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for looked after children in Scotland



Improvement Methodology: how can it be used to improve educational outcomes?

Alison Hennessy

David Hughes

Gavin Russell



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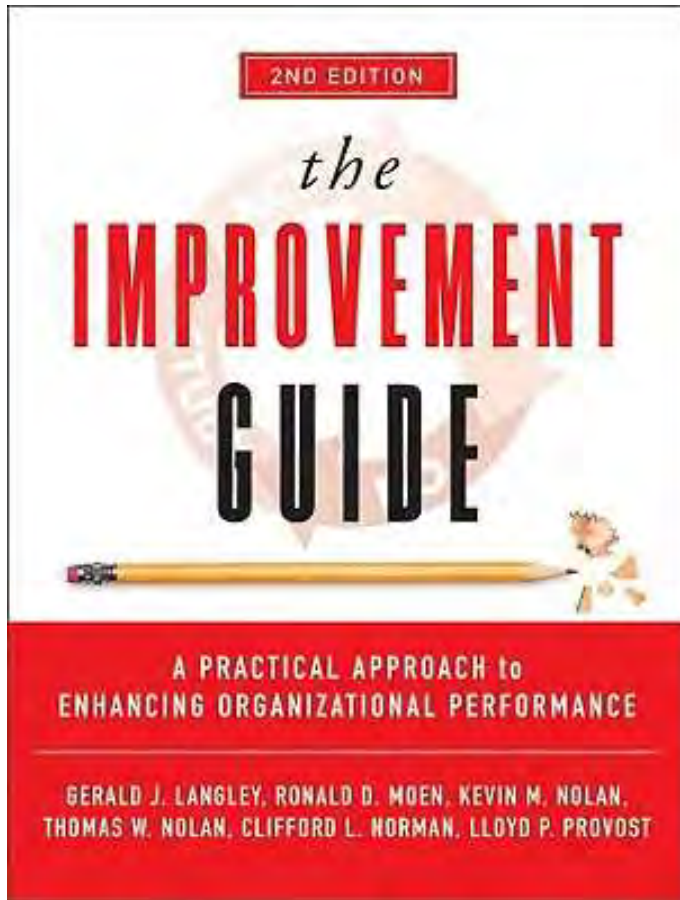
Improving Learning Outcomes:

- government statistics indicate that being looked after has a negative impact on school attendance, exclusions, attainment and positive destinations;
- looked after children face many barriers to learning;
- support within school is coordinated by the Designated Manager.



Six key enabling factors:

- commitment to the Designated Manager role;
- support for teachers;
- promoting resilience and positive attachments;
- planning for education;
- developing the school's engagement with parents and carers;
- inclusive approach to education;
 - ❖ and planning for improvement.



Langley, Nolan et al (1992)

Model for Improvement





Benefits of the *Model for Improvement*:

- being a simple approach that anyone can apply;
- reducing risk by starting small;
- provides a structure through which to plan, develop and implement change;
- hands power back to the front-line, to the place responsible for actually delivering improvement.

Meeting Room



DESIGN

DESIGN

DESIGN

DESIGN

APPROVE

Real World



IMPLEMENT

Meeting Room



DESIGN

APPROVE
IF NECESSARY

Real World



TEST &
MODIFY

TEST &
MODIFY

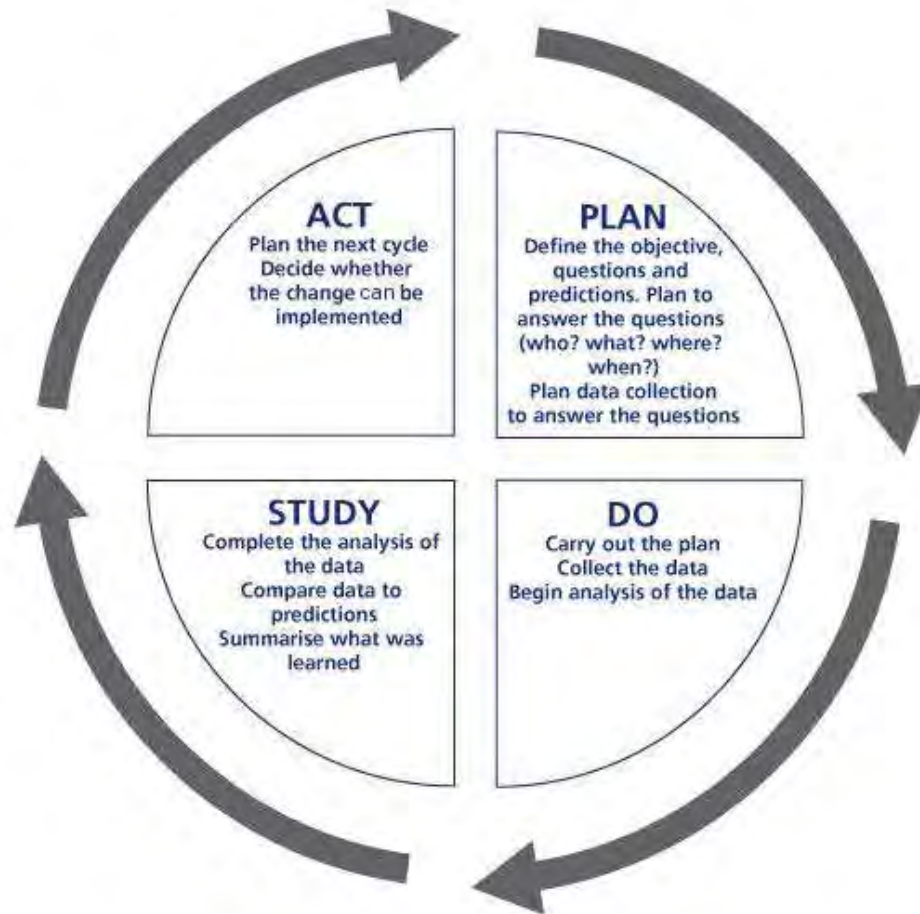
TEST &
MODIFY

START TO
IMPLEMENT



Three fundamental questions:

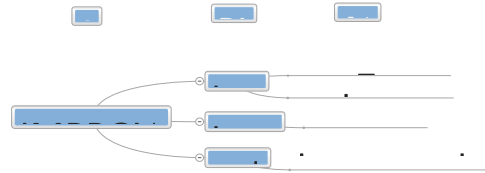
1. what are we trying to accomplish?
2. how will we know that change is an improvement?
3. what changes can we make that can lead to an improvement?





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The Driver Diagram





Why a driver diagram?

- helps to identify measures;
- supports team to explore all factors that will help achieve the aim;
- shows multiple strategies for achieving the aim;
- a useful communication tool.



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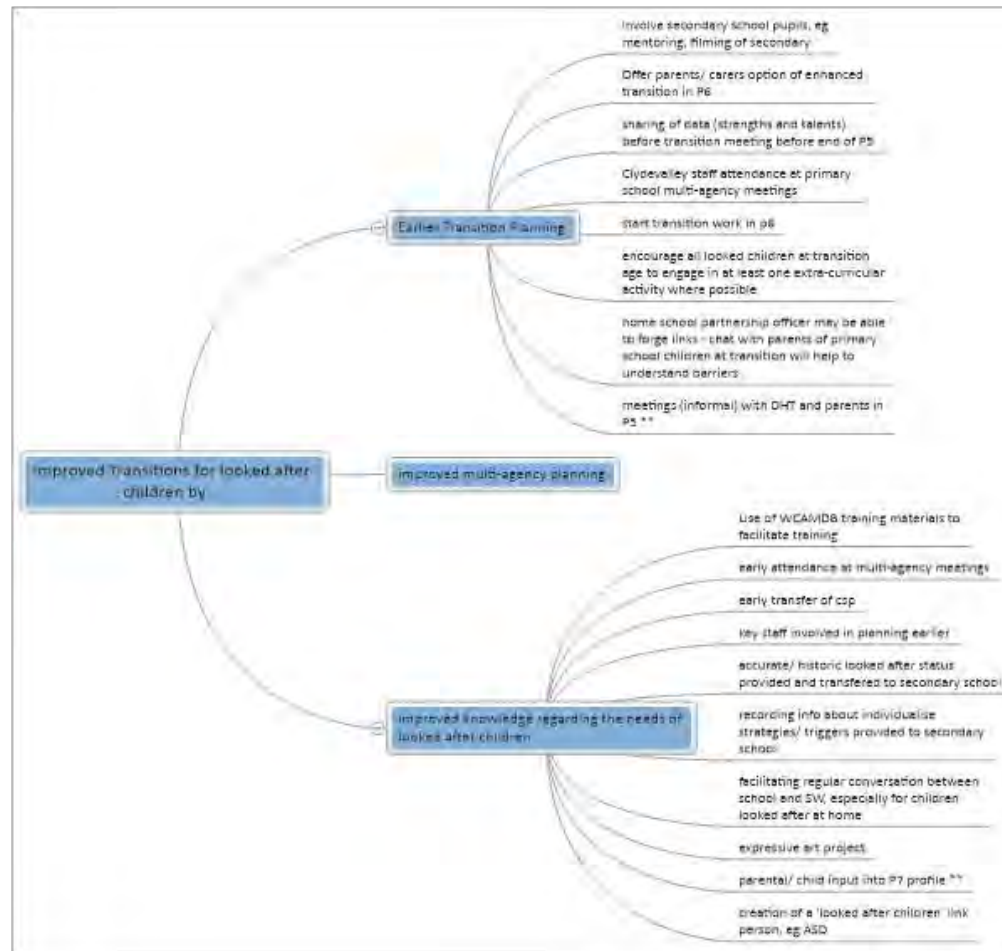
Observations from early work:

- negotiations should be made with each school separately, and class teachers should be involved in discussions if they are the ones who will carry out the work. This will avoid miscommunication of plans;
- schools enjoy support from somebody who can oversee the various projects;



- parents/ carers should be presented with options if possible, in order to increase buy-in;
- when working with schools, plan carefully to avoid issues with timing. Summer term can be extremely busy for schools;
- do not overwhelm schools with demands; keep it small.

Case Study - North Lanarkshire





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PDSA 1

- Staff from Clyde Valley High to attend multi-agency meetings in P7.



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PDSA 2

- Enhanced transition visits in primary 7
(with customised options for visits)



Baseline Measurements:

- monthly questionnaire completed by HT (in consultation with class teachers) for each looked after child in p7;
- qualitative interviews with Head Teacher of primary and Depute Head Teacher of secondary.



Questions about the young person you will be working with

These questions will use a scale of 1 - 10. Please use a question mark for 'don't know'.

| | | | | | | | | | |
|------------|---|---|---|------------|---|---|---|------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Not at all | | | | moderately | | | | very | |

Scale (1 - 10)

How well do you know this young person?

How self-confident are they?

How engaged are they in school?

How good is their attendance (give detail if known)?

How prepared are they for transition to secondary school?

How good has their progress in numeracy been in the last month?

How good has their progress in literacy been in the last month?

Number of respect tokens/ merits/ rewards in last month?

Number of exclusions (Including informal) in last month?

Number of other sanctions in last month

How many staff conflicts/ incidents in the last month?

Notes:



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Reflections from

David Hughes

Head Teacher Thornlie Primary

Depute Head Teacher

Clyde Valley High School

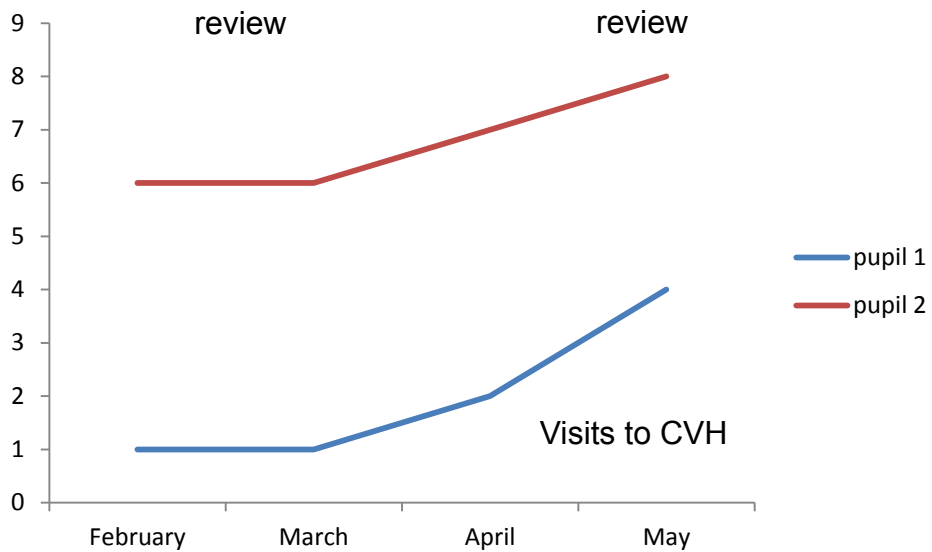


- **My motive:**
 - increasing knowledge of what works;
 - improve experiences for looked after children.
- **Reservations about quantifying process:**
 - the ‘rewards’ measurement had no relationship with reality;
 - the point is to build a reservoir of positive experiences;
 - this is not always reflected in bar graphs now.



However...

Preparedness for Secondary School





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CVH Teacher perceptions:

- customised transition visits very meaningful;
- excellent knowledge of pupils after involvement in reviews;
 - Quote:
 - I felt I knew the children much better, and (attendance at reviews) helped when they were up for their visits and when we were putting the classes together for next year.”



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Next Steps

- Addressing practicalities of roll out (with tweaks):
 - involvement of pupil support staff in secondary attendance at reviews;
 - earlier bespoke visits, preferably between Oct - Dec.



- next tests of change:
 - regular positive phone-calls home to parents/ carers of looked after children;
 - discuss transition with CVH in primary 6 for each looked after child in cluster (where applicable) using a ‘cluster within a cluster’ model.



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Case Study

Gavin Russell

Raising Attainment for All



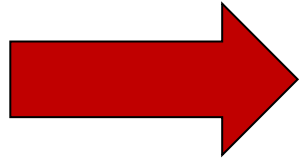
RAISING
ATTAINMENT
FOR ALL



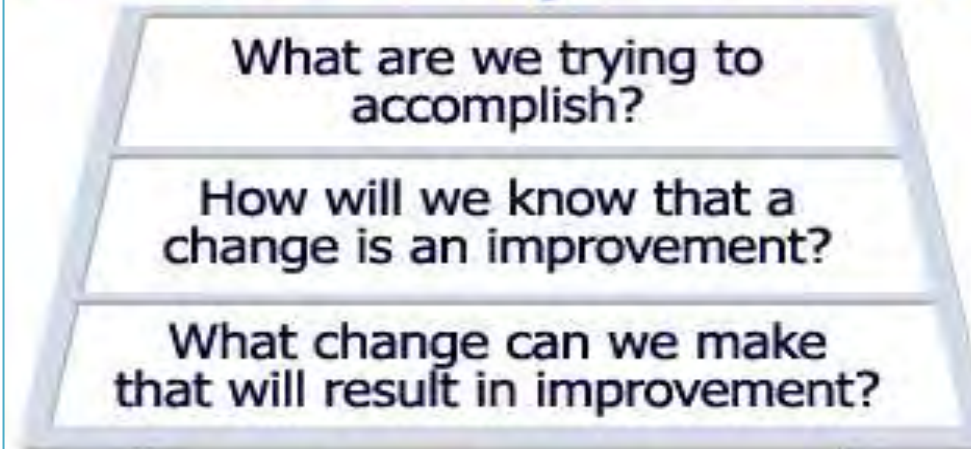
RAISING
ATTAINMENT
FOR ALL

**Cumnock Academy,
Supported Learning Centre (SLC)**

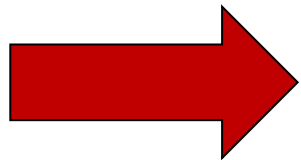
**The Thinking
Part**



Model for Improvement



**The Doing
Part**



Distilled Driver Diagram

Possible theory of what actions can be tested to deliver the drivers
PDSA ideas

Aim

Primary Drivers

Secondary Drivers

- PDSA Cycle 1



Tracking sheets for pupils to be used in all classes

Re-shape curricular supports to ensure consistent approach

Key Relationships

Strong nurturing relationships

Strong home school links

Strong staff/agency relationships

Literacy, Numeracy, Health & Wellbeing

ILP/Action plan/Safety plan

Boxall profile

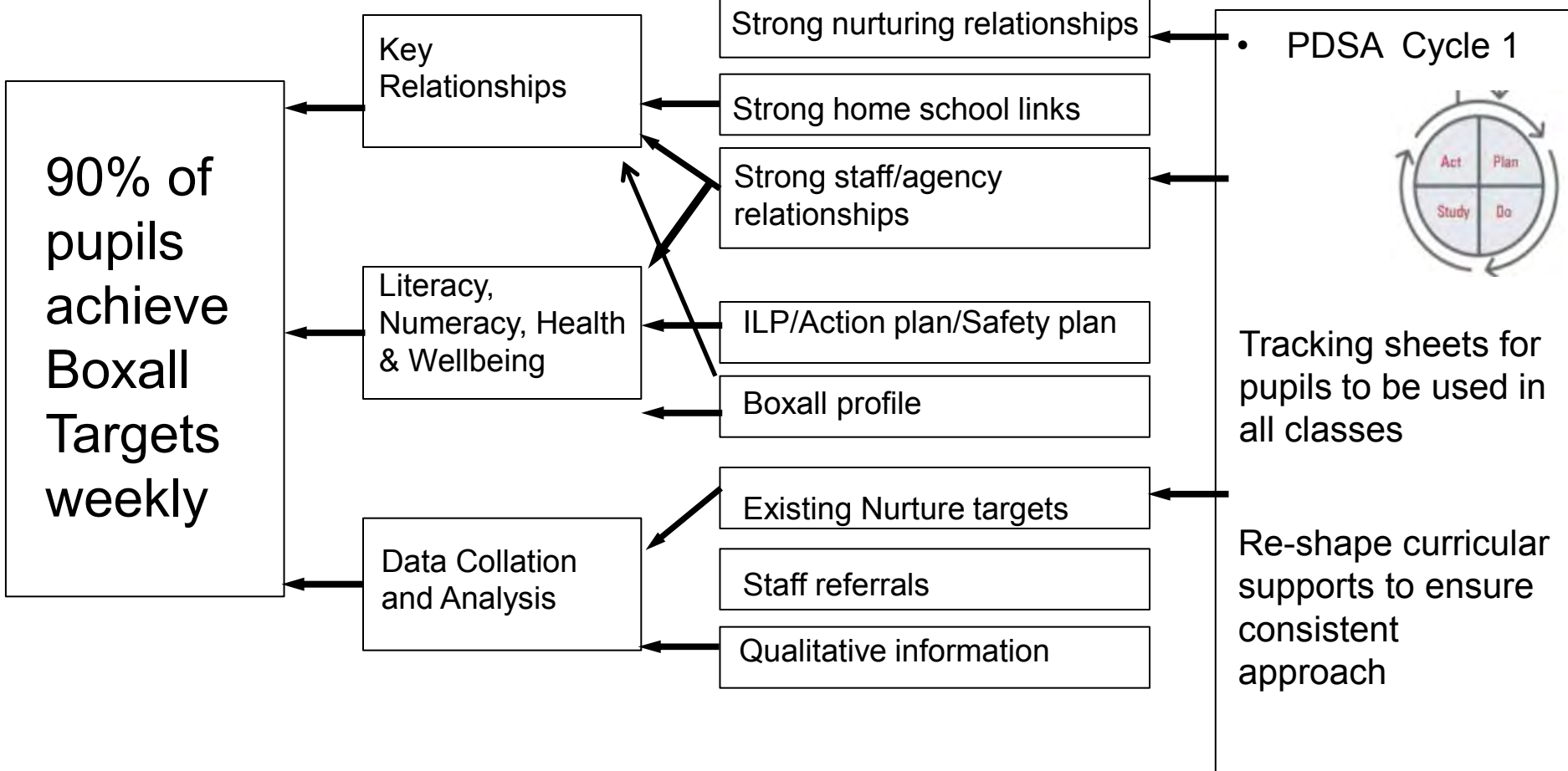
Data Collation and Analysis

Existing Nurture targets

Staff referrals

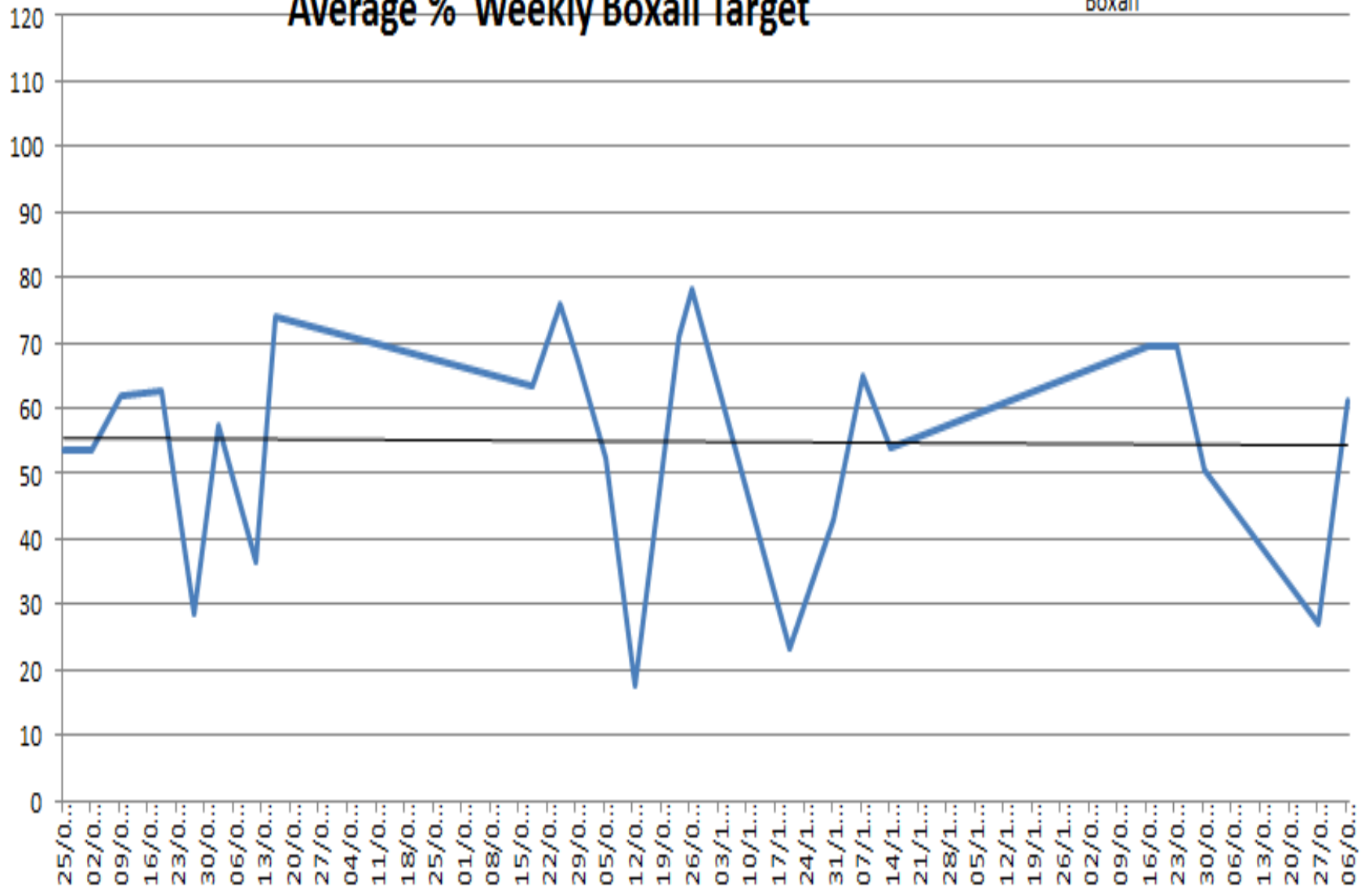
Qualitative information

90% of pupils achieve Boxall Targets weekly



Average % Weekly Boxall Target

— Average percentage of Weekly Boxall



Model for Improvement

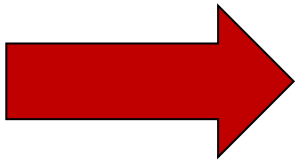
What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?



**The Doing
Part**



Outcome 2 Changes and Testing: Cycle 1

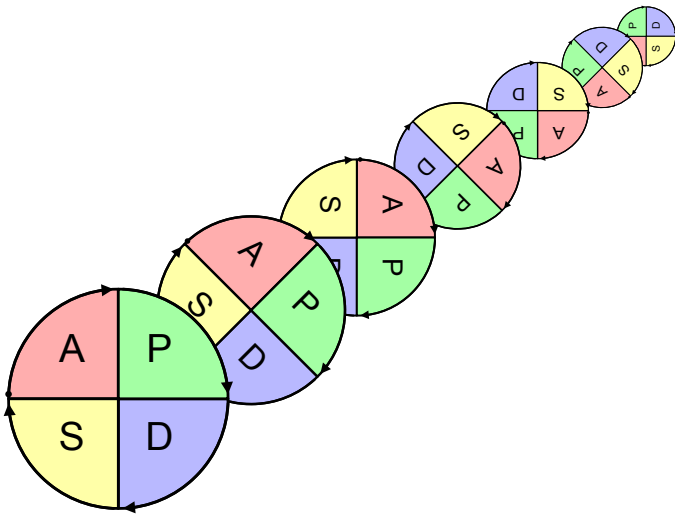
Aim: by June 2015 pupil will spend 90% of her day with appointed Key Adult in appointed location.

- **Plan:** Qualitative Data tracked.
- **Prediction:** Behaviour may improve or deteriorate.
- **Findings:** informative; noted discrepancy in pupil perspective of her engagement and developmentally not able to engage in dialogue.

| Day Date | Did you take part? (1-5) | Please note in the boxes any constructive participation that I saw. Please also note on scale of 1-5. (1 not at all, 2 minimal, 3 some, 4 most, 5 all the time) | Time spent with other staff on 1 to 1 basis. |
|-------------|-----------------------------------|--|--|
| Period 1 | | | |
| Period 2 | | | |
| Interval | | | |
| Period 3 | | | |
| Period 4 | | | |
| Lunch | | | |
| Period 5 | | | |
| Period 6 | | | |
| Period 7 | | | |

Target B - Constructive Participation I feel like today was a ___

Making change a constant



- Removal from some 'hotspot' areas
- Changing pupil groups in some classes
- Increase teaching time with key teacher
- Improve class transitions
- Therapeutic transition at the start of the week
- Daily call to the carer
- Safety plan in place

Lessons Learnt and Next Steps

Key Successes:

- Helps us focus the team, changes how we talk and act and gives a more consistent approach
- Work with one pupil helped us learn about what could work for all pupils.
- Using data differently lets pupils and teachers have 'impersonal conversations' about personal issues
- Process is helping us clarify as a team what are we doing, why are we doing this and are we doing it reliably?

Greatest Challenges:

- Scope and where to start? Go small. Went to big impact and things we knew well. Go to a comfort zone and start there.
- Getting to know the tools.
- Building team capacity, getting staff onboard.
- What to measure?
- Staff consistently following systems. We assumed this was already happening.

Table questions

- What was the main message you took from North Lanarkshire's story?
- What was the main message you took from Cumnock's story?
- What did you hear about the model that you thought could help in your setting?
- What did you hear about the model that you thought could be challenging in your setting?