

Gilbrook Outreach Support – Evaluation Report

April 2011 to April 2012

Gilbrook Outreach Service became available to all Wirral Primary Schools from April 2011, following funding from the DSG contingency, as agreed by the Schools Forum.

A team of teachers and teaching assistants from Gilbrook Primary SEBD Special School are available for consultation, advice, training and support regarding behaviour issues.

Gilbrook Outreach Aims

- **To work with colleagues in primary schools to support the management of children with challenging behaviour within their own schools.**
- **To enable pupils with emotional and behavioural difficulties to be supported within their mainstream schools.**

Staffing

Mr Richardson, Headteacher of Gilbrook School, oversees the Outreach Team.

Full time Manager and Teacher (Nicky Hickin – Assistant Headteacher, Gilbrook School)

Full time Teacher (Vicky Leary)

0.2 Teacher from September to December 2011 (Lin Clarke – 0.6 class teacher, Gilbrook School)

3 Full time TAs - May to July 2011

Four TAs (Karen Fewtrell, Lynne McKay, Rachel Beekman and Gemma Woods) were designated Outreach workers and their role at Gilbrook was paired, plus a further unpaired TA (Colin Heyes). At any one time no more than 3 TAs were on outreach placements (one from each pair + Colin).

2 Full time TAs – September to April 2012

Four TAs (Karen Fewtrell, Lynne McKay, Rob Neary and Colin Heyes) are designated Outreach workers and their role at Gilbrook is paired. At any one time no more than 2 TAs are on outreach placements (one from each pair).

Referral pathway

All schools access Gilbrook Outreach by completing the 'Request for Support' Form and faxing or emailing it to Gilbrook School. Forms are available on the Wirral VLE – Primary Behaviour Support – Policy and Procedure, Gilbrook School's VLE or via contacting Gilbrook School directly.

All new requests are discussed at the weekly case meeting held each Monday and delegated to a member of the team to respond.

Gilbrook Outreach is committed to

- **focusing on preventative work to ensure that needs are identified as quickly as possible and that early action is taken to meet those needs.**
- **Developing approaches that embed co-operative multi-disciplinary working between all agencies.**

Core work

Typical work activities include:

- Consulting and advising school staff
- Promoting an understanding of the context and environment which influence a child's well-being
- Observing children in the contexts in which they play and learn
- Assessments/interviews with children to gain understanding as to why the problem behaviours are being exhibited
- Developing and supporting strategies to improve behaviour - providing 'in class' modelling and support when required
- Writing recommendations on action to be taken and contributing professional advice
- Attending meetings involving multi-disciplinary teams, and parents/carers, on how to best meet the social, emotional and behavioural needs of the child.

It is very much the intention that the Outreach Team supports the staff to manage the children however some children are best supported with group or individual programmes delivered by the Outreach Team. These include:

- Circle of Friends
- Friendship Groups
- Anger Management
- Solution Focused 1:1 support
- Seasons for Growth

When a case is closed schools are requested to evaluate the support.

Service Monitoring Data

Gilbrook teaching staff have responded to all requests for support within 2 weeks from the case meeting date and arranged support within a further 3 weeks.

In April 2011 75 cases were open to Gilbrook Outreach with 33 schools – Appendix A. Schools previously purchased support via a Service Level Agreement.

Since April 2011 Gilbrook Outreach has responded to 207 referrals (75 previously open cases and 132 new referrals) from 56 schools.

115 cases have been closed and 92 cases are currently open with 40 schools–Appendix B

The length of time given to each case is variable and dependent on need - ranging from a 1 hour staff meeting to a more involved case requiring long term support. The time spent in schools is recorded – teacher time is recorded in hours however administration time to manage referrals, time spent planning support, writing reports and travelling to and from schools is not recorded – TA time is recorded in days, some days are not available to schools as the TAs are involved in Gilbrook INSET, Outreach Planning and individual training plus occasionally days get cancelled/postponed by the schools at short notice. Since April 2011 Gilbrook Outreach teachers have spent 759.8 hours in schools and the TAs have spent 263 days in schools – Appendix C.

From April to July 2011 the TAs were out on placements, supporting schools, every week - averaging 2.25 over the 12 weeks. Since September 2011 two TAs have been on placements every week. (Taken from workload monitoring document)

Evaluation and Impact

Of the 115 closed cases, 84 evaluation forms have been returned. (Stored in Outreach monitoring file.)

Judgements of effectiveness are based on a rating of 1 – 5; where 1 is not very useful and 5 is very useful. The average rating of the returned forms is **4.6**

Detailed information on closed cases is provided in Appendix D.

Note that schools have reported 24 cases where outreach work has led to the prevention of an exclusion.

Four cases were closed following the child receiving a SEN statement for Gilbrook School.

Further comments from evaluation forms/letters:

- *Thank you for helpful advice; very practical. Ss Peter and Paul RC Primary*
- *Thank you for an excellent service. Overchurch Junior School*
- *Thank you to Nicky and her team for their support. Poulton Lancelyn Primary*
- *Thank you- very impressive support particularly in regard to L....'s future. An excellent experience for both myself and K.... – thanks! Egremont Primary*
- *Karen was absolutely brilliant yesterday – don't know how I would have managed without her! Heygarth Primary*
- *The parents reported they felt lost until their meeting with Mrs. Leary. St Werburgh's RC Primary*
- *Extremely relevant to our current school context – presented in a realistic and helpful way. Millfields Primary.*
- *Good practical suggestions for classroom management strategies. Woodchurch C E Primary*
- *Reassurance that strategies already in place were appropriate. Brookhurst Primary*
- *Ideas for helping R..... were very good – strategies we could use in class. Somerville Primary*
- *Delighted with the support received. Very clear advice and strategies provided. A big thank you to Vicky for sharing lots of resources. Christchurch Primary - Moreton*
- *We are so very grateful for the support we have been given - A simple strategy to put in place in the classroom that worked quickly, parents have also given positive feedback. Woodslee Primary*

The monitoring and evaluation of Gilbrook Outreach Support provides the evidence to support that both aims:

- To work with colleagues in primary schools to support the management of children with challenging behaviour within their own schools.
- To enable pupils with emotional and behavioural difficulties to be supported within their mainstream schools.

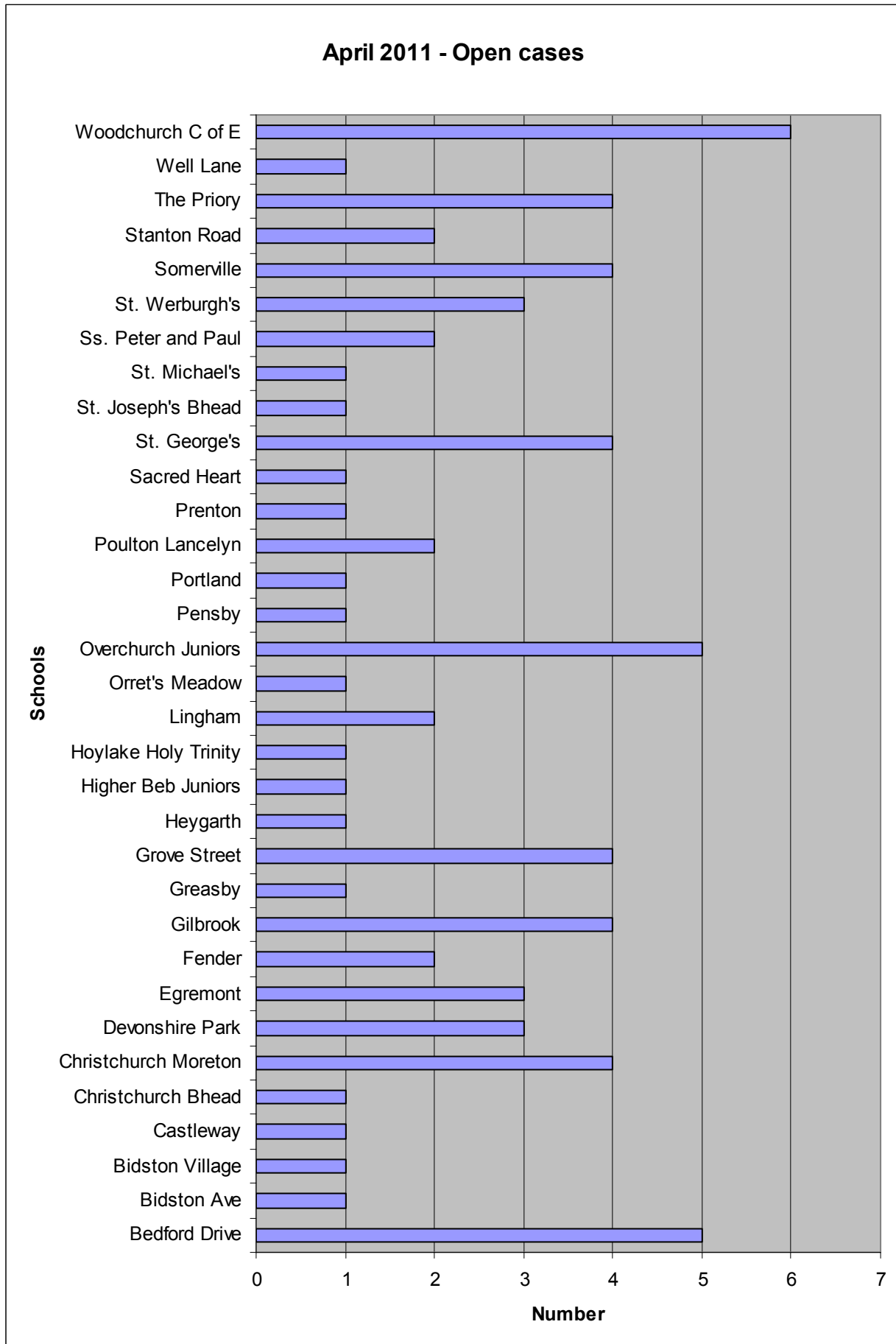
have been fully met.

Future

Gilbrook Outreach will continue to respond to all referrals from Wirral Primary Schools. All advice and support will be given following Wirral's SEN Code of Practice, and include liaison with other agencies and other professionals working within the LA.

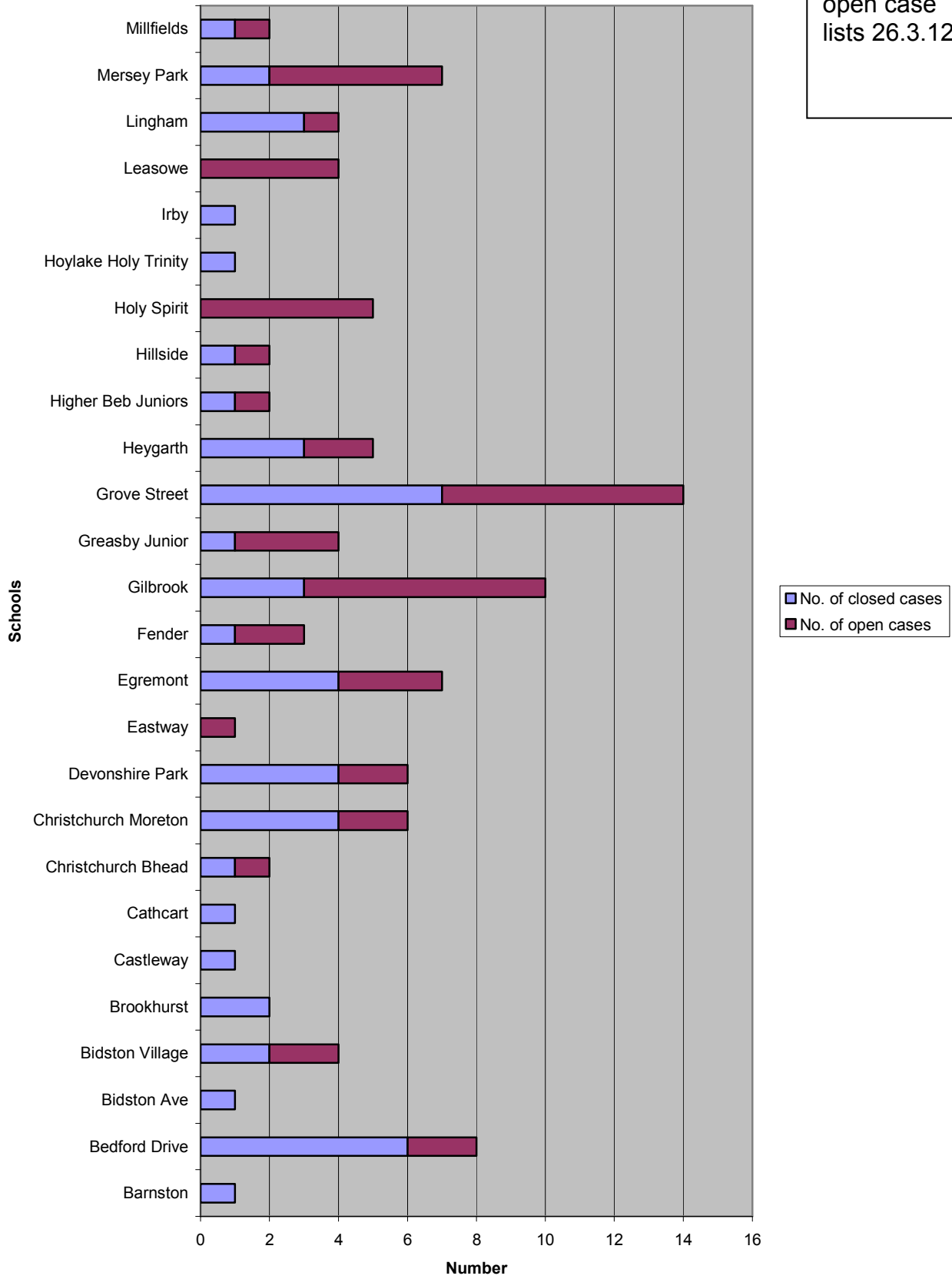
Gilbrook Outreach will continue to monitor the ability of the service to meet the needs of all the primary schools in Wirral. Despite the rise in open cases (April 2011– 75 open case, April 2012 – 92 open cases) the number of teachers on the team are able to respond to the requests for support as reported earlier. However the TAs are now booked out 6 weeks in advance and this will need to be monitored closely.

Gilbrook School is currently working with the LA to develop further behaviour support via a short term base (STAR Base) at Gilbrook School. Gilbrook Outreach will liaise with Gilbrook School and the LA to develop the short term base.



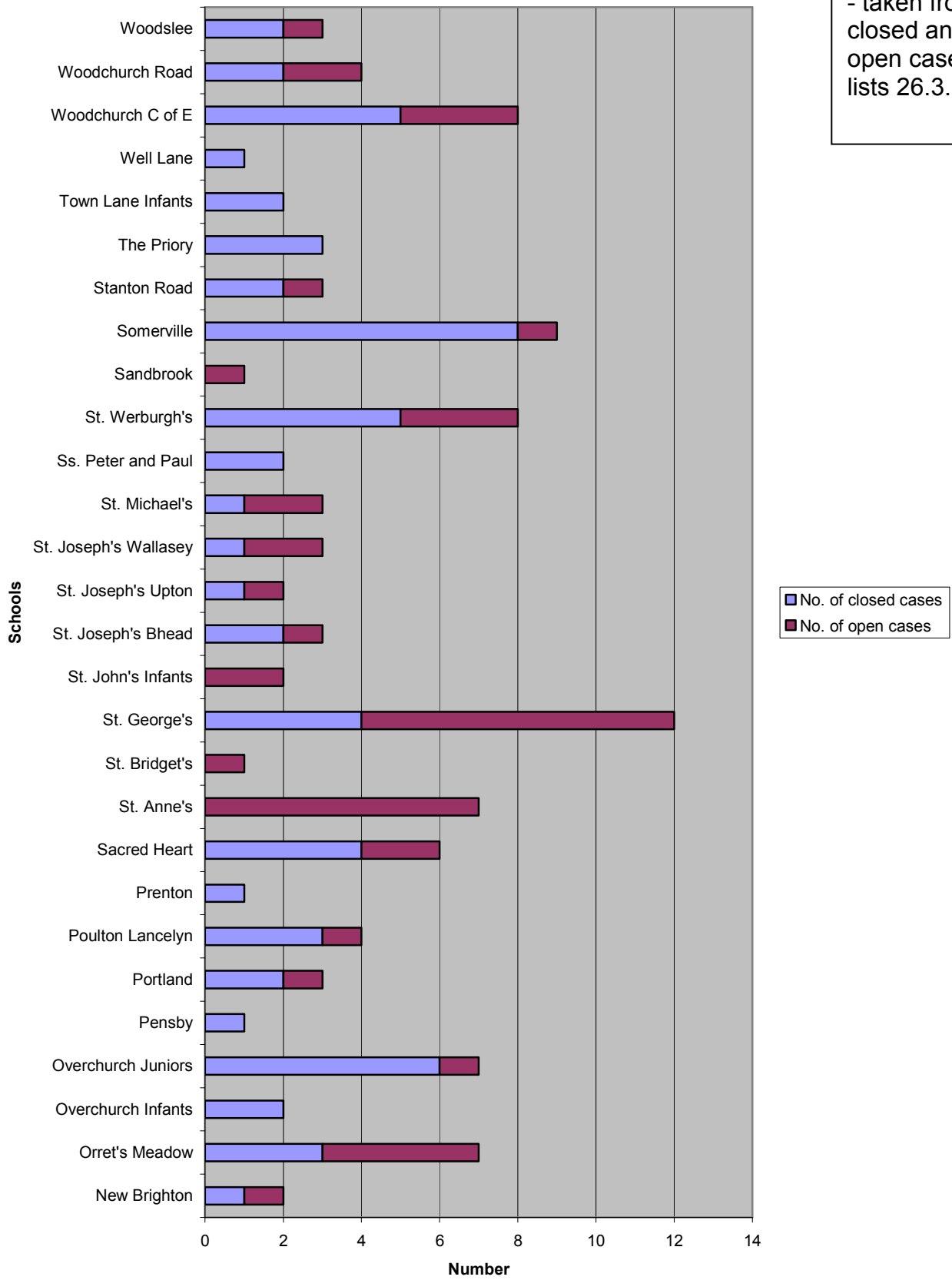
April 2011 - April 2012 (schools A to M)

Appendix B
- taken from
closed and
open case
lists 26.3.12



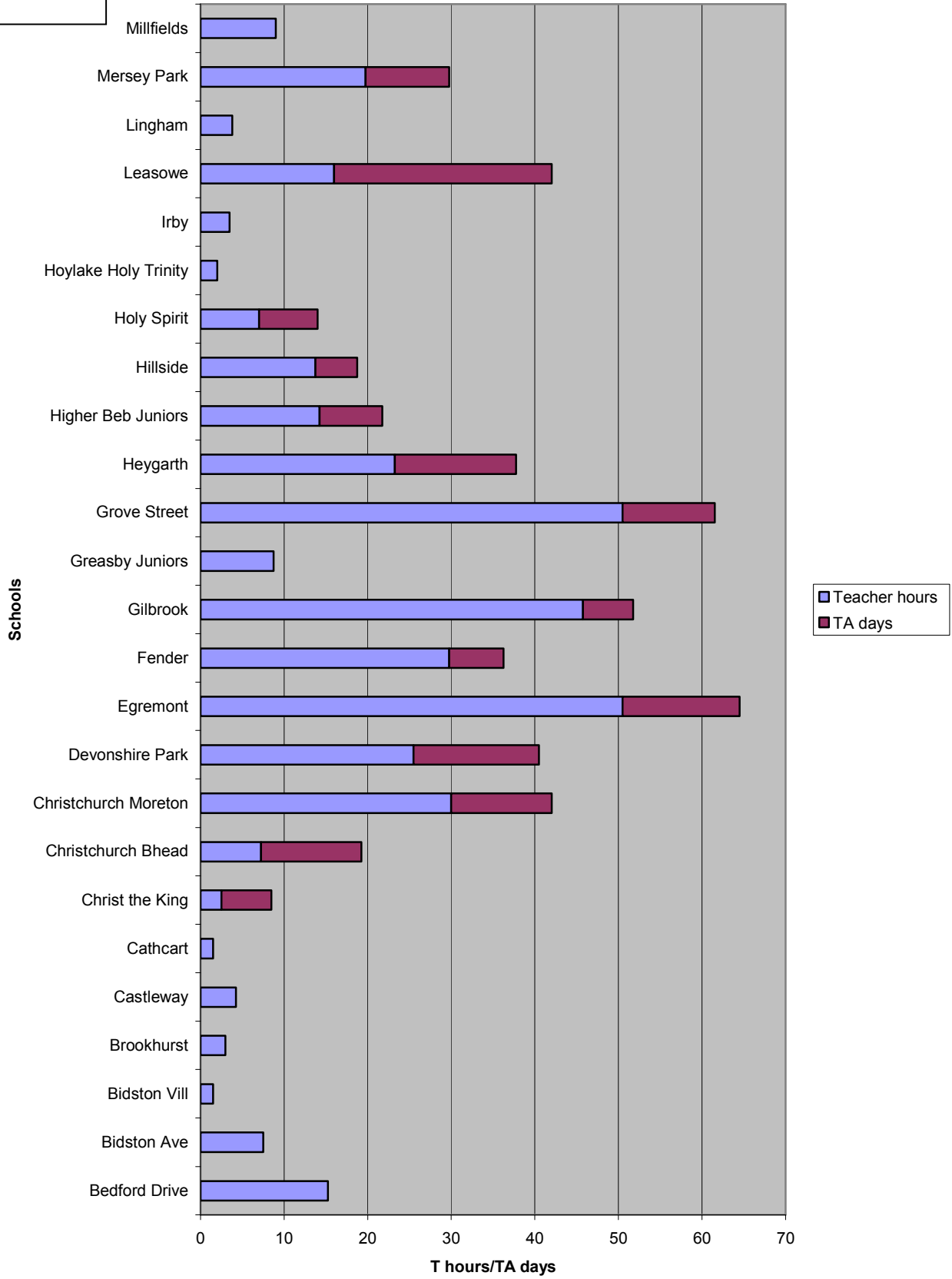
April 2011 - April 2012 (schools N to W)

Appendix B
continued
- taken from
closed and
open case
lists 26.3.12



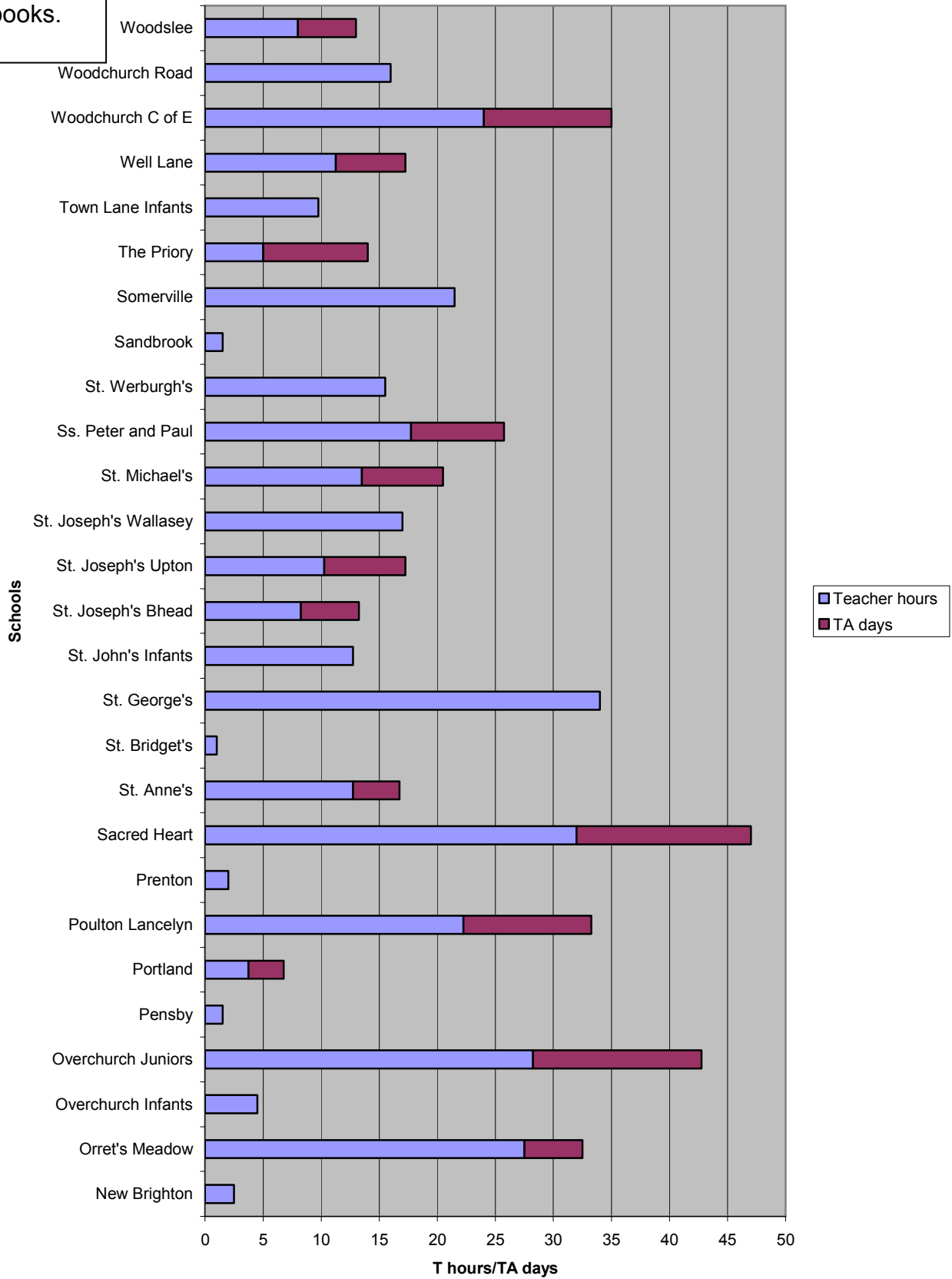
Appendix C –
taken from
school
workbooks.

Time spent in schools April 2011 - 2012 (schools A - M)



Appendix C
continued –
taken from
school
workbooks.

Time spent in schools April 2011 - April 2012 (schools N - W)



Appendix D – Gilbrook Outreach: Closed cases April 2011 – April 2012

School	No. of closed cases	Support provided					Impact of support taken from returned evaluation forms.	Exclusion prevented taken from returned evaluation forms / child moved sch
Barnston	1	Behaviour Strategy						
Bedford Drive	6	Behaviour Strategy					1. Improved behaviour in class and yard 2. Child engaging 4. Prevented further exclusions	1. Exclusion prevented 2. Exclusion Prevented 3. Child moved to Tramere project 4. Exclusion prevented
Bidston Ave	1	Behaviour Strategy	SF				A consistent approach	Exclusion prevented
Bidston Vill	2	Behaviour Strategy					Strategies helped staff to manage situations.	Child started at Gilbrook 9.5.11
Brookhurst	2	Behaviour Strategy					Reassurance that strategies are appropriate and effective	
Castleway	1	Behaviour Strategy						
Cathcart	1	Behaviour Strategy						
Christchurch B'Head	1							
Christchurch Moreton	4	Behaviour Strategy					1. Behaviour improved 2. Understanding has helped to address issues in a supportive way 3. School provided with strategies and understanding to move forward	1. Exclusion prevented 2. Exclusion prevented
Devonshire Park	6	Behaviour Strategy	Colour P	AM			1. Pupil showing more control 2. Higher self esteem and improved behaviour. 3. Child calmer	2. Exclusion prevented
Egremont	4	Behaviour Strategy	AM	Profile			1. Child managing behaviour much better – losing less olden Time. 2. Child involved in less fights. 3. Encouraged parental support.	1. Exclusion prevented 2. Exclusion prevented
Fender	1	Behaviour Strategy						
Gilbrook	3	SF	AM				1. Vast improvement in behaviour 2. Child not as angry and calming quicker	1. Exclusion prevented 2. Exclusion prevented
Greasby	1	Behaviour Strategy						
Grove Street	7	Behaviour Strategy	Peer M	MDA			2 Pupil - Positive feedback from children who were trained . Staff – some success 3. Positive language successful with young children 4. Staff enthused with strategies	1. Failed managed move to St Annes; Nov 11 Moved to Riverside BIB

School	No. of closed cases	Support provided					Impact of support taken from returned evaluation forms.	Exclusion prevented taken from returned evaluation forms / child moved sch
Heygarth	3	Behaviour Strategy	Colour P	Peer M	Managed move	SF	1. Enabled child to understand his difficulties and use strategies to help. 2. Managed move failed 17.10.11 3. Aided transition 4. The playground is more harmonious and the children enjoy solving their own problems	
Higher Beb Juniors	1	SF	C of F				Helped child to develop strategies	
Hillside	1	Behaviour Strategy						
Hoylake Holy Trinity	1	Behaviour Strategy					Gave encouragement through the day	Child moved school - managed move
Irby	2	Behaviour Strategy					1. Improved relationship with child and teacher	
Lingham	3	Behaviour Strategy					Children accessing the curriculum	1. Child P Ex 12.4.11
Mersey Park	2	Behaviour Strategy	MDA				Children more positive and calmer	
Millfields	1	Behaviour Strategy					Increased confidence of staff and better handling of difficult situations.	Exclusion prevented
New Brighton	1	Behaviour Strategy					Teacher-child relationship more positive	
Orret's Meadow	3	Behaviour Strategy					1. Less disruption 2. Less disruption 3. Child in class more	1. Exclusion prevented 2. Exclusion prevented
Overchurch Infants	2	Behaviour Strategy					Child responded to new strategies - calmer	Exclusion prevented
Overchurch Juniors	6	Behaviour Strategy	Colour P	C of F	Friend G		1. Child's self esteem improved and he has a better relationship with his sister. Staff have a greater understanding of how to support him. 2. Increased pupil confidence 3. Promoting a consistent approach has prevented an exclusion so far. 4. Helped with reading and understanding of difficulties 5. Greater understanding of difficulties and strategies to cope.	1. Possibly prevented exclusion as behaviour was deteriorating before GO involvement. 2. Exclusion prevented
Pensby	1	Behaviour Strategy					Confirmation of correct responses and strategies	
Portland	2	Behaviour Strategy	AM					Started at Gilbrook Sept 2011

School	No. of closed cases	Support provided					Impact of support taken from returned evaluation forms.	Exclusion prevented taken from returned evaluation forms / child moved sch
Poulton Lancelyn	3	Behaviour Strategy	Peer M				1. Child happier 2. Beneficial impact on playground	
Prenton	1	Behaviour Strategy					Greater confidence	Possibly prevented an exclusion
Sacred Heart	4	Behaviour Strategy	AM	C of F			1. Strategies have helped staff manage child appropriately 2. Child dealing with problems	
St. George's	4	Behaviour Strategy	Colour P	SF			1. Child happy and settled in school 2. Child effectively supported 3. Child less anxious, attendance improved.	2. Exclusion prevented
St. Joseph's Bhead	2	Behaviour Strategy	SF	C of F	AM		1. Helped with communication with parents	
St. Michael's	1	Behaviour Strategy						
Ss. Peter and Paul	2	Behaviour Strategy					1. Child's behaviour considerably improved – staff stress levels reduced. 2. Sound advice to staff and parents. Child responding positively to rewards.	1. Exclusion prevented 2. Exclusion prevented
St. Werburgh's	5	Behaviour Strategy	Colour P				1. Supported meeting with parents and child's playground behaviour improved. 2. Huge impact on parent's understanding and strategies for staff. 3. Child calmer in class and on playground	
Somerville	8	Behaviour Strategy	Colour P	SF	C of F		1. Others approach child more and he allows some of them to play. 2. Child coping with anger, staff coping with behaviour 3. Child calmer 4. Child more confident 5. Supported staff with knowledge	
Stanton Road	2	Behaviour Strategy						
The Priory	3	Behaviour Strategy	Colour P				1. Greater awareness of his impact on others 3. Improved concentration and focus on work - reduced incidents	1. Exclusion prevented 2. Started at Gilbrook Sept 2011
Town Lane Inf	2							
Well Lane	1							

School	No. of closed cases	Support provided					Impact of support taken from returned evaluation forms.	Exclusion prevented taken from returned evaluation forms / child moved sch
Woodchurch C of E	5	Behaviour Strategy	Colour P	SF	C of F	AM	1.Increased confidence in coming into school. 2.GO input supported statementing process. 3.Child's output of work and spelling improved. 4.Children now have a clear understanding of how to behave 5. Child's self esteem improved	2. Started at Gilbrook Sept 2011 5. Exclusion prevented
Woodchurch Rd	2							
Woodslee	2	Behaviour Strategy					Improved behaviour and friendships formed	Exclusion prevented

Key

GO = Gilbrook Outreach, SF = Solution Focused 1:1 support, AM = Anger Management, Colour P = Colour Perception Difficulties, C of F = Circle of Friends, Peer M = Peer Mediation training, MDA = Midday Assistant support, Friend G = Friendship Group work.