authority. Partnership is often invoked in relation to the training role of Psychological Services (see Currie roles later):

'The Authority placed increasing emphasis on multi-agency training to support the further development of integrated working.'

Weaknesses in partnership are highlighted in differing respects eg:

'However, partnerships with schools and centrally-deployed staff require further development, particularly in relation to service roles, remits and functions to maximise service impact on children and young people.'

'A few partner agencies were unclear about the role of the EPS leading to unrealistic expectations of the service.'

The push toward broadening the base for delivery, impacting on specific groups of additional need, reappears in relation to partnership; the issue being to include further specific groups, such as looked after and accommodated:

'The Educational Psychology Service had contributed well towards to specific areas of partnership working within the authority. In particular it had supported School Liaison Groups, and collaborated effectively with a wide range of external agencies, including social work and Careers Scotland, to improve transitional planning for young people with additional support and those leaving care.'

It is interesting to see **Post-School Psychological Services** emerging in the guise of supporting transition for *'those leaving care'*. In one inspection, partnership work between Psychological Service and local training providers for young people, post school, was included in shadowing. The INEA Report includes references to curricular innovation / vocational education, delivery of training programmes etc and associates Psychological Services with these. To date only a small minority (three) of inspected Services, have been PSPS Pathfinders. It is anticipated that reference to this activity should increase with the roll out of PSPS to all 32 Services from April 2008.

The higher profile of the More Choices More Chances Strategy, its overlap with the somewhat neglected aspect of the ASL Act highlighted in the report from HMIE (2007) on the implementation of the ASL Act, preparation for adulthood and the national policy emphasis on positive and sustained post school destinations, all converge around this area of activity. Making an impact on and improving outcomes for, young people who are relatively unsuccessful at school and who are predicted to be at high risk, is increasingly becoming mainstream agenda for Local Authorities, schools, relevant agencies and key stakeholders. This shift in emphasis coincides well with the PSPS initiative rolling out across 32 Authorities.

The need for Services to increasingly develop strategies in respect of partnership working, was evident across many inspection Reports eg:

‘Overall, further work was required, including in conjunction with staff in the Educational Psychology Service and in other service areas, to explore and encourage in all staff a deeper understanding of the aims of partnership working and its potential to increase impact on learners and their families.’

‘. . . established good links within the authority and had taken steps to develop partnership working with external agencies and the voluntary sector.’

The latter was seen to have started the journey, but the implication was that this should be a subject for future priority and development.

Stakeholders

Considerable mention of *‘robust mechanisms for monitoring the quality of these services and making interventions to improve them’*, was made in Reports; stakeholders being seen as central to this process. Overall in only a minority of Reports was this aspect seen as a strength eg:

‘Stakeholders were widely consulted using a range of approaches. For example, focus groups were used to obtain partner agency views about specific aspects of service delivery.’

‘Feedback from stakeholders had positively impacted on service developments.’

‘Children and young people were routinely consulted about the services.’

The Services’ responsiveness to the views of key stakeholders was seen as a positive indicator:

'For example, in the Service's development plan for 2007-2010 there was an increased focus on research and staff development in response to stakeholder evaluations.'

The link with partnership was evident eg:

'The Service had developed strong partnerships with a range of external agencies. However, they had yet to involve stakeholders in the review, development and improvement of services.'

In most cases the relationship with stakeholders was an area representing only partial success:

'The roles, remits and functions of the EPS were not clear to all stakeholders.'

'The Service did not routinely involve stakeholders in the review, development and improvement of services.'

For some it was a general rather than a specific criticism:

'However, it did not monitor the levels of stakeholders' satisfaction with service delivery closely enough.'

'... had started to develop its capacity to ensure that it could make a more positive impact on behalf of stakeholders'.

'The EPS management team was involved in further developing the Service's capacity to improve and make a more positive impact on behalf of its stakeholders'.

Recommendations were frequently made on this subject eg:

‘ . . . to develop its partnerships with schools and with agencies which are external to the Council.’

‘The Service needed to systematically involve stakeholders in the development of the Service and to seek their views on what worked effectively and what needed to be improved.’

‘ . . . consult more widely with stakeholders as part of its quality assurance arrangements including seeking their views on what works effectively and what needs to be improved.’

‘ . . . systematically involve all stakeholders in service development and improvement activities, particularly with regard to the development of a research programme.’

‘ . . . develop a more rigorous approach to self-evaluation involving all stakeholders in service development and improvement.’

Clearly, in services inspected to date, this area requires greater focus to underpin decisions about deployment and effectiveness. Finally with reference to the accountability and reporting to stakeholder aspects:

‘The senior management team should continue to develop its approach to planning for improvement through the development and review of policy and the distribution of a well-focused, annual standards and quality report for stakeholders.’

Currie roles evidenced

The degree to which a comprehensive range of roles were deployed by the Psychology Service, figure large across all Reports:

‘ . . . Delivered a broad and balanced range of services with regard to advice and consultation, assessment and intervention, and training and development’.

‘The EPS had developed a very good consultation model to deliver the key services of assessment, intervention, staff development and research. The model was beginning to impact positively on outcomes for children and young people.’

‘ . . . delivered a broad and balanced range of services with regard to consultation and advice, assessment and intervention, and contributions to policy-making’.

More specific aspects of particular roles tend to be highlighted:

(in Features of Good Practice – ‘The Consultation approach . . . draws on solution focused, person centred planning, appreciative enquiry and cognitive behavioural principles.’

‘ . . . Played a key role in the development and training of staff within the authority including extensive training relating to the Staged Intervention process, and solution-focused leadership’.

‘The Service played a key role in the training and development of other professionals including school staff and educational support staff. For example, courses on autism, and lesbian, gay, bisexual and transgender issues.’

They also made significant contributions to the ongoing training of educational staff across the authority and to the strategic development of provision for additional support needs.

'The Service had developed a strong research and training portfolio.'

'The Educational Psychology Service conducted an extensive evaluation which concluded that the project had met or exceeded almost all objectives.'

Training and development, specific groups (autistic spectrum gets disproportionate mentions), implementing ASL, staged assessment and action research/evaluation are all picked out, in Services where strengths are identified.

However the patchy nature of this aspect was clear in many Reports with evident room for improvement eg:

'The Service was committed to research and development and had undertaken significant projects on behaviour and the needs of looked after children. This work should be more effectively disseminated across the education authority.'

'They (Head Teachers) were positive in relation to the professional development provided by the Psychology Service, but were less satisfied with this service in relation to direct support to their schools and for individual cases.'

'There was insufficient training provided by the Service for parents, carers and families, particularly at the early years stages.'

'... had not yet established itself sufficiently well as a major contributor to professional development and training.'

‘ . . . extend its role in contributing to professional development and training and to research and strategic development within the authority’.

‘ . . . had not yet established itself sufficiently well as a contributor to research across the authority . . . had not built sufficiently on effective examples of research, for example, work undertaken in relation to autism and with regard to SOS.’

‘The relationship between consultation, assessment and intervention was not fully understood by all stakeholders’.

It seems that trying to satisfy all the people, all the time using all the roles is what is expected.

The Authority

How well the Service is aligned with/embedded within corporate priorities/policies and owned, appear as central to any judgements made in Reports. Where this is well articulated, then is it clearly captured:

‘Service policies linked well with the vision, values and aims of the service and were coherent with council wide policy. They were well managed, evaluated and updated. The range and appropriateness of policies were very good.’

The EPS had established very effective links within the authority and had taken steps to develop partnership working with external agencies. The EPS promoted the aims of the Council in an effective manner.’

Supporting implementation of the ASL Act was a recurring theme, with some Services evidently making a major contribution:

'The EPS had made good contributions to a number of wider developments within the authority. For example, the service had taken a lead role in the development of the Additional Support Needs File, a resource developed to support planning for children and young people across the authority. The service had also made a significant contribution to the implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (ASL). EPS staff at all levels were well represented on and made valuable contributions to a range of strategic and operational working groups across educational services including a well-established health liaison and a nurture group.'

' . . . had played a significant role in the implementation of the Act, and in providing high quality training for staff at all levels across the authority.'

'The Service had contributed to, along with other professionals, developing and supporting the authority's policy on additional support needs'

' . . . had made some valuable contributions, including support to families of children encountering difficulties at the early years stage and to the implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (ASL).'

Specific aspects relating to engagement at an authority level are highlighted:

' . . . the principles of person centred planning were used to help the authority Inclusion Group arrive at a common vision and plan for future multi-agency developments.'

'The PEP had ensured that the Service was well represented on appropriate authority and council working groups such as, the Integrated Assessment Framework and the Pathways to Autism groups.'

Involvement in appropriate strategy/planning groups is an issue, in many cases needing to be addressed to some extent:

'The Educational Psychology Service (EPS) was represented on a wide range of strategic groups across the authority, for example, the Learning and Teaching Policy Group, and the Permanency Panel. However, there should now be a strategic overview of this work to ensure that all service activity positively impacts on children, young people and their families.'

'The Authority, in conjunction with the Service, was in the process of determining how best the EPS could further develop its respective roles, responsibilities and accountabilities.'

'In extending and developing the role of the EPS, senior managers should now ensure that targets for improvement are supported by a robust management information system (MIS) and are more closely linked to authority plans.'

'The Service was now taking further steps to improve its performance in addressing the key priorities of the authority.'

'The Service was committed to developing a more systematic approach to self-evaluation in line with guidance from the authority.'

Overall the contribution to wider policy, the focusing of Psychological Services on the meeting of agreed corporate agenda, must be seen as a strong message.

Leadership

The quality of leadership and management are prominent in Reports:

'The leadership of the service was very good. The PEP set a clear agenda for change and linked very effectively with the authority to increase the impact of the service.'

'The PEP's personal and professional contribution to authority strategy was regarded highly by educational management.'

'... very high performance, and the very effective leadership of this Service.'

'... provided good leadership across the service. ... was highly committed to the service and to further improving the range of provision offered by educational psychologists ... had successfully led the service through a period of transition and had contributed effectively to developing a very positive ethos and very good links with parents.'

Positive acknowledgement extends to Deputes where they are in place eg:

'The deputy educational psychologists had a significant impact on service delivery at strategic and operational levels.'

Staffing levels and employment of assistant / research psychologists are also acknowledged as part reflection on leadership and management of the Service, as a resource:

'The PEP had made good progress in securing future staff members through the appointment of assistant psychologist's posts, and providing placements for educational psychologists in training.'

Issues to do with capacity and staffing levels are dealt with below, in the Structural Aspects section. Effectiveness of leadership evidenced in Principal posts is added to by reference to distributive leadership, in a minority of Reports.

'The Educational Psychology Service has placed considerable emphasis on developing distributive leadership. All grades of psychologists are involved in authority and service developments. Administrative staff also make significant contributions to the improvement of documentation and procedures. The overall result is an ethos in which all staff take responsibility for the continuous improvement of the Service.'

Reference to all staff is made within this context:

'All members of the service demonstrated a strong commitment to continuous improvement.'

'All staff demonstrated leadership in relation to their specific remits within the service.'

Ultimately the aim stated is to: *' . . . Increase capacity . . . to deliver a wider and higher quality of services':*

'Service managers encourage creativity and innovation across the service. The Service showed a very strong capacity for continuous improvement.'

Any need for improvement tended to be cast as work in progress. To some extent acknowledging specific issues relating to a particular context eg:

'The senior managers at authority and service levels had not yet developed a sufficiently robust evidence base for performance management.'

'Arrangements for managing change and taking forward the work of the EPS were not sufficiently well established. The Service had still to build a strong culture of sustaining high quality delivery of provision to stakeholders, including schools.'

'The Principal had the capacity to provide leadership for the EPS, although the Service, as a whole, needed to develop its strategic role in planning for improvements and to extend its procedures for monitoring performance and outcomes.'

'The ongoing review of senior roles and responsibilities will allow a clearer leadership function to be established for these posts.'

Structural aspects

It is interesting to note whether such aspects as staffing levels, stability /nature of organisational structures etc, do figure in the feedback. Certainly some of the above quotes relating to leadership touch on times of change/transition, as well as building capacity.

Further direct references to staffing include:

'Long-term staffing difficulties had limited the service's contributions to wider developments within the Council. The authority was addressing this and in the process of restructuring the service and recruiting new staff.'

'The operations manager (psychology) and area principal educational psychologists effectively promoted the work of the service. Together, they had worked to improve service recruitment and retention levels in order to extend the range of provision being delivered across the authority.'

Given that this issue is not consistently reported on, it is not possible to conclude whether this is picked up at random in inspection, or whether non-inclusion implies no issue of note. One of the case studies, following up inspection, reported in this PDP elsewhere, (Hellier 2008), did include a viewpoint by the Service, that the recent history of poor staffing, new recruitment and change of Principal were not taken into account. This is in contrast to some of the above reporting where there is active mention of such issues. It will be interesting to note what the pattern in this respect, will be in future feedback, following inspection.

One topic of potential interest to colleagues relates to structural aspects of organisation and management of educational psychologists eg as a Service, or as separately managed teams. These might not necessarily report to a promoted Educational Psychologist in some settings. Recent years have seen union action, dispute, resignation and demoralisation in a minority of settings where the structure of the Service and its in line management functions have become sensitive issues. The question therefore arises, do HMle have a role in commenting on structures? The closest one comes to an answer, to date, is in the following:

'The authority was taking appropriate steps to develop the service's capacity to improve and make a more positive impact on behalf of its stakeholders. The role of the EPS was being extended and developed. Senior managers should ensure that the Service avoids becoming fragmented in making these changes'.

Whatever further feedback includes, one can anticipate that it will couched firmly in terms of impact and outcome.

Good practice

Good practice has already been identified within many of the previous themes discussed, especially within the perspective of Currie roles. However, it is worth picking out this aspect, if for no other reason than to take an appreciative inquiry/solution focused perspective.

It is clear that detailed and specific emphases, possibly peculiar to individual Services are identified eg person-centred planning, video interaction guidance. The latter widely used in one of the inspected Services is identified and acknowledged . . . although clearly not a universal strategy, it is still inspected in detail and seen in positive light. In this way specific strategies are highlighted:

'The service had developed good practice in person-centred planning. This was helping to enhance the participation of pupils with additional support needs in assessment, planning and review.'

'To enhance the delivery of assessment and intervention, the EPS had begun to develop skills in dynamic assessment and instrumental enrichment'

'The Educational Psychology Service played a key role in the development and training of staff within the authority including extensive training relating to the Staged Intervention process, and solution-focused leadership'.

'There was also high quality support for school staff in areas such as Curriculum for Excellence, Assessment is for Learning, information and communications technology in learning and teaching, child protection, the Parental Involvement Act 2006 and The Education (Additional Support for Learning) (Scotland) Act 2004 and health promotion'.

The above serve to illustrate the wide range of creative working by colleagues as applied educational psychologists; all of it picked up and acknowledged in the inspection process. The suggestion is that from the perspective of HMle, there is no template or fixed list to determine what activity a Service should undertake. However, if it seen as good practice that impacts on stakeholders, then it will be noted.

The Good Practice section of the HMle website, is currently constructed with four key headings of Leadership and Management, Policy context, Professional practice, Working with stakeholders. Each of these is subdivided into, involving stakeholders in the development and review of the Service, operational planning and policy development and review. At the time of writing there were few entries on this site, the minority of these with any relevance to Psychological Services. One example for the sake of illustration describes, in detail, the role of the Service in undertaking action research:

‘The Service provides high quality research and evaluations which highlight good practice and make recommendations for positive change. Examples of the impact of the work on seven projects are provided such as pupils with behavioural and educational targets, looked after children, hard-to-reach parents and pupils’ mental health needs’.

‘For example, the recent evaluation of the Parents as Educators project provided helpful advice and guidance on how to involve hard-to-reach parents in their children’s education. Commendably, the Service disseminated its findings and recommendations widely both within and outwith the Authority.’

Services identified as displaying good practice were seen to have eg:

‘developed a strong culture of continuous improvement across all team members.’

'developed very effective leadership across all grades of educational psychology and administrative posts.'

'demonstrated successfully their ability to effect transformational change in challenging situations.'

'provided the educational authority with high quality advice, intervention, training and research.'

Conclusions

So what does feedback from the first tranche of EPS that have been inspected tell us? Services that are well embedded in the Authority planning priorities, that are tightly managed, that regularly reflect on stakeholders views about relevance and effectiveness, that have good quality documentation, that contribute to evaluation, that are innovative and that do pursue evidence based strategies, will all be welcomed. Certainly these areas of good practice have been acknowledged and highlighted.

Perhaps the biggest issues to emerge from this review are making an impact, supporting evidenced outcomes and increasingly seeking to ensure these are for a far wider range of children and young people than has traditionally been the case.

It is hoped that this brief summary provides some insights to colleagues into the range of HMIE written feedback, made to Services, to date. Clearly the process of inspection is developing through practice and over time, so initial experiences may differ from more recent ones.

It is anticipated that good practice will be captured and disseminated, allowing the profession to model examples of note and to shape future direction and strategy. It is already obvious that much current practice includes excellent examples of innovative applied psychology, delivered in partnership, across the spectrum of mainstream and additional support need. Future challenges include the capacity to respond to a dynamic policy environment both at local and national levels.

Chapter 6 Discussion

The current study has successfully addressed two main aims. It has completed a national survey of the ways in which EPSs are undertaking self-evaluation and preparation for inspection, and has obtained feedback from the profession on the perceived impact and outcomes of this process. Specific research questions were raised within the context of the aims of the study. The research questions looked at preparation, self-evaluation strategies and frameworks, impact and outcomes of self-evaluation and inspection, leadership, and transformational change. These are now discussed.

Preparation

The findings indicate that a large majority of Services believe that they are prepared to carry-out self-evaluation. Indeed most of the Services surveyed indicated that they already undertook some form of self-evaluation. This is perhaps not surprising given that a number of “took-kits” have been in existence for some time now (eg HGIOPS, McKay, 1999). The challenge for Services would appear to be in a perceived shift from process evaluation, to the evaluation of impact and outcomes. The gathering of quantitative evidence was also highlighted as a new issue for some Services.

While a majority of Services also felt prepared for inspection, this figure was lower than that for self-evaluation. The results allow possible guidelines to be developed, that may help Services achieve maximum preparedness for inspection. These are outlined below in

Table 2.

Table 2: Getting ready for inspection

1	Become confident and familiar with HMI Inspection Framework
2	Make plans to manage increased workload and stress levels
3	Develop and implement a self-evaluation model
4	Network with other services

Services that had a self-evaluation model in place felt more confident about the preparation for inspection, while Services that had been inspected, felt more confident about their preparation for self-evaluation. This reciprocal relationship between experience of self-evaluation and inspection is highlighted in the literature review (Earley, Fidler & Ouston, 1996).

Self-evaluation strategies and frameworks

Services were able to outline examples of strategies and frameworks for self-evaluation that were in place or being developed, at the level of the Local Authority, the Psychological Service and the individual practitioner. At a Local Authority level, these strategies point to the importance of positive, active working relationships with central staff including Heads of Service and QIOs as well as a high degree of connectedness with Authority self-evaluation and review processes.

At the levels of individual Psychological Service and educational psychologist the illustrations of strategies and frameworks given, help shape a picture of factors associated with effective self-evaluation (see Table 3 below)

By way of illustration, the section on the follow-up interviews with selected psychological service, provides examples of specific strategies developed by certain Services.

Detailed accounts from each Service interviewed can be found in Appendix 2 to 8. These serve to provide illustrative examples of emerging self-evaluation practice across the country. In these findings there would appear to be a degree of confirmation for Attkisson & Hargreaves (1979) argument that self evaluation of an organisation will be easier if completed in stages.

Table 3: Effective self evaluation

<p>Self-evaluation is more likely to be effective if it:</p> <ul style="list-style-type: none">• Is guided by an agreed structural model• Considers the evaluation of impact and outcomes at all levels of service delivery• Describes a planned time-frame for activities• Includes a full review of policy documents and practice papers• Actively involves all staff• Enables appropriate delegation and sharing of tasks• Surveys stakeholders in a planned way• Embeds within the authority's wider self-evaluation framework• Considers the use of external consultants or "critical friends"• Has explicit links to CPD and annual staff reviews• Has links with school-service level agreement negotiations.
--

Impact and Outcomes

Self-Evaluation

The study has been successful in gathering widespread examples of improvements in impact and outcomes, for a wide range of stakeholders, from individual children to new learning communities. These are listed on page 23 and support a view that self-evaluation can often have positive unexpected consequences beyond those planned or originally intended. It would be very interesting to follow-up this finding to examine whether the stakeholders themselves held the same positive views of the impact and outcomes of self-evaluation.

Inspection

In contrast to self-evaluation, the study reveals fewer positive improvements in impact and outcomes for stakeholders as a result of the inspections process. The most common positive change for stakeholders was their increased involvement in consultation about the Service. Changes as a result of inspection were more often described in term of positive and negative consequences for the Service eg “increased collaborative working and connections across levels of working”.

Table 4 summarises perceived positive and negative impact and outcomes for Services as a result of the inspection process.

Table 4: Positive and negative impact and outcomes of the inspection process

Positives	Negatives
<ul style="list-style-type: none"> • Increased collaborative working and connections across levels of working • Increased staff understanding of quality assurance and service planning • Helped promote service movement towards structured self-evaluation 	<ul style="list-style-type: none"> • Distracted from ongoing work of the Service • Increased workload • Negative impact on morale • Huge effort required

The negative effects reported here are consistent with other studies (eg Davis, Downe & Martin,2001)

Benefits/Changes as a Result of Self-Evaluation and Preparation for Inspection

Table 5 presents a summary of the benefits, and changes reported with regard to self-evaluation and preparation for inspection for the Authority, the individual practitioner and EPS stakeholders.

Table 5: The perceived benefits of self-evaluation and preparation for inspection.

Authority	EP Practitioner	Stakeholders
<ul style="list-style-type: none"> • Increased support for LA strategic and operational objectives • Better use of EPs • Contribution to continuous improvement culture • Increased transparency about EPS role and performance • Recognition of wider EPS role • Enhanced whole service vision 	<ul style="list-style-type: none"> • Greater awareness of the importance of service impact • Enhanced sense of effectiveness and ownership • Increased opportunity to participate in service developments • Highlighted the importance of CPD/PRD 	<ul style="list-style-type: none"> • A better focused service leading to better outcomes • Improved accountability, visibility and access • Increased stakeholder involvement in service development

Perhaps the best way to represent Services’ views regarding this topic, is that self-evaluation was generally perceived as a positive and worthwhile undertaking, while inspection was viewed with much more ambivalence. Thus, while most Services were able to describe positive benefits and changes as a result of inspection, negative aspects were also reported more often, than in relation to self-evaluation. There was however some evidence to suggest

that Service view of the inspection process, altered in a positive way as a result of undergoing inspection.

Leadership

The study has been able to describe some of the ways in which self-evaluation has impacted on leadership within Psychological Services. A majority of Services indicated that self-evaluation had supported existing movement towards distributed leadership and shared accountability within Services. Many Services had developed models of self-evaluation which involved all staff, and most Services had highlighted the importance of staff, at all levels, being involved:

“Everyone has a key strategic role”

“Everyone in the Service carries this responsibility and associated accountability”.

Some Services had ring-fenced specific time allocations for all staff to take part in self-evaluation tasks. The importance of embedding self-evaluation in daily practice was also highlighted.

In contrast to these positive messages, there was some evidence that the self-evaluation and inspection culture had increased “leadership stress”, and had created tensions:

“managers were exhausted and could not take holidays”

“tensions with regard to managing casework and dealing with strategic issues”.

One Service reported that the experience of inspection had led to a review of the nature of leadership within the Service. It was reflected that distributed leadership and “top down” leadership need to be mutually exclusive.

Transformational Change

As indicated in the literature review, research studies have questioned whether inspection can bring about transformational change within organisations (Pslek, 2003), as such complex processes develop over time and as a result of a variety of interacting levels. However other studies have provided evidence that inspection can bring about positive change (eg Wilcox & Gray, 1996). The findings reported here would seem to support the view that an embedded self-evaluation process, involving all staff members over time, is much more likely to result in 'transformational change', than a briefer external inspection process.

“ The bigger transformational change is about having a real shared vision about how the Service is going . . . the self-evaluation process has hugely influenced this because everyone was involve”

“Self-evaluation allows whole team reflection on service delivery. This gives rise to transformational change”

However, there is perhaps room for a combination of effects. One Service had used self-evaluation and imminent inspection as an explicit driver to promote transformational change. Another Service, reported in the inspection case study, did not consider that the inspection had promoted transformational change. Rather it had highlighted the need to build on ongoing developments in leadership and management.

Scope and limits of the project

It is important to bear in mind that this study survey was completed by Educational Psychology Services management. While many consulted with staff before completing the questionnaire or engaging in further discussion, this was not necessarily the case for all returns. We must assume that the conclusions described regarding the benefits and

opportunities of SE and inspection are those which EPS managers have selected to report and record. One major recommendation for further study is to directly survey the views of main grade and senior practitioner EPs. This would enable a more complete picture to emerge. It would also be interesting to extend the survey to include Local Authority service managers and other stakeholders.

Chapter 7 Conclusions

Psychological Services across Scotland have an established history of self-evaluation stretching back many years. Much of this emerged in a “bottom-up” way from day-to-day practice within Services. Indeed, the first published self-evaluation framework (MacKay, TAWN (2003) to be promoted nationally, emerged from grassroots development work in individual Services across Scotland. Several Educational Psychological Services were operating self-evaluation systems prior to the establishment of more formal systems.

Given this, it should not be surprising that the majority of Educational Psychological Services would appear to be evolving practices in the current context, of external inspection; they are developing creative approaches in response to the onset of a more formal self-evaluation imperative by the Scottish Government. The study has been able to identify a range of practical examples of the benefits and opportunities of self-evaluation for Educational Psychological Services across Scotland. It is hoped that its findings will be useful to Services as they further refine practice in this respect.

The arrival of formal inspections of Educational Psychological Services has, however, been greeted with more muted approval and the study has highlighted both positive and negative perceptions of this watershed development for Educational Psychological Services, across Scotland. It is encouraging to note that many Services have emerged from the inspection process with a more positive view of this new development. For many the actual experience has resulted in improvement in attitude and understanding of the value of the activity. However, this view is not universally shared with some doubts lingering.

The snapshot in time that is afforded at this stage, where less than one third of Services have actually experienced inspection should be of considerable value in informing the developing understanding of colleagues, of what is underway.

Any negative perceptions will need to be placed in a longer time frame, being mindful of literature that describes the process as a prolonged one.

The study confirmed other findings attesting to the reciprocal relationship between self-evaluation and inspection. However, It would appear that many Educational Psychological Services managers considered self-evaluation to be the most effective vehicle for transformational change within Services. Perhaps this is not surprising given that any activity that is seen to support reflection through empowerment is bound to be preferable. The adjustment is to accept a degree of external scrutiny over and above such activity. It is hoped that in the near future self-evaluation and inspection will be perceived as working together to enhance continuous improvement.

It is clearly the case that in a relatively short period of time, inspection of services delivered by Educational Psychologists in Scotland will be embedded in integrated inspection of all Local Authority services .The current learning curve for the profession needs to be seen in this light, as a transition toward Psychological Services contributing to key local and national priorities. The ultimate aim/challenge is for colleagues to know their worth and to be able to evidence their unique contribution.

References

Argyris, C., & Schön, D. (1978) Organizational learning: A theory of action perspective, Reading, Mass: Addison Wesley

Attikisson, C. & Hargreaves, W. (1979) A conceptual model for Programme Evaluation in Health organisations. In *Programme Evaluation in the Health Fields*, edited by H. C., Shulberg, and F. Baker, 53- 72: New York: Human Services Press

Boyne, G.A., Law, J., Walker, R. M., (2004) Towards the Self Evaluating Organisation. An Empirical Test of the Wildavsky Model. *Public Administration Review*, Vol. 64, (4). : 463- 473

Davis, H., Downe, J & Martin, S. (2001) External inspection of Local Government: Driving improvement or Drowning in Detail? York: Joseph Rowntree Foundation

Earley, P. (1998) School Improvement after inspection; School and LEA Responses London: Sage Publishing

Earley, P., Fidler, B., Ouston, J., (1996) Improvement through inspection. London: David Fulton Publishers

Ehren, M. C. M, & Visscher, A.J. (2006) Towards a Theory on the Impact of School Inspection. *The British Journal of Educational Studies*: Vol 54, (1), pp. 51-72

Eurydice (2007) School Autonomy in Europe Policies and Measures. Brussels

Fincham, R. & Rhodes, P. (1999) Principles of Organisational Behaviour. 3rd Edition.
Oxford: Oxford University Press

Gray, C. and Gardner, J. (1999) The impact of school inspections, *Oxford Review of Education*, 25 (4), 455–469

HMIE (2007) Report on the implementation of the Education (Additional Support for Learning)(Scotland) Act 2004. Published by HMie November

HMIE (2007), Quality Management in Local Authority Educational Psychological Services, self evaluation for quality Improvement. Livingston: HM Inspectorate of Education

Kogan, M. and Maden, M. (1999) An evaluation of evaluators: the OFSTED system of school inspection. In C. CULLINGFORD (Ed.) *An Inspector Calls; OFSTED and its Effect on School Standards* (London, Kogan Page), 9–32

MacKay, T.A.W.N. (2003) Educational Psychological Services in Scotland: A more Formal Framework of Evaluation – The place of Outcome/ Performance Indicators. SEED. Edinburgh

PDP, 1999-2000, Best Value.

PDP (2005- 2006). “Developing a Self Evaluation Framework for Educational Psychological Services.”

Scottish Government (2008) Single Outcome Agreements-Guidance, Format &Indicators for Scottish Local Government

SEED (2002) Review of the Provision of Educational Psychology Services in Scotland
(Currie Report). Edinburgh: Scottish Executive.

Shaw, I., Newton, D.P., Aitkin, M. and Darnell, R. (2003) Do OFSTED inspections of secondary education make a difference to GCSE results? *British Educational Research Journal*, 29 (1)

VISSCHER, A.J. and COE, R. (Eds) (2002) School Improvement through Performance Feedback. London: Taylor & Francis

Wildavsky, A, (1972) The Self Evaluating Organisation. *Public Administration Review*, Vol. 32, (5): 509- 520

WILCOX, B. and GRAY, J. (1996). Inspecting Schools: Holding Schools to Account and Helping Schools to Improve (Buckingham/Philadelphia, University Press)

Appendix 1

PDP 2007/2008

The benefits and opportunities of a self-evaluation and inspection culture

Questionnaire

As part of the PDP 2007-2008 we are gathering information on the experience of undergoing self-evaluation and preparation for inspection of psychological services. In particular, we are interested in what strategies you have put in place and the impact these are having or have had on you and the service. Please give illustrative examples. Where possible, please attach relevant documentation to illustrate your responses.

We would be grateful if you would complete the following questionnaire and return it either by e-mail or by post to:

e-mail address: Noreen.Phillips@inverclydeschools.org.uk

Mail address: Noreen Phillips
Principal Psychologist
Inverclyde Psychological Service
Highholm Centre
Highholm Avenue
PORT GLASGOW PA14 5JN

Please scale the following two questions.

1 How well prepared is your service in carrying out self evaluation?

1	2	3	4
unprepared	slightly prepared	reasonably prepared	fully prepared

What makes it this score?

2 How well prepared is your service for HMIE inspection ?

1	2	3	4
unprepared	slightly prepared	reasonably prepared	fully prepared

What makes it this score?

- 3 Please give specific examples of strategies/framework in place or being developed at the level of:


The Authority

A large, empty rectangular box with a thin black border, intended for the respondent to provide specific examples of strategies or frameworks at the level of the Authority.

The Psychology Service

A large, empty rectangular box with a thin black border, intended for the respondent to provide specific examples of strategies or frameworks at the level of the Psychology Service.

The Individual Practitioner

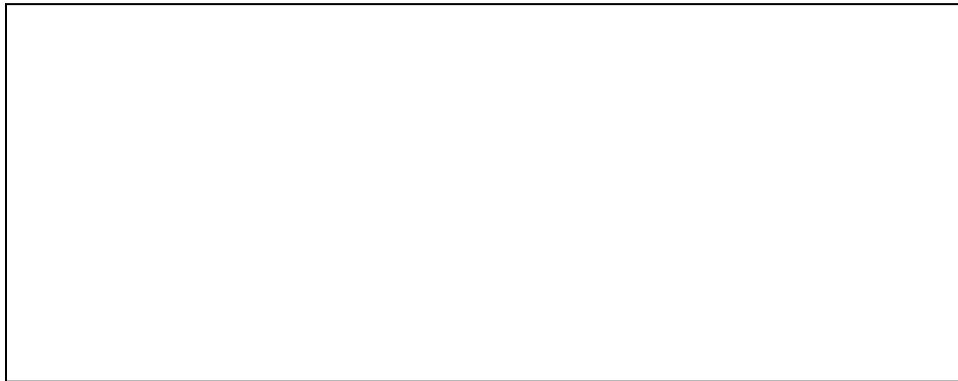
A large, empty rectangular box with a thin black border, intended for the respondent to provide specific examples of strategies or frameworks at the level of the Individual Practitioner.

- 4 Please provide examples of situations where self-evaluation has improved the **impact** and **outcome** for stakeholders



- 5 In what ways have staff at all levels of the service been involved in the process of self-evaluation and preparation for inspection?

Please give us illustrative examples

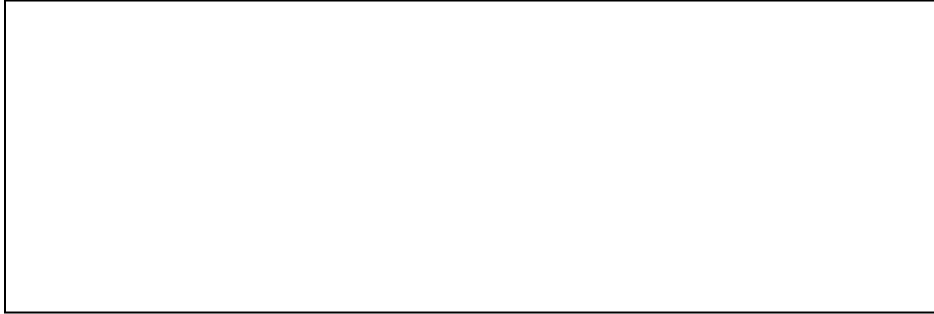


- 6 What are the perceived benefits of self-evaluation and preparation for inspection for:


The Authority



The Psychological Service

A large, empty rectangular box with a thin black border, intended for notes or a diagram related to 'The Psychological Service'.

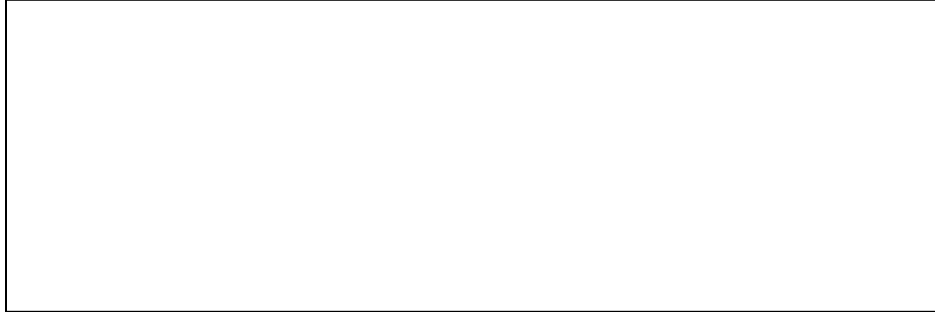
The Individual Practitioner

A large, empty rectangular box with a thin black border, intended for notes or a diagram related to 'The Individual Practitioner'.

Stakeholders

A large, empty rectangular box with a thin black border, intended for notes or a diagram related to 'Stakeholders'.

7 How has self-evaluation and preparation for inspection impacted on leadership within the Psychological Service?



8 Please give examples of good practice which have been highlighted as a result of self-evaluation and preparation for inspection.



Experiences of HMIE Inspection

The next section should be completed by those services that have been inspected. We would like you to comment on:

Impact and outcomes for the service

Significant changes to the service as a result of undergoing inspection

Impact on Leadership

APPENDIX 2 East Renfrewshire Psychological Service

Structured Interview Summary

Authority Specific Topics

1 Education Management Staff as a Critical Friends

A Quality Improvement Officer (QIO) was identified to be part of the Psychological Service's Self-Evaluation Group. This became a two way reflective process. The Principal and Depute were also part of this group. The QIO introduced, explained and modelled the self evaluation process as employed in schools. This was helpful in explaining how schools involve teachers in the process and thereby how EPs might get involved. The Head of Service attended two staff meetings to worked with staff on the issues of impact and outcome.

This input made a huge difference:

- gave an idea of the way to do this in a tried and tested way (HMIE approved)
- provided a clear idea of how to take the process forward with whole staff. All staff fully involved, their involvement valued.
- critical friend was able to feedback to the directorate. This had the effect of raising the status of the Psychological Service.

Q What are you going to do next?

Education management staff are continuing to have a direct role. Further meetings are planned. The local authority self-evaluation group continue to meet.

2 Chain of Impact

It is essential to have a clear understanding of this concept: the use of national/standard outcome indicators as a valid measure of impact/outcomes for Psychological Services input. Eg national priorities/indicators. If exclusions reduce across the authority and EPs are activity involved in JATs, then this is evidence of impact.

Now looking at ways to measure second/third order change.

3 The Self-Evaluation Process

The local authority self-evaluation group arranged a self evaluation workshop for all Psychological Service Staff. This two day event lead to the preparation of a standards and quality report and an improvement plan

Did it make a difference?

Yes. The preparation of these reports resulted in improved ownership of the process and a shared vision.

Next Steps?

- A focus group for parents and young people
- Questionnaire to Head Teachers and Key Stakeholders
- Questionnaire for EPs to inform improvement plan

Leadership/Distributed Leadership

The self-evaluation process has meant that every EP is represented at a strategic level. Everyone has a key strategic role.

Transformational Change

Q How would you define this?

“ . . . about a change that is directed and planned. Informed reactive change”.

The bigger transformational change is about having a real shared vision about how the service is going, where the service wants to go. The self-evaluation process has hugely influenced this because everyone was involved.

Appendix 3 Fife Psychological Service

Supervision and Management Review

For over 13 years, Authority C Psychological Service has used a framework of structured supervision that feeds into a yearly management review. The model is based on advice giving and the dissemination of good practice and is essentially a capacity building approach.

How is supervision organised?

When someone first joins the psychological service, they are assigned a supervisor (usually someone within the same team) for their induction period. Following induction, staff can choose their supervisor. This is reviewed every year and, apart from exceptional circumstances, psychologists would choose a new supervisor after two years.

The supervisor and supervisee meet as required and on average every 4 to 6 weeks, and informal supervision with other colleagues is arranged as needs arise.

How does the management review fit into this?

Each member of staff has an annual review usually with their supervisor and manager. The individual's previous cpd targets and contribution to the Service are reviewed and new targets are set. These are then embedded into the structured supervision process. The individual's targets are linked to the psychological service's priorities with reference to the aims of the Education Service Plan. If common areas of development need are indicated across staff, the Service arranges service-wide input.

What are the benefits of the model?

- It provides a framework for the service to meet its own priorities.
- It facilitates the sharing of good practice and skills.
- It enhances practitioners understanding of education service priorities and the role of the service within that.
- It facilitates cohesive practice as greater uniformity arises from sharing what works. This is beneficial for all stakeholders who receive similar service delivery ..
- It is a capacity building model that is supportive and dynamic. It therefore impacts positively on staff morale and development.

How does it contribute to the self evaluation process?

- Within the annual review process, colleagues, schools and other stakeholders are contacted to inform the evaluation of the individual and Service delivery.
- Targets are monitored during the supervision process.
- There is a clear mechanism of how to feed back themes that arise from supervision to management.
- The supervision policy and procedures are reviewed annually.
- It informs and contributes to individual ep CPD log.

APPENDIX 4 Inverclyde Psychological Service

Self-Evaluation Process/Use of another EPS as consultants

Tell me a bit about the thinking behind your approach to self-evaluation.

“At a staff meeting, it became clear that the team didn’t really have a grasp of self evaluation nor a consistent understanding of what impact was and how it could be measured. Rather, the EPs had more of a process idea of self evaluation.

They didn’t really have a clear idea about the importance of asking ‘do we make a difference’ as a result of our involvement etc. I saw that there were two possible routes that I could follow to develop the team in the way I felt was required:

Option 1 For the PEP to lead the process, delivering training in self evaluation with the intention of developing a self-evaluation strategy.

Option 2 To approach a service which had already been through the self evaluation and inspection process, and see if they would act as consultants to the team, to lead them through the process.

I felt that this latter option would be more effective. I then discussed this option with the team. They liked this idea. I felt that they would take ‘hard’ messages more easily from outside. I wanted to bring the team with me on this issues, and

wanted to maintain a positive relationship. I also wanted to give across the message that I wanted to build from existing strengths using an appreciative approach.

It was agreed that I would approach the Psychological Service had been considering to discuss contracting the Principal and Depute to lead two seminars with whole staff group. Prior to this Anna Boni talked to the team about the nature of the inspection process for psychological services. This was useful and informative.“

How effective has the approach been?

“The team thought the use of consultants was valuable at the initial stages. However, they quickly wanted to begin to take action and plan the process for themselves. An important aspect was that the consultants input taught the team about impact and outcomes and how these could be measured and evaluated. The consultant input was effective in providing the initial information and impetus that the team needed to begin planning action for self evaluation.

“Now, we have a vision statement. EP groups have been established to look at several key aspects of the service: practice guideline revision, website design, impact Next stage is to revise the development plan. Then a self-evaluation action plan will be developed. The process emerging is one where self evaluation & future inspection have become drivers to create transformational change and service development. It is hoped that this will also lead to a review of our staffing complement.”

How far down the road are you to when you want to be?

“20%. The next step is to create a timeline. “

Impact/Outcomes

What has been the impact or outcome of this process?

“A change in attitude in the team towards an understanding of what impact and the chain of impact is and how you measure it. The importance of gathering evidence of impact is now recognised by the team. Everyone is now talking the same language.

Throughout the process we have maintained a positive focus on what was going well, was good about the service.”

Leadership

What has been the impact of self-evaluation on leadership?

“I feel that there has been a move to a more distributed style of leadership. This has been effective in achieving team approach/sense of ownership. I think that self evaluation is more effective when a distribute leadership style is employed.”

Transformational Change

Has there been any transformational change as a result?

“As already said there has been an initial change evident in language/attitude of the team. There seem to be more up beat and positive about the process now.

This might be signs of the beginning of more significant changes”.

APPENDIX 5 West Dunbartonshire Psychological Service

PDP 2007-08

The benefits and opportunities of a self-evaluation and inspection culture

Follow-up Interview

Margaret Connolly, Principal Educational Psychologist

Shona Crawford, Depute Principal Educational Psychologist

Summary of Discussion

Development Planning - use of PEST and SWOT analysis

- PEST was used along with SWOT analysis as a development planning tool (1999 onwards).
- PEST (Political, Economic, Social and Technological)
This provided a framework for the analysis of macro economic factors taking into account political, social, economic and technological factors in which the service operates.
- SWOT (Strengths, Weaknesses, Opportunities and Threats)
This provided a micro framework for development planning.
- It was felt that these were helpful tools that were available at the time.
In terms of transformational change, following this development planning

process, there were structural changes in WDC Psychological Services. One team was formed from the 2 teams that were in existence.

Review of procedures for self-evaluation in line with HMIE Toolkit

- Following on from the use of PEST and SWOT analysis tools, WDC used QIs (from McKay, 1999) as a framework for self-evaluation. This allowed targets to be set and prioritised within development planning process in the service. It was at this stage that office accommodation was highlighted as a development need for Psychological Services.

QIs with 1-4 rating scale were then adapted to HMIE Toolkit using 1-6 rating scale. Process for self-evaluation was the same as used previously in WDC.

WDC managers feel that it was useful to have outcomes from previous self-evaluation processes. This provided a reference for patterns and changes over time.

- WDC have established a DMIS (Database Management Information System) to look at change over time. One issue is that although data was collected in the past, it was not stored.
- SOSP CPP (Solution Oriented School Programme, Core Professional Purpose). This was used with Psychological Service staff to produce a set of shared visions, values and aims for the service. This will be used to formulate Service Principles.

Transformational change - changes that emerged from this process:

- changes to model of Service Delivery, allocation of time and what can be delivered
- importance of having a shared understanding that emerged from a collaborative process involving all staff
- increased engagement with other agencies e.g. resiliency training
- joint interventions with health and social work
- contributions by psychological Services to ADHD policies and procedures in WDC
- more collaborative assessment in secondary schools rather than JAT discussion

Transformational change - changes that emerged from self-evaluation:

- Clearer about Seniors' responsibilities
 - carrying and driving forward areas of work
 - evidence of distributed leadership for Seniors which was formalised/made explicit
 - maingrade EPs aligned with Senior. Seniors undertake a lead role.
- Clerical staff
 - changes to tasks and responsibilities that have been taken on by clerical staff
 - although changes may have happened anyway, they have happened as a result of self-evaluation and are, therefore, purposeful and related to plan.
- Change that emerges as an outcome of self-evaluation ensures accountability. Will be reflected in Improvement Plan.
- Service Improvement Plan is closely related to Education Department planning process. Joined up model involving nested development planning groups. Quality Improvement Officer involved across the authority. There is a connectedness to whole authority INEA process with Principal EP/Depute EP contributing to planning

processes and to ensure achievable targets are set.

Focus groups - process

- **Baselining exercise**

Initial survey of general satisfaction for Early Years, Primary and Secondary.

Responses were on 1-6 scale on basic satisfaction questions (see below).

- **Established focus groups**

- with Early Years establishments, Primary and Secondary
- run by Depute Principal EP, Senior EP and authority representative from Policy Research Department.
- invitations sent out to all schools with Service Information Leaflet and the key questions that would be discussed.
- impact/outcome questions were very difficult for group.

- **Nursery Focus Group**

- because of experience with secondary, used a Solution Oriented framework
 - ie worries/concerns; what are you happy with; what do we need to do to make things better;
- collated impact and outcome from discussions.

Policy Research representative provided:

- advice and feedback to Psychological Services and helped maintain the integrity of the process

- report on process and responses (verbal/written)
 - researcher provided a write-up of minute.
-
- **Secondary Focus Group**
 - rolling programme
 - presentation at the start of the focus group to set context/framework of Psychological Service work for school staff
-
- **Outcomes from focus groups:**
 - Preschool – changes to model of service delivery. Considering a model of JAT on a cluster basis within preschool sector.
 - Senior education managers are more aware of Psychological Service core functions particularly in the areas of contribution to policy, training and research. WDC have had a history of active involvement in research projects, which is valued by the authority.
 - WDC feel that focus groups provide an effective model to collect data for self-evaluation and development planning.
-
- **Next Steps**
 - Focus Groups for partner agencies
 - pull together outcomes from focus groups and respond to schools with plans

- **Use of Policy and Research Officer (PRO)**

- Provided an objective viewpoint; asked challenging questions about service;
acted as a 'critical friend'; supported process and provided feedback.
Considered to be a good, effective relationship.
- PRO involved in best value exercise, standard and quality function within the
authority and strategic planning.
- PRO were reassuring about approaches used by Psychological Services and
the links with the authority as a whole
- PROs are supportive about the research undertaken within the service
- relationship with PROs provides reciprocal benefits for both service and PRO
- introduced ServQual as a framework for questionnaires for service users
- supported service in producing Service Profile
- bench-marking with Inverclyde and Renfrew Psychological Services

- **ServQual questionnaires**

- data gathering tools in the area of consumer satisfaction

- Used the following framework questions:

What would an excellent service look like?

1-6

What is essential for an excellent service?

1-6

How are we doing?

1-6

- attainment levels
 - achievement measures ie young person Record of Achievements
- **Measuring impact - LAAC pilot**
- evaluation has shown that pupils have aspirations for future that they did not have before
 - collaborative work with schools to help pupils to engage and achieve
 - Schools are working on Recoding of Achievement
 - MAC (Multi-agency Consultation) form to access other resources to support young person in remaining engaged and included in education.
- **Measuring impact – Training**
- evaluation forms at end of training along with summaries for all training delivered
 - Key questions at end of training:
'What would you do as a result of this training?'
 - Support/follow-up days
 - EP follow-up in own school
- **Interactive Evaluation with schools**
- Two-way interview with school on aspects of service delivery
 - covers communication and practical arrangements
 - this informs service delivery plans for coming session

- **Self-evaluation day**
 - for service staff, covering a range of themes on development plan

- **PSPS – work within WDC**
 - Two Senior EPs have allocated time along with Principal EP
 - involved in Strategic Planning in local Further Education College (Clydebank). This has resulted in training by Psychological Services
 - involved in Youth Employability strategy
 - work on-going in transitions via steering groups
 - challenges in developing corporate joined up approach in supporting secondary schools in transitions
 - service feels that they are in the early stage of development planning with regard to evaluation questions and focus groups in this area

- **Transformational Change**
 - outcome of on-going self-evaluation led to appointment of Seniors who as main-grades were carrying out lead roles in areas of work
 - self-evaluation allows whole team reflection on service delivery. This gives rise to transformational change within the service.

- **Leadership/Distributed Leadership**
 - recognition of importance of distributed leadership
 - ie recognition that each member of staff is highly trained and carrying
 - responsibility within service. There is evidence of good will in the service
 - along with a context of openness and recognition of individual differences.

No 'carbon copy' across team. Leadership of service responds to
recognise

and accommodate this.

- Leadership of service recognises and respects strengths within
the team.

The PRD process is a genuine process which shows commitment
of staff

and their contribution in terms of distributed leadership on aspects
of service

delivery.

- Everyone in service carries this responsibility and associated
accountability.

- Cohesion within team is important. Change can offer a challenge to team
however, distributed leadership provides a strength for the team
to implement changes that are necessary



SURVEY OF LEVELS OF SATISFACTION WITH
WEST DUNBARTONSHIRE PSYCHOLOGICAL SERVICE

Think about the best possible service you would expect to receive from West Dunbartonshire Council Psychological Service.

In column **A** rate what you would expect from an excellent service, if you feel a feature is **not at all essential for an excellent service, circle 1** if you feel it is **absolutely essential, circle 6**.

In column **B** tell us of how accurately the following statements reflect the service you receive currently from The Psychological Service where **1=unsatisfactory, 2=weak, 3=adequate, 4=good, 5=very good and 6=excellent**.

Please circle your response.

Column A

Column B

1 2 3 4 5 6 A service which responds to the particular needs of your school. 1 2 3 4 5 6

1 2 3 4 5 6 A service which makes a difference to the young people in your establishment either directly or indirectly. 1 2 3 4 5 6

1 2 3 4 5 6 A service which delivers what it says it will deliver. 1 2 3 4 5 6

1 2 3 4 5 6 Staff who instil confidence. 1 2 3 4 5 6

- | | | |
|-------------|---|-------------|
| 1 2 3 4 5 6 | Information that gives a clear understanding of the service. | 1 2 3 4 5 6 |
| 1 2 3 4 5 6 | Staff who arrive promptly for appointments. | 1 2 3 4 5 6 |
| 1 2 3 4 5 6 | Staff who are consistently courteous. | 1 2 3 4 5 6 |
| 1 2 3 4 5 6 | Staff who provide helpful advice. | 1 2 3 4 5 6 |
| 1 2 3 4 5 6 | Staff who provide written information when it is agreed about their involvement with schools/young people | 1 2 3 4 5 6 |
| 1 2 3 4 5 6 | A service which is adequately resourced to deliver a high quality service. | 1 2 3 4 5 6 |
| 1 2 3 4 5 6 | A service which is easy to contact. | 1 2 3 4 5 6 |
| 1 2 3 4 5 6 | A service which returns phone messages promptly. | 1 2 3 4 5 6 |

If you could make three changes to the way the Psychological Service delivers its service, what would these changes be? Please list in order of importance on this page.

1 _____

2 _____

3 _____

Any other comments: _____

Thank you for your time.

Name: _____

Position: _____

Date: _____

2007 SERVQUAL Scores: Primary Schools

	Expectations Not Met						Expectations Met	Expectations Exceeded					
	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
<i>A service which responds to the particular needs of your school</i>				4	11	8	7	1					
<i>A service which makes a difference to the young people in your establishment either directly or indirectly</i>			1	6	10	7	7						
<i>A service which delivers what it says it will deliver</i>				4	7	9	9	1					

<i>Staff who instil confidence</i>				1	5	6	16	2					
<i>Information that gives a clear understanding of the service</i>					4	7	16	2	1				
<i>Staff who arrive promptly for appointments</i>					2	6	17	7					
<i>Staff who are consistently courteous</i>						2	24	6					
<i>Staff who provide helpful advice</i>				1	1	13	17						
<i>Staff who provide written information when it is agreed about their involvement with schools/young people</i>					3	9	16	4					

<i>A service which is adequately resourced to deliver a high quality service</i>		3	5	8	9	1	3	1					
<i>A service which is easy to contact</i>				1	5	8	17		1				
<i>A service which returns phone messages promptly</i>				2	4	10	13	2	1				

Survey of Levels of Satisfaction with

West Dunbartonshire Psychological Service

Summary of 'Perception' Responses (Column B): 2007

How accurately do the following statements reflect the service school's feel they currently receive from the Psychological Service?

1 = Unsatisfactory, 2 = Weak, 3 = Adequate, 4 = Good, 5 = Very good,

6 = Excellent

Statements	Sector	1	2	3	4	5	6
		Unsatisfactory	Weak	Adequate	Good	Very Good	Excellent
<i>A service which responds to the particular needs of your school</i>	Primary			4	12	8	8
	Secondary		1		2	2	1
	Special				1	1	3
	EECC		1	2	4	3	3
<i>A service which makes a difference to the young people in your establishment either directly or indirectly</i>	Primary		1	6	10	8	6
	Secondary			1		3	2
	Special				1	1	3
	EECC	1	1	1	3	5	4

<i>A service which delivers what it says it will deliver</i>	Primary			4	8	11	7
	Secondary				1	2	3
	Special				1		4
	EECC		1		4	4	4
<i>Staff who instil confidence</i>	Primary			2	4	7	17
	Secondary				2	1	3
	Special				1		4
	EECC	1	1	2	3	3	5
<i>Information that gives a clear understanding of the service</i>	Primary				7	13	11
	Secondary		1		1	1	2
	Special					1	4
	EECC			3	3	4	5
<i>Staff who arrive promptly for appointments</i>	Primary				3	8	20
	Secondary						6
	Special					1	4
	EECC			1	2	4	9
<i>Staff who are consistently courteous</i>	Primary					5	26
	Secondary					1	6
	Special					2	3
	EECC						11

<i>Staff who provide helpful advice</i>	Primary			1	2	13	15
	Secondary				1	1	4
	Special				1		4
	EECC					4	
<i>Staff who provide written information when it is agreed about their involvement with schools/young people</i>	Primary				5	12	15
	Secondary				1		4
	Special					2	3
	EECC	1	1	3	1	9	
<i>A service which is adequately resourced to deliver a high quality service</i>	Primary	3	5		8	3	2
	Secondary	1	1	9	1		
	Special			3	1	2	1
	EECC		6		6	1	2
<i>A service which is easy to contact</i>	Primary			1	6	10	15
	Secondary			1	1	1	3
	Special				1	1	3
	EECC			1	4	5	5
<i>A service which returns phone messages promptly</i>	Primary			2	5	11	13
	Secondary				1	4	1
	Special					2	3
	EECC			3	5	3	4

Response Rate:-

Primary: 33 responded (one HT felt it was inappropriate to complete the questionnaire as she had only been in post since Feb)

Secondary: All secondary schools (n = 6) responded

Special: All special schools (n = 5) responded (including 2 questionnaires from Kilpatrick for secondary & primary)

EECC: 15 out of 25 responded (60%)

APPENDIX 6 South Ayrshire Psychological Service

Case study follow up of Quality Assurance Senior

Based upon telephone interviews with both Principal Psychologist and QA Senior

In the past (15/20 years ago) an external management consultant had been commissioned to make recommendations. This had led to the deployment of a sectoral system as well as specific roles, including management, for promoted staff. The Service therefore had a long-standing history of using Seniors for non-traditional/specialist roles eg for Research and Development, Quality Assurance. It is interesting to note that as an extension of this strategy, a Post-School Psychological Services Senior had been appointed, a year before the Service became a Phase 2 Pathfinder.

Quality Assurance (QA) was therefore seen as a core part of service delivery from early on, at a time when management did not necessarily figure in the role for promoted psychologists. The job role was to moderate on the Service's capacity for improvement. By contrast, Seniors were more likely to be allocated to 'specialisms' in other Services.

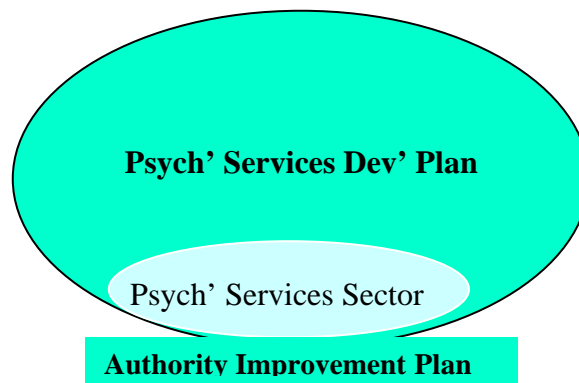
This structural aspect coincided with a long-standing history of stakeholder feedback, including annual review of service level agreements with schools and tri-annual stakeholder review. This included Schools, Medical / Child Health and

Social Services. A survey of the views of referred children and young people had been evolved. Significant use of an assistant psychologist position was made in these processes.

The QA senior characterised the post as a challenging one, with overall responsibility to undertake eg data gathering of colleagues including time sampling of EPs and periodic stakeholder surveys. Increasingly such work was being highlighted in 'paper trails', anticipating the need to prepare for inspection. Feedback was used to input the Service Development Plan – this constructed by a group including Principal, QA Senior and an employed external consultant (a retired Principal Psychologist). Significant time was spent in including EP colleagues in self-evaluation and in preparing for inspection. The toolkit had been part of a process taking three days for the staff to reflect. The motto being, 'It is an inspection of everybody'. A survey had been undertaken specifically on views of the Service in all schools; also a review of practice agreements had been written up for feedback to Service recipients. The Service tended to take a solution orientated perspective.

More recent activity included increased communication within the Authority, to ensure higher prominence in the Local Authority Improvement Plan. Each Psychological Service Sector results in a specific section within the Service Development Plan, the Authority Plan acting as an umbrella for all Service planning (Figure 1):

Figure:1



In under-taking this synchronisation, the issue of timing, seeking to co-ordinate specific aspects, was identified as an issue. A direct working relationship with named Quality Improvement Officers had facilitated this process.

The Principal was keen to assert the role of the Psychological Service in a more mainstream agenda, rather than in a traditional additional support needs (disability).

Originally the Authority Effective Learning and Teaching Strategy had not involved Educational Psychologists - this aspect however was undergoing change and being developed. The current Directorate was in favour of such development, the Service undertaking high profile work eg on Confident Schools.

APPENDIX 7

Follow up of Service using an External Consultant

The baseline for the Service included no history of self-evaluation and a context characterised by tension in relationships with the employing Authority. Staffing levels were significantly down and a new Principal had been appointed. The intention of the Authority was to deploy EPs across dispersed teams, removing any central focus for a Psychological Service. EP colleagues had not undertaken any structured gathering of stakeholder experience or viewpoints, on the effectiveness of Psychological Service delivery.

An external consultant, known to the Authority was appointed, who met the staff and undertook to consult stakeholders. From the outset, the consultant sought to identify relevant stakeholders who would provide feedback. Although a lengthy process, a Standards and Quality Report was produced.

The subsequent Report was critical of the Service, but it did act as a starting point for recovery. No evidence of outcomes, no structured feedback to stakeholders, no Service Development Plan and no connection with other planning processes were identified. The last Service Handbook had been produced in 1988. There was a lack of consistency of practice across individual EPs.

The Principal Psychologist described the process of external evaluation as a 'catalyst'. The aim being to introduce a degree of objectivity and to offer a baseline for reflection, not least by Educational Psychologists, themselves; also a way to improve relationships with management in the Authority, based upon relatively objective data.

At the time of the PDP interview, 6 months on from the publication of the Report, staffing levels had significantly improved and the Service employed 2 Assistant Psychologists who were setting up focus groups. A Psychological Service website was being set up within the council site. A sense of ownership was reported, as being given back to the Service. The Service had taken up Post-School Psychological Services Pathfinder status.

A Service Improvement Plan was in place; the team of EPs being involved in producing an Action Plan, each EP being involved in recommending improvements. A major achievement was to secure a single base for EPs, rather than to be dispersed to four areas – the external Report saw no rationale in the original Authority intention to disperse into smaller area teams. Also the Principal Psychologist reported a positive relationship with the Authority and an openness to engage the Service in strategic aspects. This was apparent in eg the More Choices More Chances strategy, with the PSPS psychologist sitting on relevant steering groups.

Appendix 8 Aberdeenshire Psychological Service

AN EXAMPLE OF INTERESTING PRACTICE DEVELOPING OBSERVATION OF EDUCATIONAL PSYCHOLOGY PRACTICE

What did we do?

We arranged a pilot in one of our three teams to explore a system for enhancing existing staff support structures whilst providing a means for quality assuring service delivery.

This involved the team's Depute Principal Educational Psychologist observing each team main grade Psychologist in practice. The core function of consultation was selected as it is central to all aspects of our service delivery. Therefore the Depute Principal Educational Psychologist observed each Psychologist facilitate a Formal Consultation meeting involving parents, school staff and other agencies (if appropriate).

The Process

- Prior to the observation the Depute Principal Educational Psychologist and Educational Psychologist discussed the Educational Psychologist's rationale for being involved in the Formal Consultation.
- Parental permission was sought for the Depute Principal Educational Psychologist's presence at the meeting. During the observation the Depute Principal Educational Psychologist did not participate at all and made notes as to the Psychologist's meeting facilitation skills; the use of any observable psychological tools; the

identification of any underlying psychological theories underpinning the Psychologist's approach and language used by the Psychologist throughout the meeting.

- Following the meeting the Depute Principal Educational Psychologist and Educational Psychologist discussed the Educational Psychologist's views of the meeting process and outcomes.
- The Depute Principal Educational Psychologist then wrote up a short analysis of the process and circulated it to the Educational Psychologist who then had the opportunity to make additional comments. The Educational Psychologist identified any next steps for their personal professional development.

Why did we decide to do this and did it work?

We had already done some research around the Psychologist skills evident in facilitating Informal Consultations (discussions with school staff). Video analysis of these consultations showed strong consistencies across Educational Psychology practice. We wanted to explore whether these were also evident across Formal Consultations.

In addition main-grade Psychologists were eager to explore more 'hands on' methods of staff support and supervision. It also provided Psychologists who are Managers knowledge of how members of their team were applying service policies and models of service delivery in practice. Staff felt reassured and supported that their Manager was aware of the issues affecting their practice and had seen their work first hand.

This was a new experience as much Manager awareness of individual Psychologist practice is a result mainly of Psychologist self-report or in odd incidents of school, parent or other agency comment or complaint.

What's next?

- The development of this practice across all three teams (in process).
- The establishment of policy guidelines to make the underlying principles of this work clear (currently in draft from quality services development group).
- An extension to the work carried out so far by focusing on another core function (training).
- The enhancement of the system to ensure Managers also have the opportunity to learn from supportive observation in line with 360° evaluations.
- The development of the system to include other opportunities for peer rather than Manager observation.

Finally . . .

It is important to view the observation of Educational Psychology practice in the context of how it was conducted – a supportive method of enhancing professional development rather than purely a quality assurance measure.

However, there are clear quality assurance components which require the process to be transparent and one in which feedback and discussion are crucial.

Pauline Stephen

DPP, Aberdeenshire EPS

Appendix 9 Case Study of a Psychological Service Post Inspection

Service A is typical of many Psychological Services in size; it has a history of changes of personnel. (Concerns were expressed that HMle process appeared to have taken no account of issues to do with staffing levels or change of personnel). It had spent a significant amount of time in recent years, considering self-evaluation issues. It was one of the 20 Post-School Psychological Service Pathfinders.

Overall the experience of being inspected was not seen to have promoted transformational change; rather it had resulted in highlighting the need to build on ongoing developments. These were perceived as part of the evolution of quality assurance mechanisms, rather than requiring revolutionary change. In effect it had led to fine tuning eg in the area of stakeholder reflection. At time of follow up, this fine tuning was still being applied with certain decisions yet to be made.

What did inspection bring about by way of adding value?:

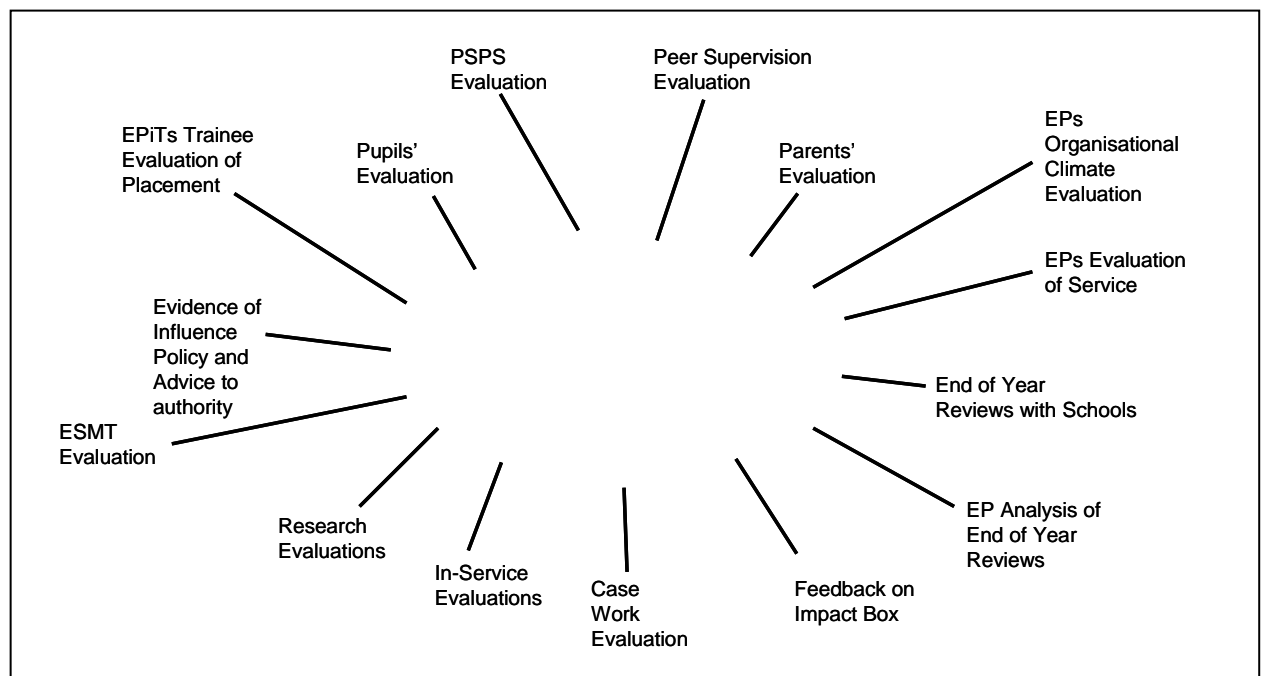
Three main outcomes of inspection were identified in the process of the PDP follow up:

- 1 Increasing the focus on combined evaluation feedback and on its implications for service delivery
- 2 Decision to produce an annual report
- 3 A focus on inconsistency across individual EP practice and the need to 'manage' this aspect more assertively.

1 Stakeholder feedback/self-evaluation

Although Service A had already established quality assurance strategies in place (Figure 1), including annual school review, Best Value Authority questionnaires and parent surveys, one outcome of inspection had been to seek to embed a cycle of evaluation strategy across stakeholders.

Figure 1: Overview of Service Evaluation



Training and project work

- Research
- The Individual Practitioner.

Self-evaluation with parents had previously led to improvements in service literature.

Evaluation with schools had resulted in more staff development work as well as project work, with evidenced outcomes for pupils.

For many years the service had in place a 'Service Evaluation' working group, open to any. Service member. This group, chaired by a Depute Principal Psychologist, was responsible for self-evaluation with stakeholders.

Rigorous evaluation of project work had highlighted outcomes arising; The value of some project initiatives was already realized and was further acknowledged in the inspection process. These included:

- 'Managing school project'
- 'Vygotsky teaching and learning'
- 'Psychology for Life'

2. Reporting

Service A had decided to write an annual report; this to include not just stakeholder feedback but evaluation from other work on projects, research, training etc. The difference now being the cross referencing monitor of impact and feedback across all Currie roles:

‘. . . now I get a summary of every evaluation conducted across all activity by the Service and this helps us to reflect on what we should do as a Service. In the past we did seek evaluation feedback, but did not draw it all together so consciously’.

It was too early to judge any impact or outcome as a result.

3 Management Review

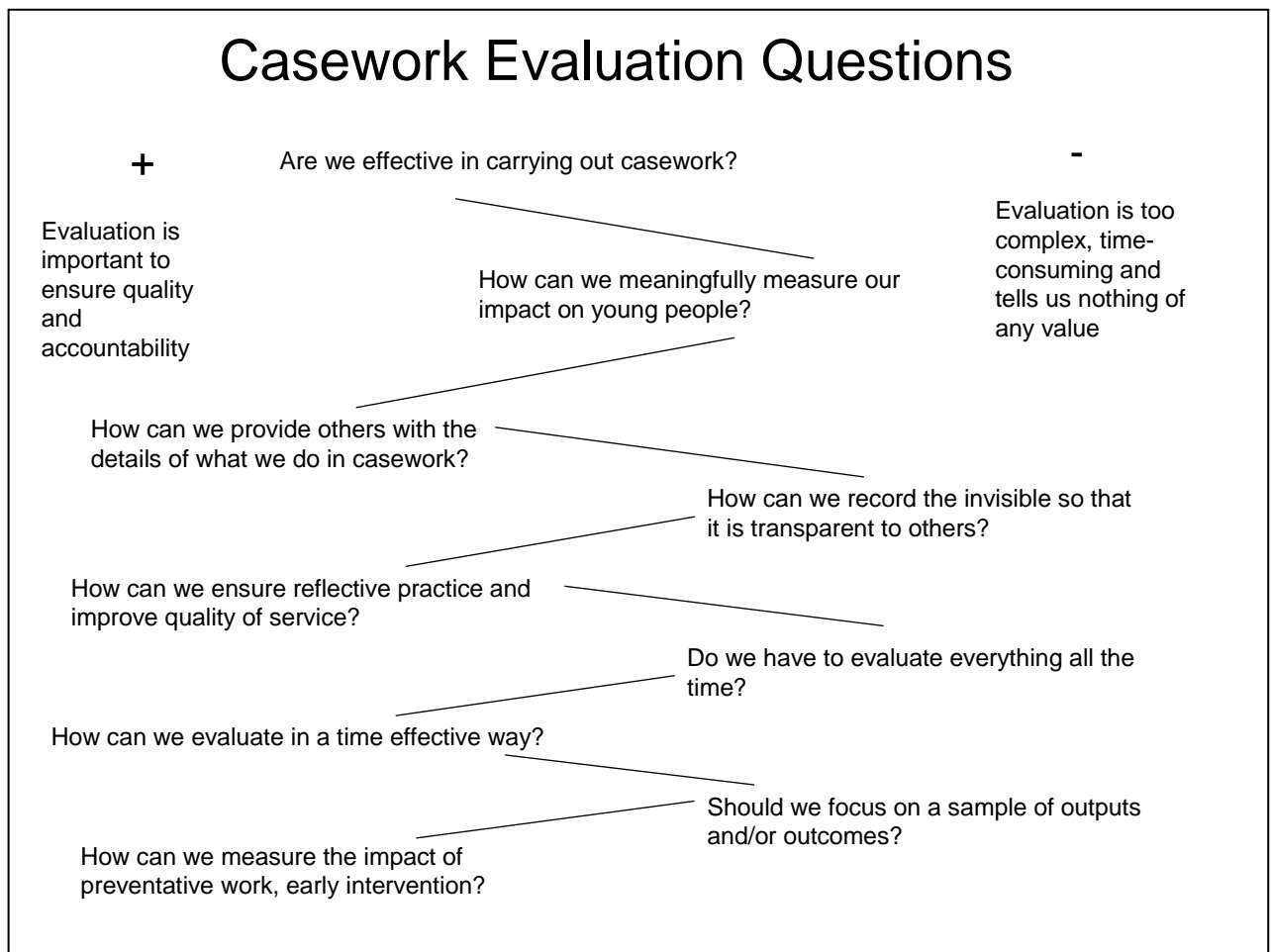
The process of management review had been adapted, now to be conducted four times annually; this would include making use of casework evaluation (in 8 cases a year, each Educational Psychologist would reflect on impact from the perspective of eg school, parent, young person etc). This was described as ‘a result of inspection and a prompt to standardise practice/reduce inconsistencies. A management aim would be to track and address inconsistency in individual practice.

The sensitivity of this was recognised from the outset, in that any focus on individual professional accountability was seen to be potentially threatening, albeit rewarding for colleagues. Ownership through involvement of all staff members of staff in its design and development was seen to be the key.

Figure 2 illustrates the possible questions posed in such activity that were invoked in staff development processes. After initial piloting this was being implemented across the Service, with the aim of:

- aiding self-reflection on casework, individually or within peer supervision.
- contributing to performance management reviews.
- providing data for whole service evaluation of EP impact upon children and young people through casework.

Figure 2: Casework Evaluation Questions



Since inspection, management of performance was currently under development being picked out as separate from supervision; this was separate from eg peer supervision.

This was seen to involve a tension in roles, in effect accentuating the role of manager as 'policing'.

What else was positive about inspection?

The identification of positive practice and subsequent follow up was described as positive; aspects of case and also of project management had been identified as innovative and worthy of further follow up and dissemination in national events. Further questioning on distributive leadership and transformational change was conducted. In this setting no radical changes were seen to result.

Distributive Leadership

Distributive leadership was seen to be underway in Service A prior to inspection. It was described as 'when leadership/management tasks are shared out'. However post the experience of inspection where HMI were perceived to be asking 'top down' management questions, eg what quality assurance processes need in place to control practice / promote consistency? It was reflected that distributive leadership and 'top down' leadership, need not be mutually exclusive – although hard to achieve, this was now described as the challenge for the Service.

Questions Arising:

There was seen to be a need to balance out this tension ie democratic as opposed to performance managing.

- to what extent does the inspection methodology support the factors it seeks to identify and provide positive feedback on eg transformational leadership?

'Our experience was that the inspection process seemed to lack an under-pinning psychology to support its aims. The danger is that it might in some ways be counter-productive in promoting management of performance that conflicts with 'distributive leadership!'

Participants List:

CYRIL HELLIER:

SCOTTISH GOVERNMENT

EUROPA BUILDING

450 ARGYLE STREET

GLASGOW

G2 8LG

JAYNE JOHNSON:

ST GREGORY'S PRIMARY SCHOOL

GLENFINNAN DRIVE

GLASGOW

G20 8HF

MARGARET NASH :

ST GREGORY'S PRIMARY SCHOOL

GLENFINNAN DRIVE

GLASGOW

G20 8HF