

Educational Psychology Service

Schools Satisfaction Survey

Research study for
Bronwyn Gendall
Lancashire Educational Psychology Services

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1 Executive Summary

The educational psychology service survey was commissioned by the Educational Psychology Service (EPS) for the purpose of finding out the current levels of user satisfaction with their services to schools.

A posting was placed on the Schools Portal (705 users) for the attention of head teachers and SENCOs with a link to an online questionnaire. A reminder posting was also sent to encourage responses. In total 371 people opened the posting out of the 705 people it was sent to, although no one opened the reminder posting. 128 questionnaires were completed giving an overall response rate of 18%.

The EPS is best known for the assessment of individual pupils (99%), advice for behaviour management and learning needs of children (95%) and statutory advice for the local authority (91%). And, most schools expect to use the EPS for individual pupil assessments (97%).

Overall the majority of respondents are satisfied with the service (74%) and nine in ten respondents found the services useful (91%). Most thought that the service has stayed the same in the last 12 months (55%), and similar proportions thought it had got better (19%) as got worse (20%).

The survey tested user satisfaction and importance on a number of key service attributes. A summary of the main research findings is below.

- As in previous years, schools have problems with the time allocated to their school:
 - one in eight schools said they didn't receive their allocated hours from the EPS last year (13%);
 - schools would like more EPS time to be allocated to their school (64% thought their allocated hours for this year were too few, schools wanted a mean of 12 hours extra in their allocation); and
 - one in five schools have bought time to work with additional children, with a mean of 7 additional hours being bought.
- Overall respondents were satisfied with the way the EPS service is provided (eg showing understanding and giving advice). But, one in five they showed some concern over the time they are given to discuss their views of the children, and over the arrangements for requests for involvement.
- Most respondents had not used emergency EPS support, however the most used service was the telephone helpline (17%) rather than critical incident support (8%). Satisfaction is high among users of these services.
- A significant minority of school staff thought that they didn't have regular opportunities to meet and plan future work with their EP (40%), and found it difficult to contact their EP between school visits (27%).

- There were more respondents who felt that school staff didn't have regular opportunities to meet and plan future work with their school EP; and
- Many schools have attended an EPS training course (44%). The most popular is INSET provided in the school by the EPS, and the courses are highly regarded.

In order to improve overall satisfaction further and satisfy the increased demand for the service the following options should be considered:

- explore ways of helping schools to make more efficient use of the time allocated to them, and allowing them to discuss their views of the children and give time to plan future work with their EP;
- review the arrangements for requests for involvement to see how satisfaction among schools can be improved;
- make it easier to plan visits and ensure they can take place within reasonable timescales;
- look at ways of improving the awareness of the EPS services;
- look at other ways of providing the service to ease pressure on EP time;
- continue to offer EPS provided INSET training in schools; and
- find out from schools what would make it easy for them to contact their EP.

Although the response rate for this year's survey is higher than the previous surveys, there is still room for improvement. Response rates could be increased by:

- communicating in advance of the survey so people know to expect it;
- looking at ways of increasing the number of people who view the posting on the school portal;
- reviewing the methodology to decide if an online questionnaire is the easiest for respondents to complete; and
- taking actions based on the survey results and promoting them so people can see the importance of completing a questionnaire.

2 Introduction

The EPS undertake an annual research project to assess its current performance on delivering its services to schools, and to gain an understanding of any service improvements required. For the last three years the survey has been run independently of the EPS by the county council's Corporate Research and Intelligence Team.

3 Research Objectives

The research objectives were to find out:

- awareness of the services offered by the EPS;
- how satisfied schools are with the EPS and the services they offer to schools;
- how satisfied schools are with educational psychologists; and
- how the service provided to schools could be improved.

4 Methodology

All schools on the Schools Portal, approximately 705, were invited to take part in the survey. A posting was placed on the school portal for the attention of all head teachers and SEN co-ordinators in schools. All head teachers have access to the portal, however not all SEN co-ordinators are registered. A reminder posting was also put on the portal to encourage responses. The questionnaire was hosted on the county council's website and used the Forms software. The questionnaire was available to complete from 5 November to 28 November 2008.

Many of the questions from the 2007 questionnaire were included though some additional questions were asked in this survey. Where questions are the same, accurate comparisons can be made between surveys.

No incentive for respondents to complete the questionnaire was given. In total 128 questionnaires were completed, giving an overall response rate of 18%.

It is possible to look at the effectiveness of the survey methodology by analysing how many people accessed the posting on the school portal. In total 371 people opened the posting out of the 705 people it was sent to. This shows that further work can be done to increase the effectiveness of the way the survey is publicised.

All data are unweighted and figures are based on all respondents unless otherwise stated.

5 Limitations

The questionnaire was sent to 705 schools (primary, secondary, short stay and special schools) in Lancashire. 128 schools responded, which equates to a response rate of 18%. The low number of responses means that any changes in perceptions between different years must be large in order to be significant (due to sampling tolerances), and that it isn't possible to compare differences between different groups.

The table below shows the sample tolerances that apply to the results in this survey. Sampling tolerances vary with the size of the sample as well as the percentage results.

| Number of Respondents | 50/50 + / - | 30/70 + / - | 10/90 + / - |
|-----------------------|----------------|----------------|----------------|
| 100 | 10% | 9% | 6% |
| 128 | 9% | 8% | 5% |
| 200 | 7% | 6% | 4% |

On a question where 50% of the people in a sample of 128 respond with a particular answer, the chance are 95 out of 100 that the answer would be between 41% and 59% (ie +/- 9%), versus a complete coverage of the entire customer base using the same procedure.

The following table shows what the percentage differences between two samples on a given statistic must be greater than, to be statistically significant.

| Size of Sample A | Size of Sample B | 50/50 | 70/30 | 90/10 |
|------------------|------------------|-------|-------|-------|
| 50 | 50 | 20% | 18% | 12% |
| 100 | 100 | 14% | 13% | 8% |
| 200 | 200 | 10% | 9% | 6% |

(Confidence interval at 95% certainty for a comparison of two samples)

For example, for two samples of 100 responses in each at around 50% of responses in each category to be compared, the difference needs to be over 14% to be statistically significant. This is to say that the difference is not due to chance alone.

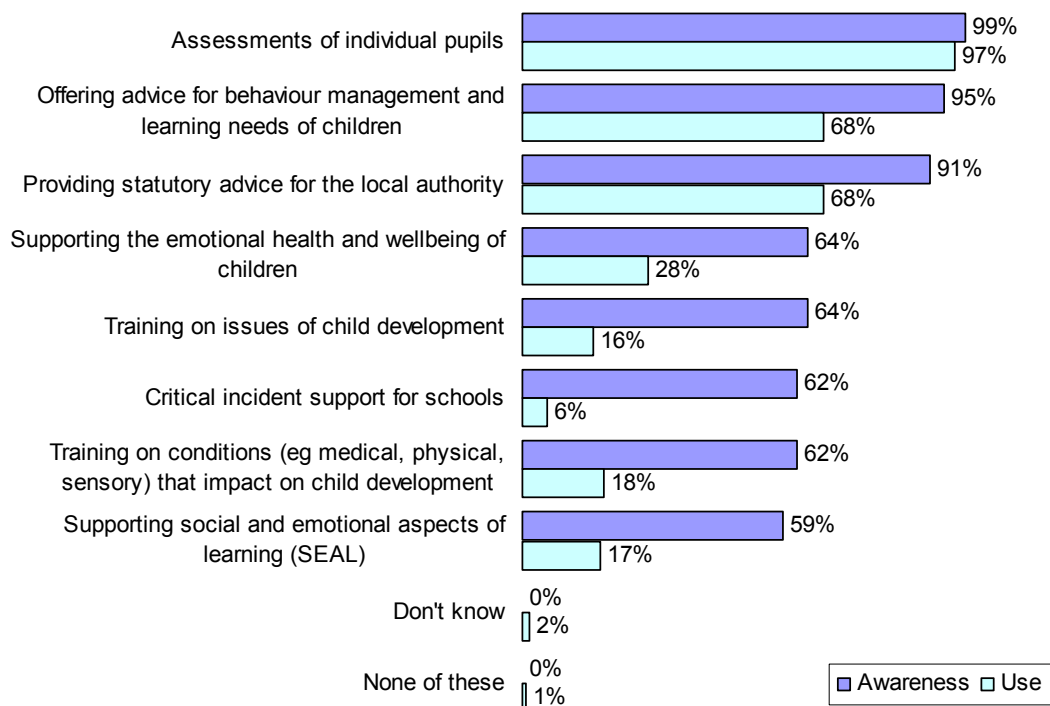
6 Main Research Findings

6.1 Awareness of the Educational Psychology Service

The 2008 survey included additional questions to look at the awareness of what the Educational Psychology Service (EPS) do, and potential use of their services over the next year.

The services schools are most aware of are assessments for individual pupils (99%), offering advice for behaviour management and learning needs of children (95%), and providing statutory advice for the local authority (91%). The other services have similar levels of awareness at around two-thirds of respondents. Almost all respondents expect their school to use assessments of individual pupils in the next year (97%). Two-thirds of respondents also expect their school to use the EPS for advice on behaviour management and the learning needs of children, and for providing statutory advice for the local authority (both 68%).

Chart 1 - a) Which, if any, of the following services do you think the EPS provides? b) Which, if any, of the following services do you think your school will use in the next year?



Base: all respondents (127)

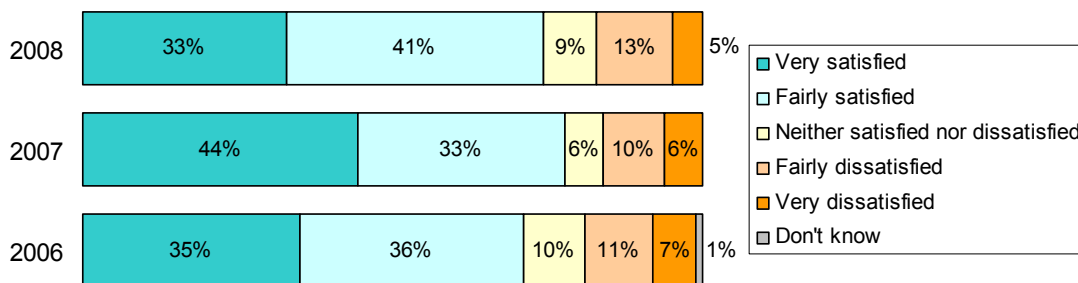
Larger schools (400 or more pupils) have a greater awareness of critical incident support (92%) and are more likely to expect to use supporting social and emotional aspects of learning (SEAL) in the next year (38%).

6.2 Overall satisfaction with the EPS

Respondents also asked how satisfied they were overall with the EPS. This gives a picture of general perceptions of user satisfaction with the service.

Three-quarters of users are satisfied with the overall service offered by the EPS (74% very and fairly satisfied). There is still opportunity for improvement though because only 33% were very satisfied and 17% were dissatisfied with the service. While less, it isn't enough to be a significant difference from previous years.

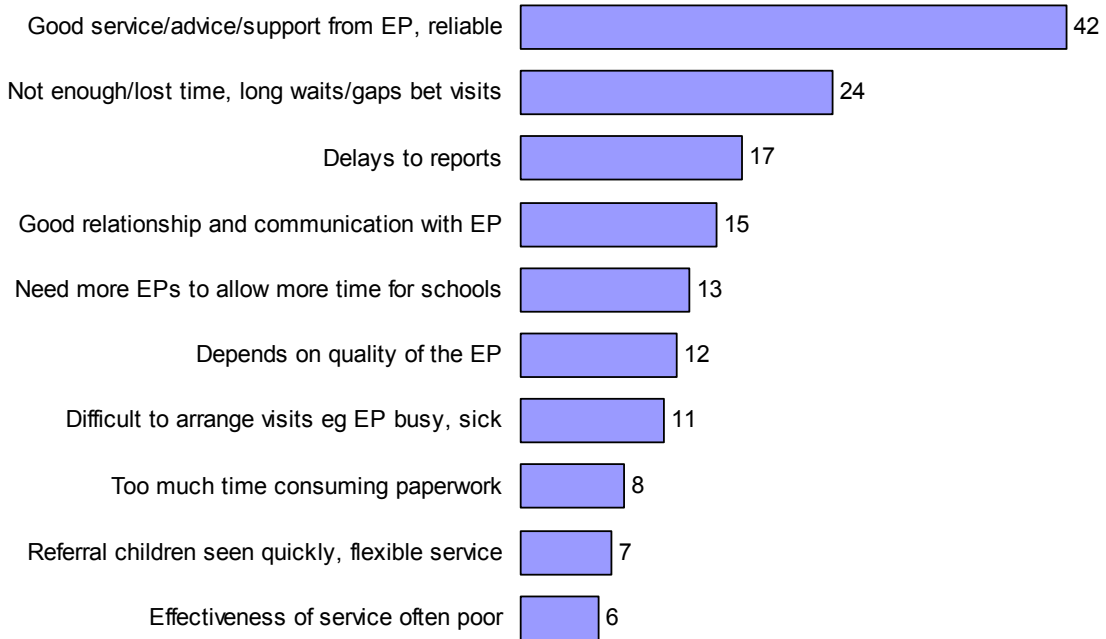
Chart 2 - Overall how satisfied or dissatisfied are you with the services provided by the EPS?



Base: all respondents – 2008 (128), 2007 (78), 2006 (106)

When asked why they rated the service in this way the most frequent comment by 42 respondents was because they received a good service (in terms of advice and support) from their educational psychologist (EP). A number of respondents also felt they had a good relationship and communication with their EP (15). The most mentioned negative reasons were around the time they have with their EP either having their hours reduced, having long waits to see them or large gaps between visits (24); and that the service was slow to produce reports (17).

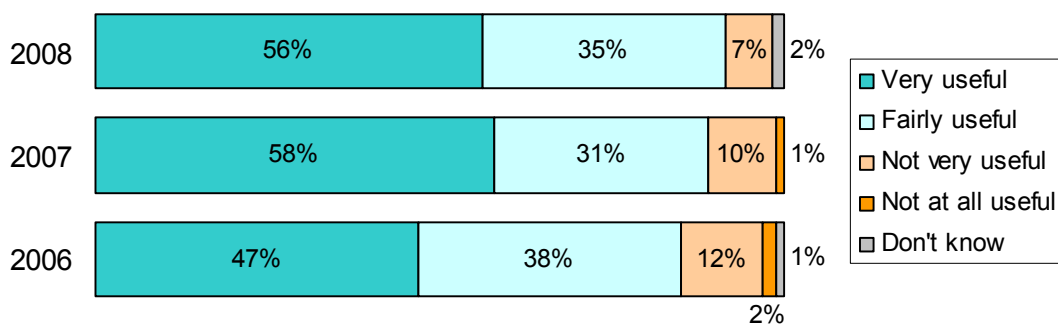
Chart 3 - Why do you say this?



Base: all respondents 113

When rating how useful they found the services provided by the EPS nine in ten people thought they were useful (91%) – only 7% thought they weren't useful. This is again an opportunity for service improvement by looking into the reasons why people found the services fairly useful and not very useful, and addressing these issues.

Chart 4 - Overall how useful do you find the services provided by the EPS?

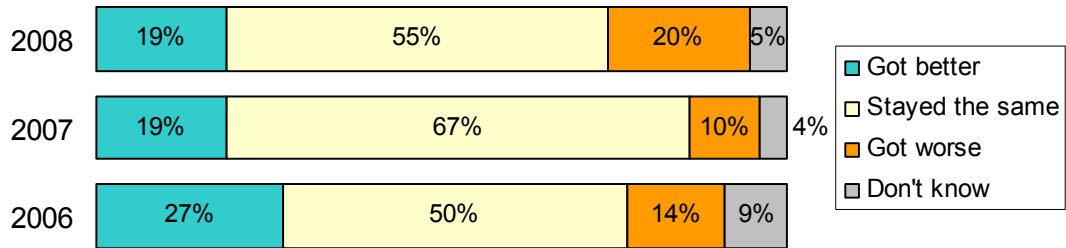


Base: all respondents – 2008 (128), 2007 (78), 2006 (107)

Primary schools were much more likely to find the EPS services useful when compared to secondary schools (60% versus 24% very useful respectively).

Respondents were asked if the service had changed over the last 12 months. The majority thought that the service has stayed the same in the last 12 months (55%). Similar proportions of respondents thought it had got better (19%) as got worse (20%).

Chart 5 - Overall, in the last 12 months do you think the services provided by the EPS have got better, got worse or have they stayed the same?



Base: all respondents – 2008 (128), 2007 (78), 2006 (107)

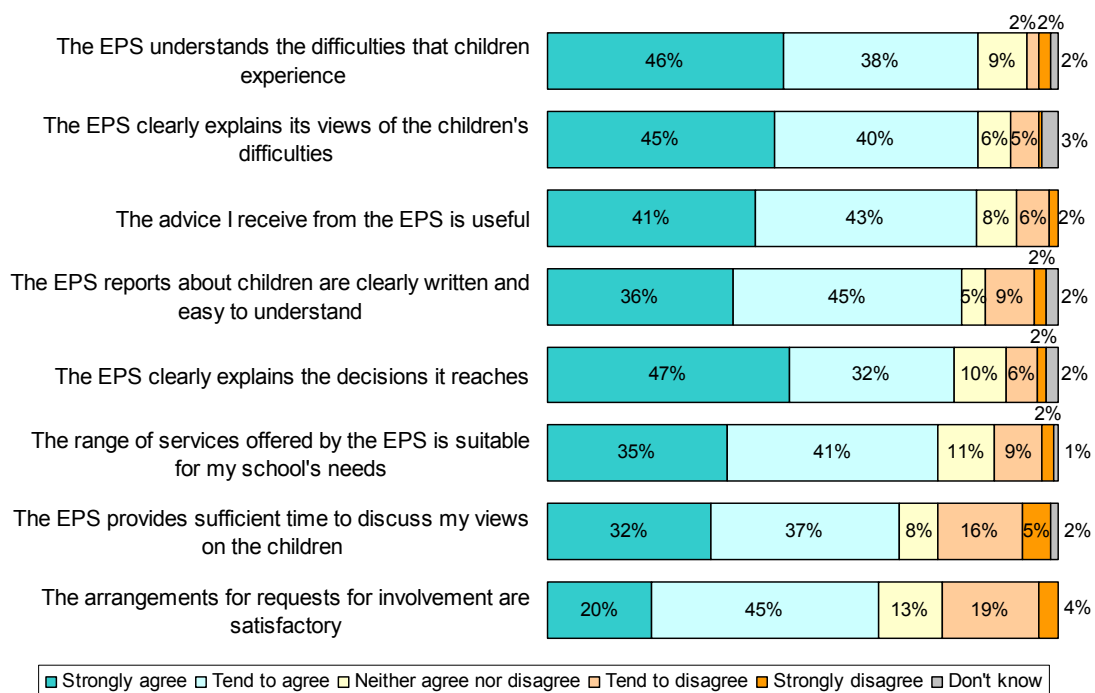
6.3 Satisfaction levels with different service aspects

Service users were asked about a number of different service aspects ranging from the time allocated to schools to the different services offered by the EPS. The first asked respondents if they agreed or disagreed with a number statements about the EPS. The following chart shows the results.

The majority of respondents agreed with all of the statements about the EPS. The statements respondents agreed with most were that the EPS understands the difficulties that children experience, the EPS clearly explains its views of the children's difficulties, and the advice I receive from the EPS is useful (84% strongly or tend to agree with all statements). The clear explanations of decisions the EPS reaches were also regarded highly among respondents (47% strongly agree).

The service aspects that have the most people disagreeing with them are that the arrangements for requests for involvement are satisfactory (23%) and the EPS provides sufficient time to discuss my views of the children (22% disagree).

Chart 6 - How much do you agree or disagree with each of the following statements about the EPS...?



Base of all respondents: 125

6.3.1 Satisfaction with the time allocated to schools

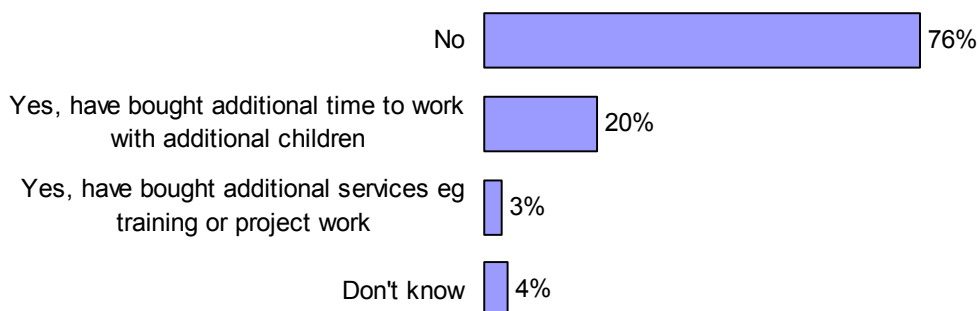
Respondents were asked if their school had received their allocated hours from the EPS last year. Three-quarters of respondents said they had received their hours (73%). However 13% said that their school hadn't received their allotted hours. The mean number of hours respondents said they had missed last school year was 11 hours (of the ten schools who gave a number).

| Did you receive your allocated hours from the EPS last year? | |
|--|-----|
| Yes | 73% |
| No | 13% |
| Don't know | 13% |

Base of all respondents: 127

Most schools didn't buy any additional time to work with additional children, or additional services from the EPS (76%). Of the two, it was more common to buy additional time (20%) than additional services (3%).

Chart 7 - Did your school buy any additional time or services from the EPS last year?



Base of all respondents: 127

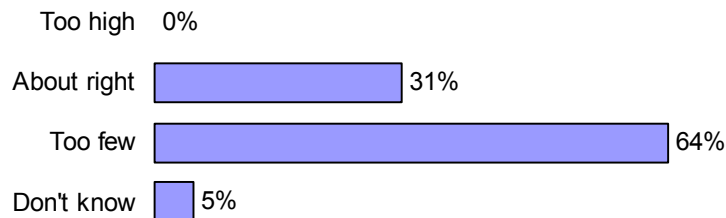
The mean number of additional hours respondents said they had bought last school year was 7 hours (of the 18 schools who gave a number). Three respondents had bought additional individual assessments of children and training for staff, two had bought intervention with a child. All of the four respondents who had bought additional services were very satisfied with the services they bought.

| Which of the following additional services did you buy from the EPS last year? | |
|--|---|
| Additional individual assessment of children | 3 |
| Training for staff | 3 |
| Intervention with a child | 2 |
| Intervention with a group/class of children | 1 |
| Project/research work | 1 |

Base of all respondents: 4

Two-thirds of respondents felt their school had been allocated too few hours for this school year (64%), three in ten felt their hours were about right (31%), and no one thought they'd received too many hours.

Chart 8 - Do you think your allocated hours for this year are...?



Base of all respondents: 126

The respondents who felt their school had been allocated too few hours were asked how many extra hours they felt their school should have received for this school year. The mean number of hours was 12 (from a base of 55 responses, and 24 respondents answered don't know). Larger schools were more likely to say they should have been allocated more hours (mean of 19 hours for schools with 400 or more pupils, compared to a mean of 9 hours for schools with less than 200 pupils).

6.3.2 Satisfaction with the training offered to schools

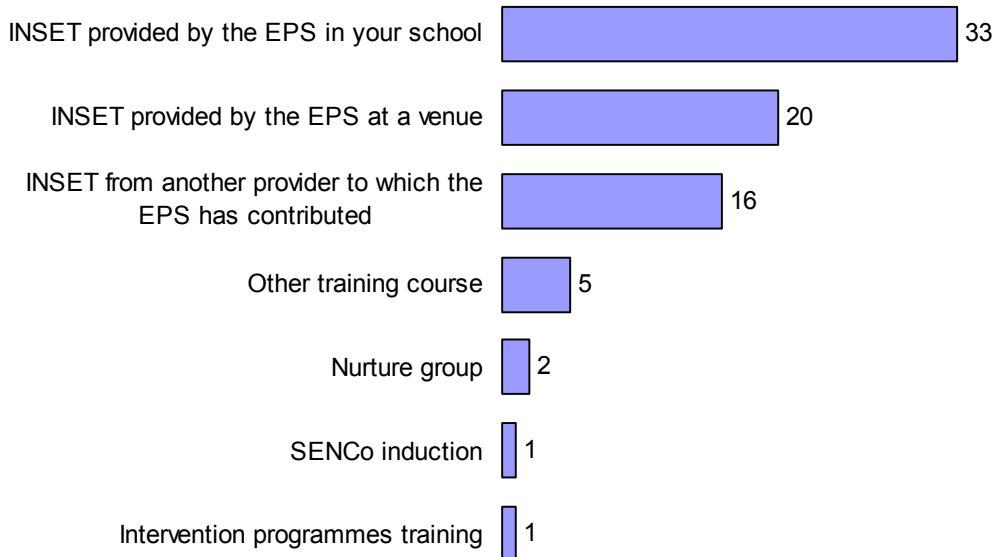
More than two in five respondents said that members of their staff had attended training provided by the EPS (44%).

| Have any of your staff attended any training provided by the EPS? | |
|---|-----|
| Yes | 44% |
| No | 56% |

Base of all respondents: 127

Of the schools that had used the training the most popular type was INSET provided by the EPS in the school (33 schools), followed by INSET provided by the EPS at a venue (20 schools).

Chart 9 - Which of the following training courses have your staff attended?



Base of all respondents: 56

The training was thought of highly because nearly all schools felt that it was useful, most finding it very useful (27 schools).

Chart 10 - And, how useful was this training?

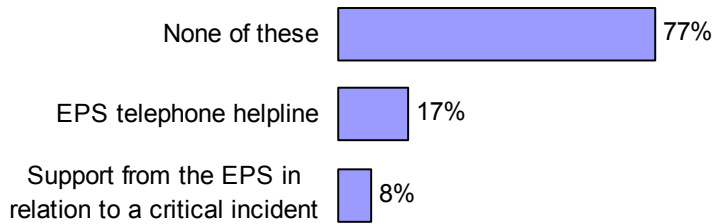


Base of all respondents: 55

6.3.3 Usage of emergency EPS support

The EPS provide additional support to schools in the event of an emergency through a telephone helpline and critical incident support. The majority of respondents had not used either of these services in the last 12 months (77%). The most used was the telephone helpline (17%), only half as many needing critical incident support from the EPS (8%).

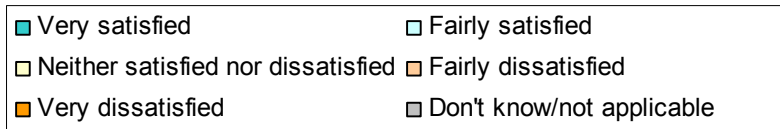
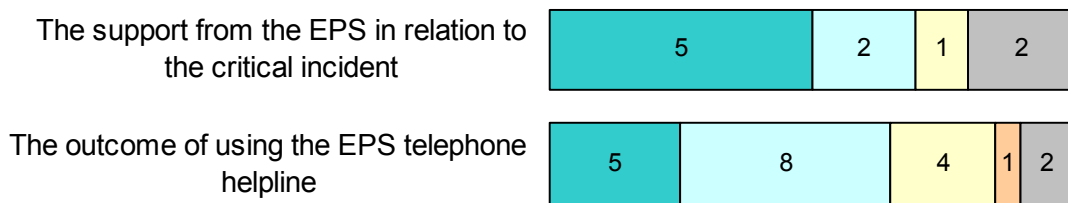
Chart 11 - Has your school used any of the following services provided by the EPS in the last 12 months?



Base of all respondents: 124

The respondents whose school had used each service were asked how satisfied they were with the service. The majority were satisfied with both services (7 respondents for critical incident, 13 respondents for outcome of using the telephone helpline). Only one respondent was fairly dissatisfied with the outcome of using the EPS telephone helpline.

Chart 12 - How satisfied or dissatisfied were you with...?

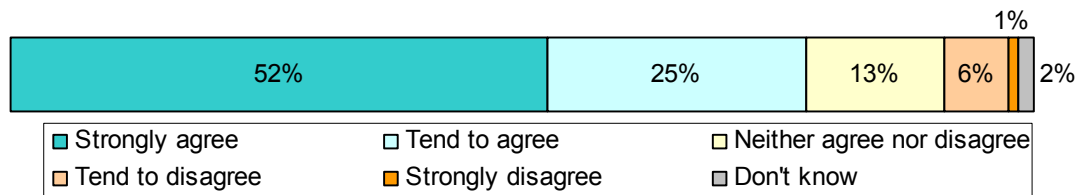


Base of all respondents using each service: (10 and 20)

6.4 The service given by the Educational Psychologists (EPs)

Respondents were asked for their views on their EP. The first asked if their EP understood the needs of their school. On the whole most respondents agreed (78% agree), more than half agreeing strongly (52%). There were only a minority of respondents who disagreed (7%).

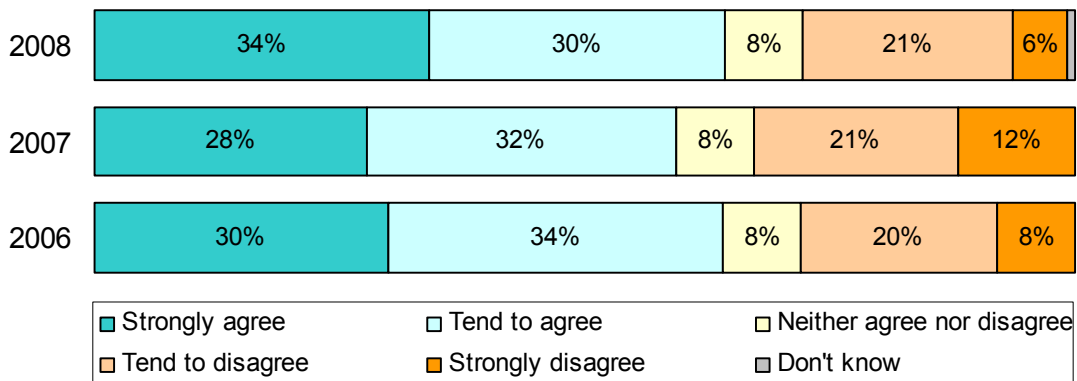
Chart 13 - My EP understands the needs of my school



Base: all respondents 126

The results for how easy it was to contact their EP between school visits show that 64% agree. Importantly over a quarter of respondents felt it was difficult to contact their EP between visits (27% strongly or tend to disagree).

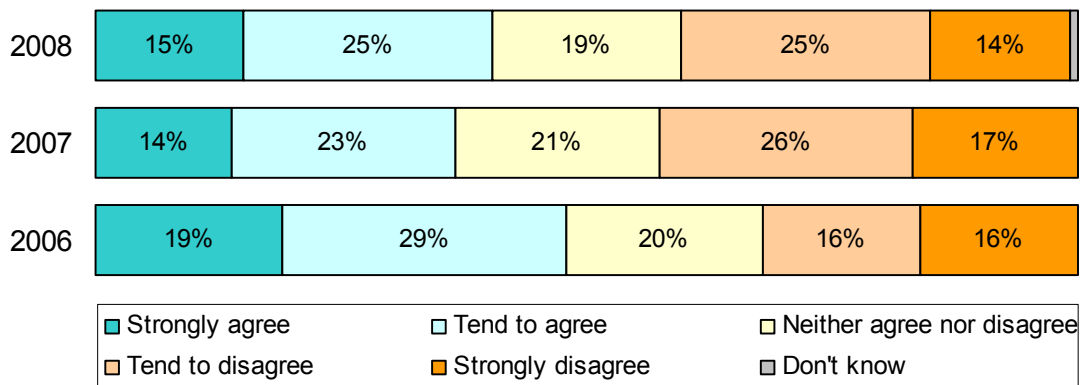
Chart 14 - It is easy for school staff to contact my EP between school visits



Base: all respondents – 2008 (126), 2007 (78), 2006 (97)

The same proportion of respondents disagreed as agreed that school staff have regular opportunities to meet and plan future work with their school EP (40% for both). This also suggests that schools would like more time to be available for their school with the EP.

Chart 15 - School staff have regular opportunities to meet and plan future work with my school EP



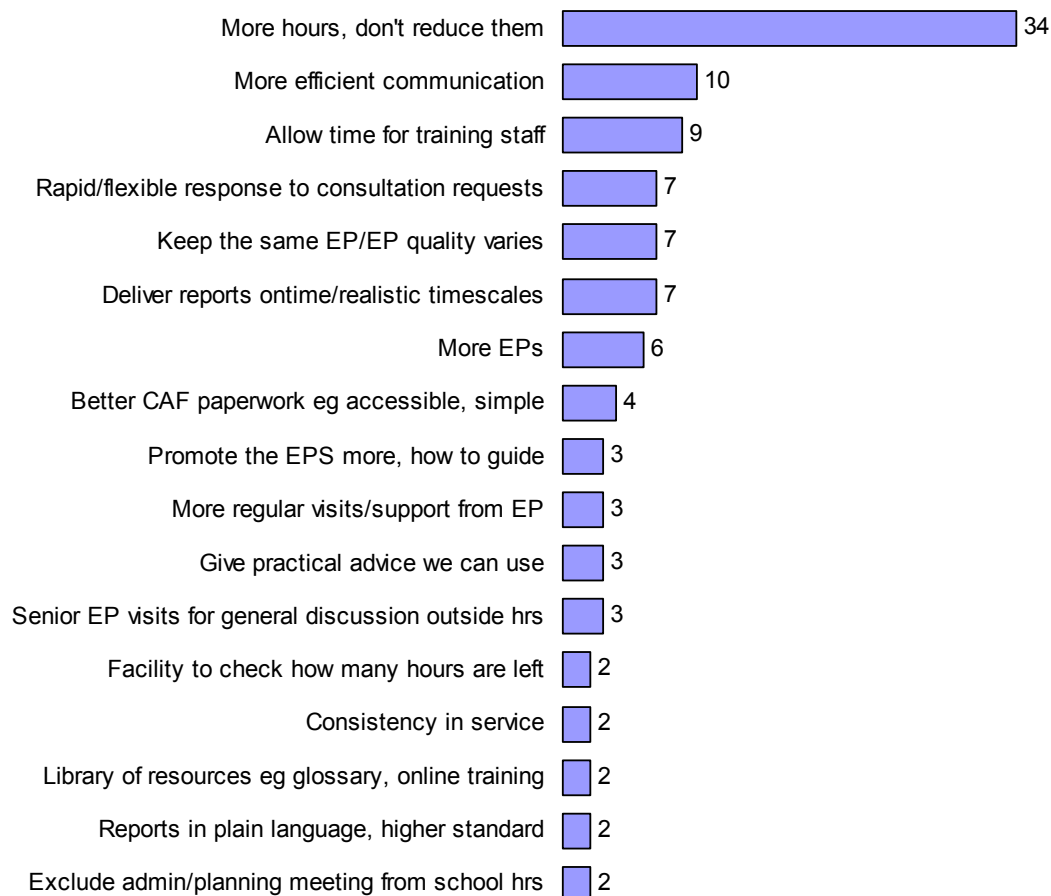
Base: all respondents – 2008 (126), 2007 (78), 2006 (97)

6.5 Improvements service users suggested the EPS

Respondents were asked if they had any ideas about how the EPS could be improved. This provides a qualitative perspective of general perceptions about the EPS. The comments were categorised and the most common responses are shown below, showing the actual number of responses for each category.

By far the most mentioned comment was to increase the amount of time EPs can work in schools, or at least to not keep reducing the number of hours (34 respondents). The next most commonly mentioned things were to make it easier to contact the EP (eg direct contact number, fast email responses) and for them to return calls (10 respondents), and to allow time for training staff (9 respondents).

Chart 16 - How else can the EPS improve its service for your school?



Base: all respondents making comment (75)

7 Appendix 1: Marked Up Questionnaire

All values are given in percentages unless otherwise stated

Base: all respondents (128)

| Q1 | Which, if any, of the following services do you think the EPS provides? | |
|----|---|-----|
| | Assessments of individual pupils | 99% |
| | Offering advice for behaviour management and learning needs of children | 95% |
| | Providing statutory advice for the local authority | 91% |
| | Training on issues of child development | 64% |
| | Supporting the emotional health and wellbeing of children | 64% |
| | Training on conditions (eg medical, physical, sensory) that impact on child development | 62% |
| | Critical incident support for schools | 62% |
| | Supporting social and emotional aspects of learning (SEAL) | 59% |
| | Don't know | 0% |
| | None of these | 0% |

Base: all respondents (128)

| Q2 | Overall how satisfied or dissatisfied are you with the services provided by the EPS? | |
|----|---|-----|
| | Very satisfied | 33% |
| | Fairly satisfied | 41% |
| | Neither satisfied nor dissatisfied | 9% |
| | Fairly dissatisfied | 13% |
| | Very dissatisfied | 5% |
| | Don't know | 0% |

Base: all respondents (113)

| Q3 | Why do you say this? | Count |
|----|---|-------|
| | Good service/advice/support from EP, reliable | 42 |
| | Not enough/lost time, long waits/gaps bet visits | 24 |
| | Delays to reports | 17 |
| | Good relationship and communication with EP | 15 |
| | Need more EPs to allow more time for schools | 13 |
| | Depends on quality of the EP | 12 |
| | Difficult to arrange visits eg EP busy, sick | 11 |
| | Too much time consuming paperwork | 8 |
| | Referral children seen quickly, flexible service | 7 |
| | Effectiveness of service often poor | 6 |
| | No stability in allocated EP | 5 |
| | EP difficult to contact/poor relationship | 4 |
| | Admin shouldn't be included in time | 3 |
| | All our needs have been met | 2 |
| | Reports not precise enough, too much pontification | 2 |
| | Expensive for school | 1 |
| | Consistent in designated EP | 1 |
| | Inconsistent advice between EPs | 1 |
| | Planning meeting severely delayed | 1 |
| | Limited one to one support available for emotional needs | 1 |
| | Discussion/planning meetings very helpful | 1 |
| | More time needed for whole school issues, teacher training | 1 |
| | EPS need to initiate contact with schools to see how things are going | 1 |

Base: all respondents (127)

| Q4 | Which, if any, of the following services do you think your school will use in the next year? | |
|----|--|-----|
| | Assessments of individual pupils | 97% |
| | Critical incident support for schools | 6% |
| | Offering advice for behaviour management and learning needs of children | 68% |
| | Providing statutory advice for the local authority | 68% |
| | Supporting social and emotional aspects of learning (SEAL) | 17% |
| | Supporting the emotional health and wellbeing of children | 28% |
| | Training on issues of child development | 16% |
| | Training on conditions (eg medical, physical, sensory) that impact on child development | 18% |
| | None of these | 1% |
| | Don't know | 2% |

Base: all respondents (128)

| | | |
|-----------|---|-----|
| Q5 | Overall how useful do you find the services provided by the EPS? | |
| | Very useful | 56% |
| | Fairly useful | 35% |
| | Not very useful | 7% |
| | Not at all useful | 0% |
| | Don't know | 2% |

Base: all respondents (128)

| | | |
|-----------|--|-----|
| Q6 | Overall, in the last 12 months do you think the services provided by the EPS have got better, got worse or have they stayed the same? | |
| | Got better | 19% |
| | Stayed the same | 55% |
| | Got worse | 20% |
| | Don't know | 5% |

Base: all respondents (125)

| | | | | | | |
|--|--|---------------|----------------------------|------------------|-------------------|------------|
| Q7 | How much do you agree or disagree with each of the following statements about the EPS...? | | | | | |
| | Strongly agree | Tend to agree | Neither agree nor disagree | Tend to disagree | Strongly disagree | Don't know |
| The EPS understands the difficulties that children experience | 46% | 38% | 9% | 2% | 2% | 2% |
| The EPS clearly explains its views of the children's difficulties | 45% | 40% | 6% | 5% | 1% | 3% |
| The advice I receive from the EPS is useful | 41% | 43% | 8% | 6% | 2% | 0% |
| The EPS reports about children are clearly written and easy to understand | 36% | 45% | 5% | 9% | 2% | 2% |
| The EPS clearly explains the decisions it reaches | 47% | 32% | 10% | 6% | 2% | 2% |
| The range of services offered by the EPS is suitable for my school's needs | 35% | 41% | 11% | 9% | 2% | 1% |
| The EPS provides sufficient time to discuss my views on the children | 32% | 37% | 8% | 16% | 5% | 2% |
| The arrangements for requests for involvement are satisfactory | 20% | 45% | 13% | 19% | 4% | 0% |

Base: all respondents (127)

| | | |
|-----------|---|-----|
| Q8 | Did you receive your allocated hours from the EPS last year? | |
| | Yes | 73% |
| | No | 13% |
| | Don't know | 13% |

Base: all respondents not receiving their allocated hours (10)

| | | |
|-----------|---|---------------|
| Q9 | How many hours did your school miss last year? | Mean 11.03 |
|-----------|---|---------------|

Base: all respondents (127)

| | | |
|-----|--|-----|
| Q10 | Did your school buy any additional time or services from the EPS last year? | |
| | No | 76% |
| | Yes, have bought additional time to work with additional children | 20% |
| | Yes, have bought additional services eg training or project work | 3% |
| | Don't know | 4% |

Base: all respondents buying additional time (18)

| | | |
|-----|--|-------------|
| Q11 | How many additional hours did you buy from the EPS last year? | Mean 6.5 |
|-----|--|-------------|

Base: all respondents buying additional services (4)

| | | |
|-----|---|-------|
| Q12 | Which of the following additional services did you buy from the EPS last year? | Count |
| | Additional individual assessment of children | 3 |
| | Training for staff | 3 |
| | Intervention with a child | 2 |
| | Intervention with a group/class of children | 1 |
| | Project/research work | 1 |

Base: all respondents buying additional services (4)

| | | |
|-----|---|-------|
| Q13 | And how satisfied were you with the additional service/s you bought? | Count |
| | Very satisfied | 4 |
| | Fairly satisfied | 0 |
| | Neither satisfied nor dissatisfied | 0 |
| | Fairly dissatisfied | 0 |
| | Very dissatisfied | 0 |

Base: all respondents (126)

| | | |
|-----|--|-----|
| Q14 | Do you think your allocated hours for this year are...? | |
| | Too high | 0% |
| | About right | 31% |
| | Too few | 64% |
| | Don't know | 5% |

Base: all respondents buying additional time (55)

| | | |
|-----|--|--------------|
| Q15 | And how many extra hours do you feel your school should have received for this school year? | Mean 12.1 |
|-----|--|--------------|

Base: all respondents (78)

| | | |
|-----|--|-----|
| Q16 | Have any of your staff attended any training provided by the EPS? | |
| | Yes | 44% |
| | No | 56% |

Base: all those attending an EPS training course (56)

| Q17 | Which of the following training courses have your staff attended? | |
|-----|--|-------|
| | | Count |
| | INSET provided by the EPS in your school | 33 |
| | INSET provided by the EPS at a venue | 20 |
| | INSET from another provider to which the EPS has contributed | 16 |
| | Other training course | 5 |
| | Nurture group | 2 |
| | SENCo induction | 1 |
| | Intervention programmes training | 1 |

Base: all those attending an EPS training course (55)

| Q18 | And, how useful was this training? | |
|-----|---|-------|
| | | Count |
| | Very useful | 27 |
| | Fairly useful | 24 |
| | Not very useful | 3 |
| | Not at all useful | 1 |
| | Don't know | 0 |

Base: all respondents (124)

| Q19 | Has your school used any of the following services provided by the EPS in the last 12 months? | |
|-----|--|-----|
| | None of these | 77% |
| | EPS telephone helpline | 17% |
| | Support from the EPS in relation to a critical incident | 8% |

Base: all respondents using the additional services (20 and 10)

| Q20 | How satisfied or dissatisfied were you with...? | | | | | |
|---|--|------------------|------------------------------------|---------------------|-------------------|---------------------------|
| | Very satisfied | Fairly satisfied | Neither satisfied nor dissatisfied | Fairly dissatisfied | Very dissatisfied | Don't know/not applicable |
| The outcome of using the EPS telephone helpline | 5 | 8 | 4 | 1 | 0 | 2 |
| The support from the EPS in relation to the critical incident | 5 | 2 | 1 | 0 | 0 | 2 |

Base: all respondents (126)

| Q21 | Now thinking about your educational psychologist (EP), how much do you agree or disagree with each of the following statements about your EP...? | | | | | |
|--|---|---------------|----------------------------|------------------|-------------------|------------|
| | Strongly agree | Tend to agree | Neither agree nor disagree | Tend to disagree | Strongly disagree | Don't know |
| My EP understands the needs of my school | 52% | 25% | 13% | 6% | 1% | 2% |
| It is easy for school staff to contact my EP between school visits | 34% | 30% | 8% | 21% | 6% | 1% |
| School staff have regular opportunities to meet and plan future work with my school EP | 15% | 25% | 19% | 25% | 14% | 1% |

Base: all respondents making a comment (50)

| Q22 | How else can the EPS improve its service for your school? | Count |
|-----|---|-------|
| | More hours, don't reduce them | 34 |
| | More efficient communication | 10 |
| | Allow time for training staff | 9 |
| | Rapid/flexible response to consultation requests | 7 |
| | Keep the same EP/EP quality varies | 7 |
| | Deliver reports ontime/realistic timescales | 7 |
| | More EPs | 6 |
| | Better CAF paperwork eg accessible, simple | 4 |
| | Promote the EPS more, how to guide | 3 |
| | More regular visits/support from EP | 3 |
| | Give practical advice we can use | 3 |
| | Senior EP visits for general discussion outside hrs | 3 |
| | Facility to check how many hours are left | 2 |
| | Consistency in service | 2 |
| | Library of resources eg glossary, online training | 2 |
| | Reports in plain language, higher standard | 2 |
| | Exclude admin/planning meeting from school hrs | 2 |
| | More specialist advice eg autism, language difficulties | 1 |
| | Look into allowing schools to carry out assessments using EP for statutory ones | 1 |
| | Address issue of SEN funding | 1 |
| | Gave more appreciation of the supportive role schools play | 1 |
| | Greater cross-authority acceptance of reports | 1 |
| | Get rid of CAF | 1 |
| | Commitment to follow children through | 1 |
| | Clearer understanding of role | 1 |
| | Better, more succinct meetings | 1 |
| | Not using school hours to respond to parental demands | 1 |
| | Full time EP | 1 |

Base: all respondents (125)

| | | |
|-----|-----------------------------|-----|
| Q23 | Is your school a...? | |
| | Primary school | 77% |
| | Secondary school | 14% |
| | Special school | 7% |
| | Short stay school | 2% |

Base: all respondents (127)

| | | |
|-----|----------------------|-----|
| Q24 | Are you a...? | |
| | SENCo | 44% |
| | Head teacher | 56% |

Base: all respondents (128)

| | | |
|-----|--|-------------|
| Q25 | And how many children are currently on roll at your school? | Mean 273 |
|-----|--|-------------|