

**REPORT TO: EDUCATION AND SOCIAL SERVICES COMMITTEE ON
13 FEBRUARY 2008**

**SUBJECT: HMIE INSPECTION OF THE EDUCATIONAL PSYCHOLOGY
SERVICE - JANUARY 2008**

BY: DIRECTOR OF EDUCATIONAL SERVICES

1. REASON FOR REPORT

- 1.1 The purpose of this report is to allow Committee to scrutinise and note the recent report published following an inspection by HM Inspectorate of Education (HMIE) in relation to the Educational Psychology service in Moray. An analysis of the report is attached as **Appendix 1**.
- 1.2 This report is submitted to Committee in terms of Section D (1) of the Council's Administrative Scheme relating to exercising the functions of the Council as Education Authority.

2. RECOMMENDATION

- 2.1 It is recommended that Committee scrutinises and notes the contents of this report.**

3. BACKGROUND

- 3.1 The performance of Educational Psychology Services is assessed by HM Inspectors of Education using the quality indicators described in their publication "Quality Management in Local Authority Educational Psychology Services". Formal inspections of Educational Psychology Services began in 2006. This is the first inspection of the service in Moray and the fifth inspection report to be published in Scotland.
- 3.2 When HMIE evaluate performance against the quality indicators they use 'standardised' language:

<i>Level</i>	<i>Definition</i>	<i>Description</i>
<i>Level 6</i>	<i>Excellent</i>	Provision which is clearly outstanding or sector leading.
<i>Level 5</i>	<i>Very Good</i>	Provision which has major strengths
<i>Level 4</i>	<i>Good</i>	Provision with important strengths that clearly outweigh areas for improvement.
<i>Level 3</i>	<i>Adequate</i>	Provision where strengths just outweigh weaknesses.
<i>Level 2</i>	<i>Weak</i>	Provision with important weaknesses
<i>Level 1</i>	<i>Unsatisfactory</i>	Provision which has major weaknesses and is unsatisfactory.

Words, numbers and proportions are used in a consistent manner throughout HMIE reports:

Almost all=over 90%
Less than half=15-49%

Most=75-90%
Few=up to 15%

Majority=50-74%

- 3.3 Inspection reports of educational psychology services contain a summary by HMIE on the performance of the service including the Key Strengths and HMIE recommendations for improvement listed as “Main Points for Action”.
- 3.4 The report also provides a summary of performance against a number of the indicators of quality using the six point scale. On this occasion 19 indicators were used and the information is summarised in the attached report. Overall it is a very positive report with 15 of the indicators rated as good to very good, confirming the high quality of the service in Moray.
- 3.5 Copies of all HMIE reports are available in the Members’ Library, and online at www.hmie.gov.uk

4. SUMMARY OF IMPLICATIONS

(a) Corporate Development Plan/Community Plan/Service Improvement Plan

The report provides Committee with information relating to the performance of the educational psychology service as measured by HMIE in line with the corporate commitment to public performance reporting.

(b) Policy and Legal

HMIE inspect and report and report on Scottish educational psychology services as part of their inspection of the performance of education authorities Their reports are intended to provide parents, local authorities and Scottish Ministers with information about how well services are performing against the National quality indicators.

(c) Resources (Financial, Risks, Staffing and Property)

There are no immediate Financial, Risk, Staffing, or Property implications arising from this report.

(d) Consultations

Senior Officers within Educational Services have been consulted and support the recommendation.

5. CONCLUSION

- 5.1 **That the Committee scrutinises and notes the contents of this report on the HMIE inspection of the Educational Psychology Service.**

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Background Papers:
Ref: DMD/JR/Reports/Education and Social Services Committee/
13 February 2008/HMIE Inspection of the Educational
Psychology Service - January 2008

APPENDIX 1

HMIE Report on **The Educational Psychology Service** – published on 28 January 2008

Key Strengths identified by HMIE:

The service had:

- established good links within the authority and had taken steps to develop partnership working with external agencies and the voluntary sector;
- developed strong partnerships with parents and families to better support children and young people;
- a well motivated staff group who were innovative and worked very effectively in teams to deliver high quality initiatives such as *Solution Oriented Schools* and the Moray Inter-agency Developmental Assessment and Support service (MIDAS);
- developed a broad portfolio of services, which had improved the outcomes for specific groups of children; and
- made a significant contribution to the implementation of *The Education (Additional Support for Learning) (Scotland Act 2004 (ASL)* across the authority.

Main Points for Action identified by HMIE:

The service should:

- ensure that targets for improvement show clearly the intended impact and outcomes for stakeholders, particularly children and young people;
- systematically involve all stakeholders in service development and improvement activities, particularly with regard to the development of a research programme; and
- review policy and planning arrangements to improve the quality and consistency of services delivered across the authority.

What happens next?

The authority has been asked to prepare an action plan indicating how they will address the main findings of the report. HMIE will maintain contact with the authority and will make a return visit within two years to evaluate progress.

Authority Commentary

This is a very positive report which confirms the high quality of the Educational Psychology Service in Moray. The staff were highly motivated and had developed effective working relationships with children and young people and very good working partnerships with parents. A broad and balanced range of services was provided and educational psychologists were making a positive difference to schools, families and children. The service was judged to have a very strong capacity for continuous improvement. The main points for action are already being addressed with a particular emphasis upon research and development in collaboration with a range of stakeholders.

APPENDIX 1

The Indicators of Quality: EDUCATIONAL PSYCHOLOGY SERVICE	
Quality Indicator	HMIE evaluation
• Improvements in performance	Good
• Fulfilments of statutory duties	Very good
• Impact on children and young people	Good
• Impact on parents, carers and families	Very good
• Impact on staff	Very good
• Impact on the local community	Adequate
• Impact on the wider community	Very good
• Consultation and advice	Good
• Assessment	Good
• Intervention	
• Provision of professional development and training for other groups including parents, teachers and health professionals	Very good
• Research and strategic development	Adequate
• Inclusion, equality and fairness	Very good
• Policy development and review	Adequate
• Participation of stakeholders	Weak
• Operational planning	Good
• Partnership working	Good
• Leadership and direction	Good
• Leadership of change and improvement	Good

The HMIE report uses the following word scale to make clear the judgements made by inspectors:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses