

Evaluation of The Place2Be in Edinburgh

Providing therapeutic and emotional support in primary schools

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Introduction

- Aims of the evaluation
- Research methods
- Results
- Conclusions

Aims of the evaluation

■ Process evaluation

■ Implementation

- Planning and set-up, barriers etc

■ Current operation

- Organisation, service delivery, management structures

■ Outcome evaluation

■ Impact on:

- Individual children
- School environment
- All stakeholder groups

■ Recommendations

Research methods 1

■ Qualitative consultation

- In-depth interviews (face-to-face, telephone), focus groups
- Head teachers, teachers, learning assistants etc
- P2B staff & volunteers
- Children (service users & non-users)
- Parents
- Funders (SE, CEC, NHS Lothian)
- External agencies (social work, educational psychology etc)
- Total of **178** consultees

Research methods 2

- **Quantitative data analysis**
 - Secondary data – provided by CEC
 - Attendance
 - Exclusions
 - **Attainment** (% reaching expected level in Reading, Writing & Maths)
- 2000/01 onwards for 2 pilot schools
- Academic years 2003/04 and 2004/05 for 8 newer schools
- Change since P2B introduced?

Results: Impact of P2B

■ 1-to-1 work

- Self-awareness & emotional literacy
- Communication skills
- Relationships with family/friends
- Confidence, resilience, ability to cope better
- Behaviour
- Happiness levels/positive outlook
- Some improvement in attendance and attainment

■ BUT:

- An observable or measurable impact was not evident in every case
- Some initial negative impacts
- Likely to be longer-term?

Results: Impact of P2B

■ Views of children & parents

"I feel that I don't think about what happened to me as much. I can get on with life". (Boy, aged 11)

"You get all your feelings and that out the way – you can just get on with it". (Girl, aged 11)

"Oh she has definitely [changed]... In the way she feels about her school life, her home life, and just the way she is in herself – she is a lot happier, calmer than what she was before she came here". (Parent)

Results: Impact of P2B

■ The Place2Talk

- Safe, non-judgemental, confidential
- One-to-one attention from someone who has time to listen
- Increased emotional awareness → impacts on behaviour & relationships between children
- Peer mediation
- Relieved teachers of some of their additional listening/helping roles
- Ongoing support for children after a previous Place2Be intervention/as a stop gap
- New referrals to other interventions

"It makes you feel a lot happier, instead of being frightened inside it makes you feel, it takes a weight off your mind".

(Girl, aged 9)

Results: Impact of P2B

- **Impact on the school environment**
 - Accessibility/availability → reassurance/security
 - Delivered *within schools* – no stigma
 - Classroom behaviour/bullying/atmosphere
 - Filled a gap in existing service provision – especially for children who would not otherwise have received any support or intervention

Results: Impact of P2B

■ Quantitative data

- No consistent patterns of improvement or decline in attendance, exclusions and attainment
 - Unlikely to have impact in the short-term
 - Very small number of children involved
 - Numerous other factors
 - Achievement Vs attainment
 - Too much focus on attainment?

"I think the biggest measure is in trying to support children to become resilient individuals, to see that they've got a place and that they're important, and that they can make a contribution – and you can't measure that" (Head Teacher)

Conclusions

■ Conclusions

- Range of positive impacts reported
- Overwhelming support for roll-out
 - Deprivation not necessarily a factor
 - Adapt model to secondary schools?
- Importance of qualitative measures in evaluating P2B