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INTEGRATION IN PRACTICE

AN EVALUTATION OF INTEGRATED COMMUNITY SCHOOLS IN HIGHLAND

MORAG M. MACNEIL
ROBERT N. STRADLING
ALISON CLARK
SARAH R. MINTY
EMMA MICKSI

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CONTEXT AND BACKGROUND

The thinking which influenced the early shape, implementation and subsequent development of New Community Schools (later Integrated Community Schools) emerged as part of the Government's strategic planning for raising achievement and enhancing social inclusion. The characteristics of New Community Schools were closely associated with the key factors addressed in the move towards Health Promoting Schools and were outlined in the Prospectus published by the Scottish Office¹(1998).

At the core of these changes was a shift in the intensity of the focus on addressing the needs of the child in the round, with a broader more systematic targeting of whole-school populations. It was anticipated that this would work towards enhancing the likelihood that the range of needs experienced by all kinds and groups of children could be more regularly addressed within strategic policy and planning agendas. A major element of this was to develop and extend levels of engagement with families and with the wider communities in which schools operated.

Integration of services was central to the approach, specifically the delivery of school-based educational services (formal and informal) social work and health promotion. Integration of management was introduced both to support delivery and to support work towards more cohesive objectives and targets encompassing core attainment, health-related and social targets - applicable to all children and young people and geared to maximising achievement and improving social inclusion across an expanding and more inclusive base of children and young people.

There was an acknowledgement that to achieve the far-reaching goals associated with Integrated Community Schools, leadership skills and levels of commitment would need to be enhanced and this was to be addressed through Continuing Professional Development (CPD) programmes and multi-disciplinary and multi-agency training.

Implementation began with a piloting programme set in place in disadvantaged areas with associated risks of social inclusion. (One of these areas was Highland and the New Community Schools Approach was introduced initially in two schools.) The piloting phase was concentrated throughout 1999 and 2002, during which time additional schools were added with each successive year. By 2002, the process of roll-out to all schools across Scotland had begun and a Government commitment² was made that by 2007 every school in Scotland would be an Integrated Community School.

Over this period, national and local evaluations were undertaken in order to explore both process and outcomes associated with the new developments. Two major exercises were set in place:

¹ The Scottish Office (1998) New Community Schools Prospectus
[www.scotland.gov.uk/library/documents-w3/ncsp-02.htm]

² A Partnership for a Better Scotland: www.scotland.gov.uk/library5/government/pfbs-00.asp

- An evaluation undertaken by a team from the Institute of Education, University of London over 2000 – 2002³ (Highland was one of the case studies);
- An evaluation undertaken by HM Inspectorate of Education in Partnership with the Social Work Services Inspectorate and the Health Improvement Strategy Division of the Scottish Executive over 2003 – 2004⁴.

Since then, on the basis of these and other reports⁵, the commitment for all publicly-funded schools to become Integrated Community Schools has been overtaken by the broader integration agenda⁶ with the target focus now phrased as *By 2007 every school in Scotland will participate in delivering Integrated Children's Services*⁷ with funding to support this commitment made available through the National Priorities Action Fund (NPAF).

It is against this background of change and development in legislation, focus and expectations that two surveys were undertaken with staff working in or associated with Integrated Community Schools in Highland:

- The School Management Survey (SMS);
- The Multi-agency Professionals Survey (MPS).

By the time the two surveys were undertaken (in the early months of 2005) all schools in Highland were working to the Integrated Community Schools approach and all schools were invited to contribute to the survey which covered both process and outcome factors. This report outlines the findings from this work.

³ Sammons, p., Power, S., Elliot, K., Robertson, P., Campbell, C and Whitty, G. (2003) Key Findings from the National Evaluation of the New Community Schools Pilot Programme in Scotland, Insight 7, Scottish Executive Education Department and New Community Schools in Scotland Final Report: National Evaluation of the Pilot Phase www.scotland.gov.uk/Resource/Doc/933/0007611.pdf

⁴ The Sum of its Parts? The Development of Integrated Community Schools in Scotland (2004) Edinburgh, Blackwells

⁵ Further reviews of evaluations have taken place principally Brown, K. and White, K. (2006) Exploring the Evidence Base for Integrated Children's Services, Scottish Executive Education Department (a web-only publication www.scotland.gov.uk/Publications/2006/01/24120649/0 and Wilken, A., White, R. and Kinder, K. (2003) Towards Extended Schools: a Literature Review (Research Report RR432) Slough: National Foundation of Educational Research for England & Wales

⁶ Getting It Right For Every Child (2005) www.scotland.gov.uk/Publications/2005/06/20135608/56098 Quality Improvement Framework for Integrated Services for Children, Young People and Families www.scotland.gov.uk-quality improvement

Education (Additional Support for Learning) Act 2004

⁷ HM Inspectorate of Education and Scottish Executive (2006) Improving Outcomes for Children and Young People: the role of schools in delivering integrated children's services

1. THE SURVEYS

The surveys on which the evaluation of Integrated Community Schools is built were undertaken in the early part of 2005. By this point, the New Community Schools Approach had rolled out across the region with all schools in Highland operating as Integrated Community Schools. This was integral to the broader remit addressed through central government guidelines for the development of integration of children's services generally.

Two surveys were undertaken, the School Management Survey (SMS) and the Multi-agency Professionals' Survey (MPS).

1.1 The School Management Survey

The School Management Survey was designed for completion by teachers holding management responsibilities in schools and was distributed to every Primary and Secondary School in Highland.

This survey focused on the following areas:

- The structures in place for planning and managing integrated working practices within the school staff and between the school staff and other agencies;
- The kinds of inter-agency working practices currently in place and the frequency of inter-agency and multi-agency contact;
- The range and scope of initiatives or projects associated with inter-agency working or joint working practices established in the school setting;
- The uptake of training on multi-agency working and the response of the teaching staff to their experiences;
- Perceptions of outcomes associated with the move to Integrated Community Schools;
- Attitudes to joint working practices.

1.2 The Multi-agency Professionals' Survey

The Multi-agency Professionals' Survey was designed to obtain an overview of the experiences of a range of professionals working in children's services who are either based in Integrated Community Schools or formally linked with them. The questionnaire for the multi-agency professionals covered the following areas of interest:

- How integration is working in practice;
- Attitudes to joint working practices;
- Perceptions of outcomes associated with the move to Integrated Community Schools.

2. THE RESPONDENTS

A total of 230 respondents returned completed questionnaires (Table 2.1). Just over two-thirds, at 68 per cent, completed the Multi-agency Professionals' Survey. Thirty two per cent returned the School Management Survey.

Of these, just over a third (38 per cent) held school management posts. Of the 88 managers completing a return, 83 per cent used the School Management Survey questionnaire, while the remainder used the questionnaire distributed as part of the Multi-agency Professionals' Survey.

Completed school management questionnaires were returned by managers from 13 High Schools and 60 primary schools.

Table 2.1: Respondents' Links to Integrated Community Schools

Respondents' Links to Integrated Community Schools	Responding to:		Totals
	Multi-agency Professionals Survey (MPS)	School Management Survey (SMS)	
School management	15	73	88 (38%)
Classroom-based	86	~	86 (37%)
Working from school-based office	14	~	14 (06%)
With no school base but formal school link	32	~	32 (14%)
Links not known	10	~	10 (04%)
Totals	N = 157	N = 73	230 (99%)*

*Numbers do not add to 100 per cent because of rounding up or down.

2.1 Respondents' Posts

Posts included within the school management category included:

- Rectors/Headteachers;
- Acting Rectors/Headteachers;
- Depute Rectors/Headteachers;
- Assistant Rectors/Headteachers.

Returns from classroom-based professionals included:

- Classroom-based teachers;

- Teachers (including teachers who held promoted posts) with designated responsibility for learning support;
- Teachers (including teachers who held promoted posts) with designated responsibility for pupil support generally including behavioural support;
- Teachers (including teachers who held promoted posts) with designated responsibility for any kind of additional support.

Another grouping of respondents did not work in classrooms or did not hold a specifically educational brief, but worked from offices based on school sites. These posts included:

- Educational psychologists;
- Children's Service Workers (CSWs);
- Community Education Workers;
- Nurses;
- Family liaison officers;
- Social workers.

A further group of respondents had formal links to designated schools but did not work from a school base. These included a similar range of professionals to those working out of school offices:

- Educational psychologists;
- Children's Service Workers (CSWs);
- Community Education Workers;
- Nurses;
- Family liaison officers;
- Social workers;
- Teachers offering alternative curricula and support out of school.

3. INTEGRATED WORKING PRACTICES

There was evidence that formal planning for enhanced integration and joint working was becoming embedded in school systems. However, this was more the case in secondary schools, where 64 per cent had written aspects of integrated working into their current Development Plans compared with 36 per cent of primary schools.

3.1 Posts with Designated Responsibilities for Integrated Working

Overall 87 per cent of respondents held posts with integral or designated responsibilities for undertaking and enhancing links with professionals from the key services and agencies. (See Table 3.1.)

This varied according to role and position in relation to schools. Respondents with school management posts almost all saw integrated working as integral to their role, as did those professionals who did not hold teaching posts but had a formal link to schools. The majority of professionals with classroom-based roles (most of whom provided some kind of additional support for their pupils) also saw integrated working as integral to their posts but it is worth noting that this view was not held by nearly one-in-four of the teachers who responded.

Table 3.1 Respondents with Remit for Integrated Working

Respondents' Links to Integrated Community Schools	Remit for Integrated Working:		Totals Responding
	N	%	
School management	84	96%	88 (100%)
Classroom-based	65	76%	86 (100%)
Working from school-based office	14	100%	14 (100%)
With no school base but formal school link	29	91%	32 (100%)
Totals	192	87%	220 (100%)

3.2 On Whom is Integrated Working Targeted?

This was a question that was put to all respondents and 220 of the 230 who completed questionnaires answered this question. When the responses were analysed according to the professionals' roles a number of interesting differences emerged. Table 3.2 presents their responses according to whether or not they were educational staff and, if not, whether they were based at the school or elsewhere.

Table 3.2 Perceptions of the main Target Groups for Integrated Working

Target Groups	School management %	Class-based professionals %	Other school-based professionals %	Professionals based outside school %	Total %
Children at risk of exclusion from school	78	85	93	88	82
Looked-after children	64	71	79	78	70
Children with special educational needs	76	73	64	81	74
Children with disabilities	68	70	86	72	71
Children at risk from harm	68	76	71	78	72
Socio-economically disadvantaged	68	70	86	72	70
Young offenders	56	69	64	81	65
All pupils	52	49	57	63	53

It is clear from this table that there is a high degree of consensus across the range of professionals working with Integrated Community Schools about the main target groups. It is also clear that most of the respondents, regardless of their posts, see integrated working as being beneficial to a wide range of children's needs. All four groups of professionals give a very high priority to children at risk of exclusion from school. Similarly clear majorities in each professional group also see children with special educational needs and disabilities and children at risk of harm as target groups.

However, there are also some interesting differences in the responses of the groups. For example, the non-educational professionals based within schools were markedly more likely to see children experiencing multiple deprivation as a target group, although it should also be noted that this view was shared by the majority of respondents, regardless of professional background. Also non-educational professionals were slightly more likely than their educational counterparts to see looked-after children as a target group. It is also worth noting that senior management in primary schools were more likely than their high school counterparts to regard looked-after children as a target group for integrated working.

Two other differences were also particularly interesting. Non-educational professionals who were not based in schools were the group most likely to regard young offenders as a target group; while, senior management in primary schools were least likely to think of young offenders in this way. This is not simply due to differences of perception between educational and non-educational staff. Classroom teachers in both primary and secondary schools were more likely to regard young offenders as a target group than their school managers. Finally, although a large minority of respondents (47 per cent) did not think that integrated working was intended for 'all pupils', it was the educational staff who were most likely to hold this view while the non-educational professionals based outside the schools were the ones most likely to think that integrated working should aim to meet the needs of all children.

3.3 School-based Initiatives Associated with Integrated Working

School managers were asked to identify those school-based initiatives which had been implemented or were planned as a result of increased integrated working.

School-based and Curricular Initiatives in Primary Schools

From among the range of initiatives or projects likely to be associated with services, agencies or professionals operating for the most part beyond the classroom, the most commonly noted curricular-based activity reported by the primary schools was revising Personal and Social Education (PSE) and Health Education. (See Table 3.3.) Just over three-quarters of the primary respondents indicated that revisions to the PSE curriculum had already been implemented and over half (57 per cent) reported revisions to their Health Education programmes.

Support for anger management was provided by 51 per cent of the primary schools, 41 per cent ran social skills programmes and 40 per cent had organised enhanced support for pupils at risk from exclusion. It was apparent that primary schools had either given priority to these kinds of behavioural support initiatives or had not felt that they were needed in their particular schools. Very few primary schools reported that they were planning to implement such initiatives in the near future.

Breakfast clubs were run in 39 per cent and homework clubs in 23 per cent of the primary schools. However, these were not regarded as a priority for the near future in most of the other responding schools.

Around half of the primary schools ran classroom projects focused on the local community. A similar proportion of schools also reported that creative workshops or clubs had been organised for pupils.

Table 3.3: School-based and Curricular Initiatives in Primary Schools

School-based or Curricular Initiatives Primary Sector	% of Schools Involved with School-based and Curricular Initiatives			Totals N = 60 (%)
	Yes, in Place %	No, but Planned %	Not Yet a Priority %	
Revised Health Education	76	13	11	100
Revised PSE	57	20	24	101
Local community projects	55	13	32	100
Creative workshops or clubs	53	05	43	101
Anger management support	51	00	49	100
Social skills programmes	41	10	49	100
Enhanced support for pupils at risk from exclusion	40	00	61	101
Breakfast club	39	09	52	100
Pupil Learning Plan (PLP)	26	38	36	100
Assessment is for Learning	25	69	06	100
Homework club	23	07	71	101
Extended work experience	07	03	90	100
Vocational courses	03	00	97	100
Summer school	03	03	94	100

School-based and Curricular Initiatives in Secondary Schools

A larger proportion of the responding secondary schools had implemented or were planning to implement school-based pupil support and curricular-related initiatives than was the case in the primary schools. (See Table 3.4.)

In the secondary sector, the proportion of schools which had revised their PSE and Health Education programmes was similar to the primary sector, but other initiatives were much more widespread, particularly extended work experience opportunities, local community projects and creative workshops and clubs. enhanced support for pupils at risk from exclusion. A majority of the secondary schools (a higher proportion than in the responding primary schools) had introduced various behavioural support initiatives. Around two-thirds had introduced anger management and social skills programmes and 82 per cent had introduced enhanced support for pupils at risk of being excluded from school.

Although homework clubs had been introduced in three-quarters of the responding high schools, breakfast clubs were less widespread and 44 per cent of the schools reported that they were not regarded as a future priority.

There is also evidence here (as there was in the responses from primary schools) that the majority of schools at the time of the survey were gearing themselves up to implement new developments in assessment and, to a lesser degree, Pupil Learning Plans.

Table 3.4: School-based and Curricular Initiatives in Secondary Schools

School-based or Curricular Initiatives Secondary Sector	% of Schools Involved with School-based or Curricular Initiatives			Totals N = 13 (%)
	Yes, in Place %	No, but Planned %	Not Yet a Priority %	
Extended work experience	91	00	09	100
Enhanced support for pupils at risk from exclusion	82	00	18	100
Local community projects	80	10	10	100
Homework club	75	17	08	100
Revised PSE	67	25	08	100
Revised Health Education	60	30	10	100
Creative workshops or clubs	67	11	22	100
Vocational courses	64	27	09	100
Social skills programmes	64	18	18	100
Anger management support	64	09	27	100
Breakfast club	44	11	44	99
Pupil Learning Plan (PLP)	18	36	46	100
Assessment is for Learning	25	75	00	100
Summer school	20	00	80	100

Community Initiatives in Primary Schools

Schools were also asked if they had introduced any community initiatives as a direct result of enhanced integration. Fourteen per cent of the primary schools indicated that they were represented on various groups active in their immediate communities. (This was considerably lower than the 58 per cent of secondary schools involved with the community in this way.)

However 88 per cent of the primary schools reported that they were very active in supporting community events. (See Table 3.5.)

Although just over half of the primary schools shared their sports facilities with the local community, access to school space and facilities for other purposes, such as performing and expressive arts, library and computing was less common, and the majority of responding primary schools indicated that they had no plans to change this situation.

The majority of primary schools had implemented parent consultations but it is worth noting that this was still not a priority in nearly one-third of the responding schools.

Table 3.5: Community Initiatives in Primary Schools

Community Initiatives Primary Sector	% of Schools Involved with Community Initiatives			Totals N = 60 %
	Yes, in Place %	No, but Planned %	Not Yet a Priority %	
School involvement in community events	88	02	11	101
Parent consultation	68	02	30	100
Access to sporting facilities	55	02	43	100
Access to performing/expressive arts facilities	38	05	57	100
Access to library	33	00	67	100
Adult education classes	28	00	72	100
Parenting classes	25	08	68	101
Access to computing centre	14	06	80	100
Lifelong learning centre	11	00	89	100
Creche	03	00	97	100

Community Initiatives in Secondary Schools

Secondary schools were likely to have a wider range of facilities to share with the community and this is reflected in their responses. (See Table 3.6.) At the time of the survey it would appear that community access to school space and facilities was primarily outside normal school hours. Almost all of the responding high schools (92 per cent) shared sporting facilities and three-fifths offered access to their performing and expressive arts facilities. A minority of schools had established lifelong learning centres but only one-in-ten schools had a crèche to facilitate access. However, there are signs here that a growing number of high schools in Highland are providing

educational facilities for adults, with three-fifths providing space for adult education courses, half of them providing access to their libraries but two-thirds were not yet providing community access to their computing centres during school hours or out-of-hours.

As with the primary schools, secondary schools also reported involvement in community events and a high proportion gave priority to parental consultation processes. It is also interesting to note that as a result of enhanced integrated working a minority of schools (22 per cent) now make provision for parenting classes.

Table 3.6: Community Initiatives in Secondary Schools

SECONDARY:

Community Initiatives Secondary Sector	% of Schools Involved with Community Initiatives			Totals
	Yes, in Place	No, but Planned	Not Yet a Priority	N = 13
	%	%	%	%
Access to sporting facilities	92	00	08	100
School involvement in community events	83	08	08	99
Parent consultation	82	09	09	100
Access to performing/expressive arts facilities	60	00	40	100
Adult education classes	60	10	30	100
Access to library	50	10	40	100
Lifelong learning centre	33	00	67	100
Access to computing centre	33	00	67	100
Parenting classes	22	00	78	100
Crèche	11	00	89	100

Joint Working Practices: Primary Schools

Almost all of the responding primary schools had pupil or school councils in place, although less than half of the schools consulted pupils about the school's development plan (either generally or through their councils). Nine out of ten of the primary schools had established School Liaison Groups (SLGs). (See Table 3.7.)

It is apparent from this table that in a majority of the primary schools the teachers and other professionals were working together in a variety of ways. One of the most frequently reported examples of this was School Nutrition Action Groups. Also in over two thirds of the responding primary schools teachers and non-education professionals were working together to provide additional support for some pupils. In just over half of the primary schools teachers and other professionals were jointly delivering some aspects of the curriculum.

The area of joint working which is least well developed as yet would seem to be multi-agency assessment and monitoring of pupil progress. Also over half of the primary schools had not yet identified this area as a priority to be addressed.

It would be surprising if many youth workers were working in primary schools but it is worth noting that this was reported by five of the responding primary schools and another two were planning to do this in the near future.

Table 3.7: Primary Schools and Joint Working Practices

Joint Working Practices or Groups Primary Sector	% of Schools with Joint Working Practices or Groups			Totals N = 60s %
	Yes, in Place %	No, but Planned %	Not Yet a Priority %	
Pupil or school councils	95	00	05	100
School Liaison Groups (SLGs)	91	00	09	100
School Nutrition Action Groups	70	13	18	101
Joint support for pupils (teachers and non-education professionals)	69	02	29	100
Joint classroom delivery (teachers and non-education professionals)	57	06	37	100
Consultations with pupils on school development planning	49	24	28	101
Multi-agency assessment and monitoring for progress	44	05	51	100
Integration with youth work	08	03	89	100

Joint Working Practices: Secondary Schools

All of the responding secondary schools reported having pupil or school councils in place and School Liaison Groups. (See Table 3.8.) In all but one of the secondary schools teachers and non-education professionals were jointly involved in classroom delivery and working together to provide support for individual pupils. This degree of joint working was notably higher than in the responding primary schools.

Provision for multi-agency assessment and monitoring was more common in the high schools although it was still not a priority in nearly one third of them.

As might be expected, secondary schools were more likely than the primaries to have youth workers working in schools and cooperating directly with other professionals on site. However, at the time of the survey this was still only happening in half of the responding schools and was not regarded as a priority in most of the others.

Table 3.8: Secondary Schools and Joint Working Practices

Joint Working Practices or Groups Secondary Sector	% of Schools with Joint Working Practices or Groups			Totals N = 13 %
	Yes, in Place %	No, but Planned %	Not Yet a Priority %	
Pupil or school councils	100	00	00	100
School Liaison Groups (SLGs)	100	00	00	100
Joint classroom delivery (teachers and non-education professionals)	91	00	09	100
Joint support for pupils (teachers and non-education professionals)	91	00	09	100
School Nutrition Action Groups	67	25	08	100
Multi-agency assessment and monitoring for progress	60	10	30	100
Consultations with pupils on school development planning	50	20	30	100
Integration of youth work	50	10	40	100

3.4 School Links Beyond the Classroom

Schools and Integration Managers

The School Management Survey asked about contact with Integration Managers. Almost all of the secondary schools reported regular contacts with their Integration Manager, though this was not the case for the primary schools, where almost half (48 per cent) claimed to have never made contact. (See Table 3.9.) Where primary schools did have contacts with their Integration Managers this was almost always at the level of less than once a month.

The secondary schools varied in the amount of contact with just under a quarter meeting with their Integration Managers about once a fortnight; just under a third meeting on a monthly basis and 39 per cent they were in regular contact but less frequently than once a month.

Table 3.9: Frequency of Contact with Integration Managers

School Sector	Contact with Integration Managers				Totals N (%)
	1 x Fortnight %	1 x Month %	< 1 x Month %	Never %	
Primary sector	00	03	48	48	60(99%)
Secondary sector	23	31	39	08	13(101%)

A very high proportion of the school managers who had regular contact with their Integration Managers found the contact useful. (See Table 3.10.) Eighty seven per cent of primary school managers reported this as useful, with over a third describing the interactions as very useful. The pattern of responses from school managers in

secondary schools was similar, with over three-quarters feeling that their contact was fairly or very useful.

Table 3.10: Usefulness of Contact with Integration Managers

School Sector	Usefulness of Contact with Integration Managers				Totals N (%)
	Very Useful %	Fairly Useful %	Barely Useful %	Not Useful %	
Primary sector	39	48	07	07	31(101%)
Secondary sector	33	42	17	08	12(100%)

Range of Professionals Linked to Primary Schools

The responding schools had a range of professionals aligned to them though only nine of the responding primary schools reported having non-education professionals actually based on the school site. In seven of the schools the non-education professional based on site was a Childrens' Service Worker (CSW). In one primary school both a CSW and a Family Liaison Officer were based on site and in another school both a CSW and a Pupil Support Officer were on site.

Over three-quarters of the primary school managers reported that nurses, speech and language therapists and educational psychologists were aligned to their schools although based elsewhere. In addition, just over half of the primary schools had a community paediatrician aligned to them and just under a half reported access to aligned outreach staff with responsibility for children with autism disorders.

Less than 20 per cent of the primary schools reported having formal school-based links with dedicated occupational therapists, primary mental health workers, community dieticians, youth workers, clinical psychologists and child psychiatrists (though all schools could obtain access to these posts on the basis of need). A small number of respondents also mentioned access to aligned physiotherapists and, in one case, a Community Disabled Nurse.

Table 3.11: Professional Links in the Primary Schools

Range of Professionals Primary Sector	Link to the School		Total of Schools with Prof. Links % out of 60
	Based at the School % out of 60	Aligned to the School % out of 60	
Children's Service Worker (CSW)	15	20	35
Social Worker, incl: Family Support Worker, Family Liaison Officer	2	66	68
Pupil Support Officer	2	5	7
School Nurse	0	87	87
Sp & Lan Therapist	0	87	87
Educ Psychologist	0	77	77
Comm Paediatrician	0	55	55
Autism Outreach Staff	0	30	30
Occupational Therapist	0	18	18
Primary Mental Health	0	12	12
Community Dietician	0	10	10
Youth Worker	0	8	8
Clinical Psychologist	0	7	7
Child Psychiatrist	0	2	2
Substance Misuse W	0	0	0

Percentages are included only to provide a basis for comparing proportion. Care must be taken with interpretation as the base numbers are relatively small across the two broad professional groups listed.

Range of Professionals Linked to Secondary Schools

Eight of the responding high schools (62 per cent) had at least one non-education professional based on site. Three of these schools had more than one professional on site. In two cases the schools had both a CSW and Youth worker on site; in the third case the school had a CSW, A Substance Misuse Worker and a Child Psychiatrist (See Table 3.12.)

Almost all of the responding secondary schools had an aligned link with an educational psychologist, nearly as many had aligned links with a social worker and a school nurse and about three-quarters had a link with a primary mental health worker.

Less than one third of the secondary schools had aligned links with a youth worker or a member of the autism outreach team and only one in four had access to an aligned speech and language therapist.

Table 3.12: Professional Links in the Secondary Schools

Range of Professionals Secondary Sector	Link to the School		Total of Schools with Prof. Links % out of 13
	Based at the School (% out of 13)	Aligned to the School % out of 13	
Children's Service Worker (CSW)	46	8	54
Youth Worker	23	31	54
Social Worker, incl: Family Support Worker, Family Liaison Officer	8	84	92
Substance Misuse Wr	8	0	8
School Nurse	8	84	92
Child Psychiatrist	8	8	16
Educ Psychologist	0	92	92
Primary Mental Health	0	77	77
Comm Paediatrician	0	62	62
Autism Outreach Staff	0	31	31
Sp & Lan Therapist	0	23	23
Community Dietician	0	0	0
Occupational Therapist	0	0	0
Clinical Psychologist	0	0	0
Pupil Support Officer	0	0	0

Percentages are included only to provide a basis for comparing proportion. Care must be taken with interpretation as the base numbers are relatively small across the two broad professional groups listed.

Frequency of Contact with Supporting Professionals: Primary Schools

The service with which the responding primary schools were most likely to engage on a regular basis was Social Work (Table 3.13). Sixteen per cent of schools were in contact with social workers at least once a fortnight and 18 per cent at least once a month.

All other services and agencies tended to maintain contact on a far less regular basis.

Table 3.13: Frequency of Contact with Professionals in Primary Schools

Services and Agencies Primary Sector	Frequency of Contact				Totals N = 60 %
	Once a Fortnight %	Once a Month %	< Once a Month %	No Contact %	
Social Work	16	18	52	14	100
Autism Outreach	5	5	47	42	99
Community Learning & Leisure	4	11	56	29	100
Voluntary Agencies	2	7	31	60	100
Quality Assurance	2	9	85	5	101
Police	0	14	73	13	100
Primary Mental Health Services	0	9	47	43	99
Youth Action Team	0	4	6	90	100

Frequency of Contact with Supporting Professionals: Secondary Schools

In secondary schools too, the service with which the schools were most in contact was Social Work, with over three-quarters of the schools describing regular contact at least once a fortnight. (See Table 3.14.) Every secondary school reported regular contact with Social Work Services.

Contact with the Primary Mental Health Services was much more frequent than was the case in primary schools – two-thirds of the secondary schools made links with this service also at least once a fortnight.

Police and Youth Action Team Workers were also in contact with more schools and more frequently than in the primary sector, reflecting the age range of the pupils, the likely size of the schools and also the broader multi-agency needs associated with pupils as they moved into the teenage years.

It is also worth noting the relatively frequent contact with voluntary agencies compared with the primary schools.

Table 3.14: Frequency of Contact with Professionals in Secondary Schools

Services and Agencies Secondary Sector	Frequency of Contact				Totals N = 13 %
	Once a Fortnight %	Once a Month %	< Once a Month %	No Contact %	
Social Work	77	8	15	0	100
Primary Mental Health Services	62	15	23	0	100
Community Learning & Leisure	39	15	23	23	100
Police	31	31	39	0	101
Youth Action Team	25	25	33	17	100
Voluntary Agencies	23	39	31	8	101
Autism Outreach	15	31	46	8	100
Quality Assurance	9	0	82	9	100

3.5 School Involvement with Joint Working Practices

School Liaison Groups (SLGs)

In the primary sector, SLG meetings tended to be held once or twice a term or even less frequently, usually according to need (Table 3.15). Secondary school SLG meetings were usually more frequent, with the most frequent pattern being monthly.

Table 3.15: School Liaison Group Meetings

School Sector	Frequency of School Liaison Groups				Totals N (%)
	Weekly %	Monthly %	1 – 2 a Term %	Less Often %	
Primary sector	4	15	44	37	60(100%)
Secondary sector	8	54	31	8	13(101%)

As Table 3.16 shows, regular attendance at SLGs was fairly high across all four professional groups, with 69 per cent of schools responding that non-education professionals based in schools and representatives of school management always attended SLG meetings. Classroom staff providing pupil support were the ones least likely to always attend but even here attendance was frequent.

Table 3.16: Attendance at SLGs by Professional Group Links to Schools

Professional Groups	Attendance At School Liaison Groups				Totals N (%)
	Always %	Often %	Now & Then %	Never %	
School management	67	20	06	7	15 (100%)
Classroom-based	52	33	11	4	79 (100%)
Working from school-based office	69	15	15	0	13 (100%)
With no school base but formal link	59	33	7	0	27 (100%)
Totals	76 (57%)	40 (30%)	14 (10%)	04 (03%)	134 (100%)

Area Children's Service Forums (ACSF)

Almost one in five of the primary schools responding had a representative serving on an ACSF. Another quarter of the primary schools were represented by a colleague from another school in their Area School Group (ASG). (See Table 3.17.)

Almost half of the schools in the secondary sector reported that they were represented by as member of staff at ACSF meetings.

Table 3.17: ACSF Representation

School Sector	School Representation on ACSF			Totals N (%)
	Represented by member of own staff %	Represented by another School %	None %	
Primary Sector	17	27	56	60(100%)
Secondary Sector	46	15	39	13(100%)

4. TRAINING FOR INTEGRATED WORKING

4.1 Multi-agency Training Courses

Take up of multi-agency training on child protection and on health promoting schools was very high. All but two of the primary schools and all of the secondary schools had taken up training on child protection, while 91 per cent of the primary schools and 85 per cent of the secondary schools had taken up training on health promotion.

Table 4.1: Uptake of Multi-agency Training

Multi-agency Training Courses	% of Schools Reporting Uptake of Multi-agency Training	
	Primary Schools (N = 60) %	Secondary Schools (N = 13) %
Child protection training	97	100
Liaison groups	68	77
Antisocial behaviour	13	40
ACSF Network seminars	41	67
Looked after children	23	50
Developmental disorders	26	60
Autism spectrum disorders	57	85
Health promoting schools	91	85
Substance misuse	38	42
Sexual health & relationships	51	83
Smoking cessation	11	83

Take up of places on liaison group training and training on autism spectrum disorders was also quite high. Secondary schools were more likely than primary schools to take up places on most of the other training courses on offer. This was particularly apparent in terms of attendance at courses on development disorders, sexual health & relationships and smoking cessation.

Secondary schools were also proportionately more likely to attend training on topics such as antisocial behaviour, looked after children and substance misuse but it is also worth noting that these were the multi-agency courses with the lowest take up.

4.2 Primary School Response to Multi-agency Training

While the respondents to the School Management Survey were able to say which multi-agency training courses had been attended by their members of staff they were not always in a position to evaluate them. For that reason Table 4.2 includes in the final column the number of respondents who offered evaluative comments on each type of course. As can be seen from this the proportion of respondents offering evaluative comments ranged from 7 per cent for smoking cessation courses and 8 per cent for courses on antisocial behaviour to 93 per cent commenting on the child protection courses and 98 per cent commenting on courses about the health promoting school.

As the table shows, most respondents who were able to comment felt that almost all of the courses which they or colleagues had attended had had a positive impact on practice within their schools. The responses on training related to liaison groups and to antisocial behaviour were not quite as positive as the comments on most of the other courses but even here three fifths or more of the comments still indicated a positive impact.

Although the ACSF Network seminars were seen to have had a less positive impact than any of the other courses, it is highly likely that their focus would have been less geared to practice and designed more for information provision and raising awareness.

Table 4.2: Perceived Impact of Training: Primary Schools

Multi-agency Training Courses	% of Schools with Staff Members or Aligned Professionals Trained who Provided a Rating:			From 60 Schools
	Positive Impact % only	No Impact Either Way % only	Negative Impact % only	Totals N only
Health promoting schools	92	6	2	47
Substance misuse	88	12	0	16
Collaborative professional development: developmental disorders	88	12	0	8
Collaborative professional development: autism spectrum disorders	83	17	0	24
Sex and relationships/Sexual health	81	19	0	21
Child protection	79	21	0	56
Smoking cessation	75	25	0	4
Education of looked after children	70	30	0	10
Liaison groups	67	33	0	33
Antisocial behaviour, Intensive Support, Intensive Support & Monitoring	60	40	0	5
ACSF Network seminars	42	58	0	19

Percentages are included only to provide a basis for comparing proportion. Care must be taken with interpretation as the base numbers are relatively small.

4.3 Secondary School Response to Multi-agency Training

As with the responses from the primary schools, the school managers from the secondary sector were not always in a position to offer evaluative comments about the training provided. However, in general a higher proportion of them did offer comments about the impact of these courses on practice in their schools, ranging from 31 per cent of them offering evaluative comments about training on antisocial behaviour to 92 per cent offering comments about child protection training. [See Table 4.3].

All of the respondents who were able to offer evaluate comments felt that Collaborative CPD courses on development disorders and autism and training on substance misuse and sexual health and relationships had had a positive impact on practice in their schools. The majority also felt that courses on child protection, educating looked-after children, liaison groups and health promoting schools had had

a positive impact. They were less convinced of the impact of ACSF Network seminars and smoking cessation courses and none of the four respondents who commented on training on anti social behaviour felt that it had had a positive impact on school practice.

Table 4.3: Perceived Impact of Training: Secondary Schools

Multi-agency Training Courses	% of Schools with Staff Members or Aligned Professionals Trained who Provided a Rating:			From 13 Schools:
	Positive Impact % only	No Impact Either Way % only	Negative Impact % only	Totals N only
Collaborative professional development: autism spectrum disorders	100	0	0	10
Sex and relationships/Sexual health	100	0	0	8
Collaborative professional development: developmental disorders	100	0	0	6
Substance misuse	100	0	0	5
Child protection	83	17	0	12
Education of looked after children	83	17	0	6
Liaison groups	80	20	0	10
Health promoting schools	73	27	0	11
ACSF Network seminars	50	50	0	8
Smoking cessation	33	56	11	9
Antisocial behaviour, Intensive Support, Intensive Support & Monitoring	0	100	0	4

5. Perceived Impact of Integrated Working

5.1 Impact on Professionals' perceptions of their own roles

Two-thirds of the respondents to both surveys felt that their experience of integrated working had both changed their perception of their professional role and their way of working.

At the operational level, many of them noted that their thinking and planning now tended to start with the needs of the child and his or her family rather than starting from the specific kinds of support which their particular service could provide. They also felt that they and their colleagues were now more systematic in their approach. In this respect a number of respondents highlighted the value of the solution-focused approach now being adopted by their school liaison groups. Many also noted that they now had better working relationships with colleagues in other services and agencies because they had a clearer understanding of their roles and responsibilities and the constraints under which they were working. Some respondents also indicated that they now felt much more empowered than previously to access other services for guidance, assistance and support.

About one-in-ten felt that they had not really noticed any significant changes in the way they worked but in most cases they qualified their response either by saying that they had already been working in an integrated way with colleagues in other services before the roll-out of the integrated community school approach or because they had come into post after the roll-out with a specific brief for integrated working.

A minority of respondents did offer some negative comments as well, with numerous references to more paperwork, too many meetings, extra responsibilities that were not formally recognised or rewarded, etc. However, only one respondent out of the 230 who completed questionnaires said that integrated working had "*made my job more difficult*". The majority, regardless of whether they were school managers, worked in pupil support or were non-education professionals working with schools, thought that integration was now integral to their way of working.

A large majority of the respondents also indicated that the experience of joint working had changed their perception of their professional role. Firstly, many of them reported that they now saw themselves as working with the whole child rather than being responsible for just one aspect of their development or care. Part of this involved taking a wider view. Some said that they felt they were much more aware now of the multiple disadvantages and difficulties which some children faced and took this into account when determining how best to respond to specific needs, issues or problems. Some also observed that they now tended to make more use of contextual and background information about the child, including family situation, lifestyle factors, and so forth.

Perhaps the most significant change that many respondents identified was that they now felt themselves to be part of a team and no longer felt that they had to do everything themselves.

5.2 Impact on professionals' perceptions of each others' roles

Over three-quarters of the respondents felt that the experience of joint working had changed their perceptions of the roles of the other professionals with whom they were now working. In most cases, as the following quotes from some of the questionnaires reflect, this meant that they now had a better understanding of each other's remit and the constraints within which they each had to operate.

"I'm more aware now of the complexities of other professionals' roles"

"I have a better understanding of the work of other professionals and how they might be able to help individual children and families"

"The whole school has gained a wider appreciation of the work of the different services."

"I think I understand better now just how pressurised some of them are and why they can't always respond instantly".

However, the survey did generate some negative responses from a minority of respondents, most of which reflected a feeling that the other professionals did not always understand the constraints within which the respondent had to work.

"I'm not sure that they understand the pressures and constraints which we work under".

"Not all of them are as professional as they should be: they turn up late for meetings or they don't turn up at all and they don't fill in reports".

5.3 Perceived impact on Children and Families

Respondents to both survey questionnaires were asked for their views on the impact of integrated working on children's attitudes and behaviour and on the engagement of children and families with the core children's services.

It is apparent from Table 5.1 that over three-quarters of the respondents felt that integrated working had had a positive impact on the engagement of children and parents and carers with the core services and, indeed, one in five respondents felt that this impact had been 'very positive'. Three-fifths of the respondents also felt that integrated working had had a positive impact on the home lives of vulnerable children.

Large majorities (around two-thirds) felt that integrated working had had a positive impact on pupils' attitudes to school and on their school attendance; 71 per cent felt that there had been a positive impact on disruptive behaviour and nearly half felt that there had been some reduction in bullying as well. Nearly three-fifths felt that integrated working had had a positive impact on pupils' attainment at school with around half of respondents also feeling that there had been a positive impact on pupils' non-academic achievements.

Respondents were less sure that integrated working had had a positive impact on vandalism or on completion of homework by pupils. The largest response in each case was they did not know if there had been any impact or not.

In almost every case the dissenting voice (the view that integrated working might have actually had a negative rather than a positive impact) was only expressed by a small minority of respondents; usually no more than one-in-ten or one-in-twelve.

On the whole the responses from the school managers reflected a high level of consensus with two exceptions. Primary school managers were noticeably more likely than their secondary school counterparts to believe that integrated working had had a positive impact on:

- the home life of vulnerable children
- pupils' engagement with services
- reducing bullying
- and improving pupils' attainment

In terms of the responses of different professional groups, the non-education professionals based in schools were the ones more likely to feel 'very positive' about the impact of integrated working on pupils' attitudes to school and their school attendance. Classroom-based education staff tended to be least positive about its impact on disruptive behaviour.

Table 5.1: The perceived impact of integrated working on children and families

Areas of potential impact	Positive Impact % only	Negative impact % only	Don't Know % only	Totals (%) N
Pupils' attitudes to school	69	7	25	(101) 198
Attendance at school	64	8	28	(100) 197
Home life	61	7	32	(100) 191
Disruptive behaviour	71	13	16	(100) 197
Vandalism	24	7	69	(100) 184
Pupils engaging with services	75	2	22	(99) 196
Bullying	49	7	44	(100) 186
Homework completion	35	11	53	(99) 184
Non-academic achievements	53	6	41	(100) 187
Attainment	58	8	33	(99) 189
Parents/carers engagement with services	79	8	13	(100) 196

5.4 Perceived Impact on different Groups of children

Over three-quarters of the respondents answering this question felt that integrated working had had a positive impact on children with special educational needs and disabilities and on children who were at risk of being excluded from school. Around two-thirds felt that it had also had a positive impact on looked after children and those at risk of harm. Slightly fewer respondents felt that integrated working had had a positive impact on all children in the school and the lowest response (39 per cent) was in relation to the impact of integrated working on young offenders.

In this respect, non-educational professionals were much more likely to feel that integrated working had had a positive impact on young offenders. Professionals not based in schools were also the group who were most positive about the impact of integrated working on youngsters at risk of school exclusion. Classroom teachers were least likely to express the view that integrated working was having a positive impact on all children.

Table 5.2 The perceived impact of integrated working on different groups of children and young people

Groups	Positive Impact % only	Negative impact % only	Don't Know % only	Totals (%) N
Children with special educational needs	86	3	11	(100) 202
Children with disabilities	77	5	18	(100) 203
Children at risk of school exclusion	76	10	15	(101) 196
Looked after children	67	6	28	(101) 200
Children at risk from harm	69	7	25	(101) 200
Young offenders	39	10	51	(100) 191
All children	57	10	33	(100) 174

5.5 Perceived benefits of Integrated Working

All respondents were asked in an open-ended question to express their views on what they perceived to be the main benefits of integrated working. Their responses can be grouped into the following broad categories:

Operational benefits: Around three-quarters of the respondents mentioned the added value of the various groups of professionals sharing information and expertise in relation to specific children and families, and a majority also mentioned the value of coordinated action.

Holistic focus on the needs of individual children and families: this was mentioned by about one-third of the respondents.

Improved targeting of resources and support: This was also mentioned by around one-third of the respondents

Improved quality of response to children's needs: this was mentioned by around one-in-four of the respondents.

In addition around one-in-ten of the respondents mentioned other benefits of integrated working, including earlier intervention and improved access to support for children and families.

5.6 Factors perceived to be constraining the impact of Integrated Working

The questionnaire also provided respondents with an opportunity to identify any negative factors which they felt might be constraining the potential for integrated working.

Unfilled vacancies emerged as a major barrier to moving integration and joint working forward. Over two-thirds of the secondary schools (at 69 per cent) indicated that this was having a negative effect, as did 28 per cent of primary schools.

Just over half of the respondents to both surveys (53 per cent) identified resourcing issues of which the lack of time to attend meetings, coordinate and follow-through actions was clearly the most problematic.

Around two fifths of the respondents also mentioned operational constraints and problems, particularly in relation to “too many meetings”, poor communication with some services or individual professionals, and the unwillingness of some professionals to share information about children and families.

6. ATTITUDES TO MULTI-AGENCY WORKING

6.1 Respondents' Ratings of their Colleagues Attitudes to Integrated Working

Each respondent was asked to rate the attitudes to integrated working of the various professional groups (including their own) which worked in or were linked to their schools. The tables summarising the responses of school managers, school-based educational staff, other school-based non-educational professionals and non-educational professionals who are aligned to but not based in specific schools are appended as Tables A-1 to A-4.

The majority of school managers rated all of the professionals working in the school or aligned to it as being positive about integrated working. The new appointments associated with integration, such as Children's Service Workers (CSWs) and Family Liaison Officers (FLOs) had the highest ratings in terms of their positive attitudes along with the more established posts, such as in learning support, education psychologists and autism outreach. Only 8 per cent of the school managers reported any negative attitudes amongst their teaching staff

The responses of the classroom-based professionals were similar to those of the school managers in most respects. However, a sizeable minority (28 per cent) thought that some of their teaching colleagues were fairly negative towards integrated working and some also identified negative attitudes amongst medical staff, particularly community paediatricians and mental health workers. Analysis of their responses to open-ended questions suggests that the main reason for this was a perception that some medical staff were unwilling to share information about particular children and families during school liaison group meetings.

The non-education professionals who were based in schools tended to have more differentiated views than their colleagues in education. Large minorities identified specific groups of professionals as having fairly negative attitudes towards aspects of integrated working including autism outreach staff (44 per cent) and youth action team members (36 per cent). One-in-six also identified class teachers as having 'very negative' views towards integration and police as having 'fairly negative' views. It is not clear from responses to open-ended questions why this particular group of professionals should have more differentiated views about the attitudes of their colleagues.

The fourth group of respondents, the non-education professionals who were aligned to schools but not based in them, did not identify any professional group as being more likely to have 'very negative' attitudes towards integrated working and only a small minority thought that any groups were 'fairly negative' (the exception being medical staff). Like the school managers they were also most likely to identify the CSWs, FLOs and school nurses as being 'very positive' in their attitudes.

To sum up, it would seem that the majority of respondents thought that most professionals linked to Integrated Community Schools were either 'very positive' or 'fairly positive' about integrated working. The only groups identified as sometimes having negative attitudes (and then only by a minority of respondents) were class

teachers and medical staff. There was a high degree of consensus amongst all professionals who responded to the survey that staff in new posts, such as CSWs and FLOs, were particularly positive about integrated working.

6.2 Respondents' Attitudes to Integrated Working

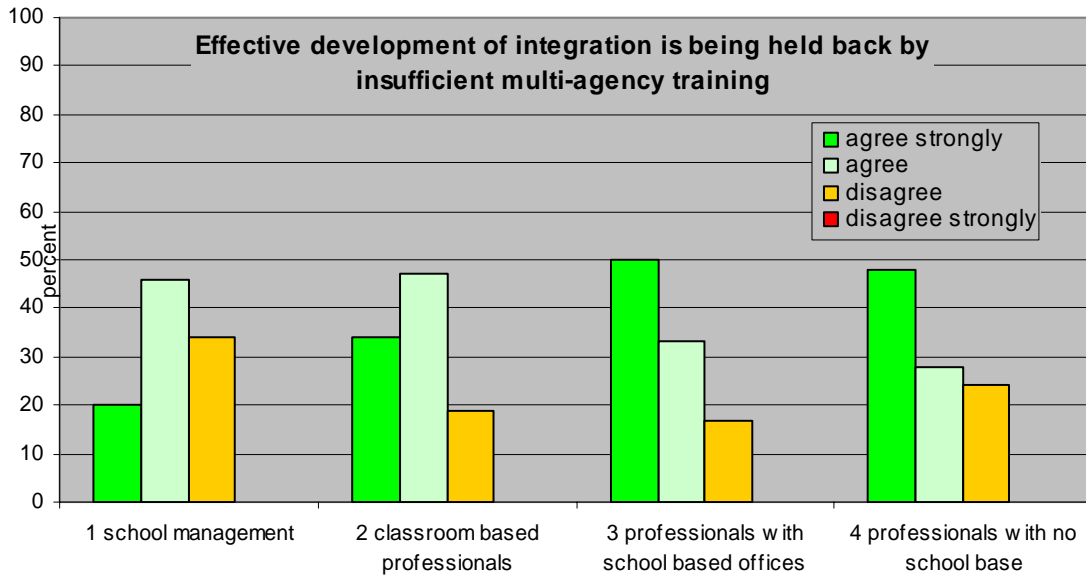
Respondents to both the School Management Survey and the Multi-Agency Professionals Survey also offered their views on a number of statements associated with multi-agency working. These statements were as follows:

- Effective development of integration is being held back by insufficient multi-agency training.
- A lot more needs to be done if integrated working is going to be effective.
- In principle, integrated working is always going to be better for children and families than having to access different services separately.
- Integrated working is getting in the way of our core professional responsibilities.
- Effective development of integration needs more targeted funding.
- Good progress has been made in a very short time.
- Integration needs professionals to speak the same language on children's needs.

Responses were analysed on the basis of respondents' professional roles and links to the Integrated Community Schools. The findings are presented below as graphs to facilitate comparison between the different groups of professionals working in or with Highland's integrated community schools. Tables providing more detailed data can be found in the Appendix.

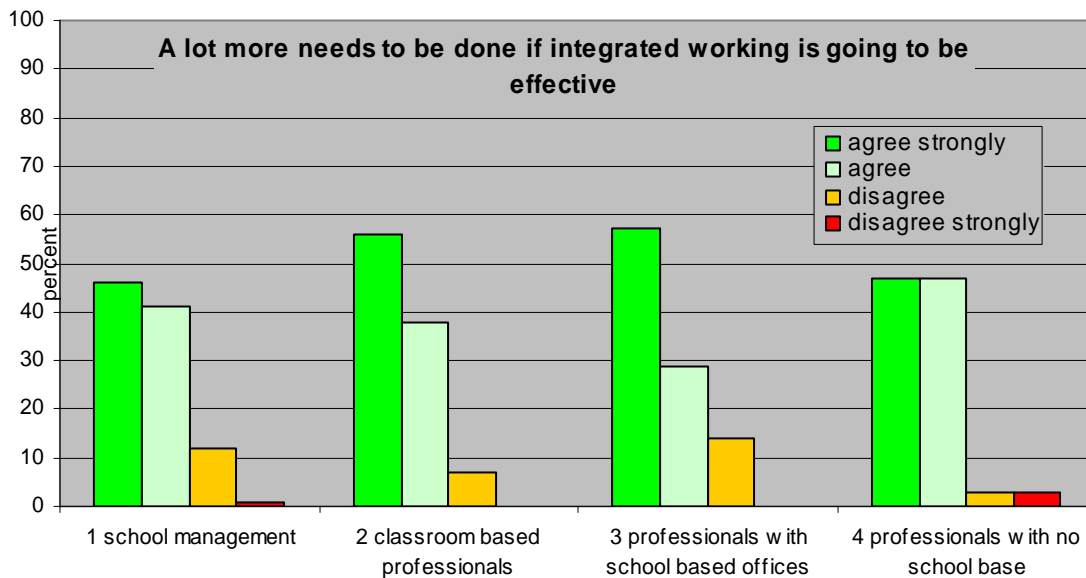
The Provision of Multi-agency Training

As Graph 6.1 shows, non-education professionals were most likely to strongly agree with the statement that *Effective development of integration is being held back by insufficient multi-agency training*. Although one in five of the school managers also strongly agreed with this statement they were the professional group who were most likely to disagree with this view (even though this only represented one third of the school managers who responded to our survey).

Graph 6.1

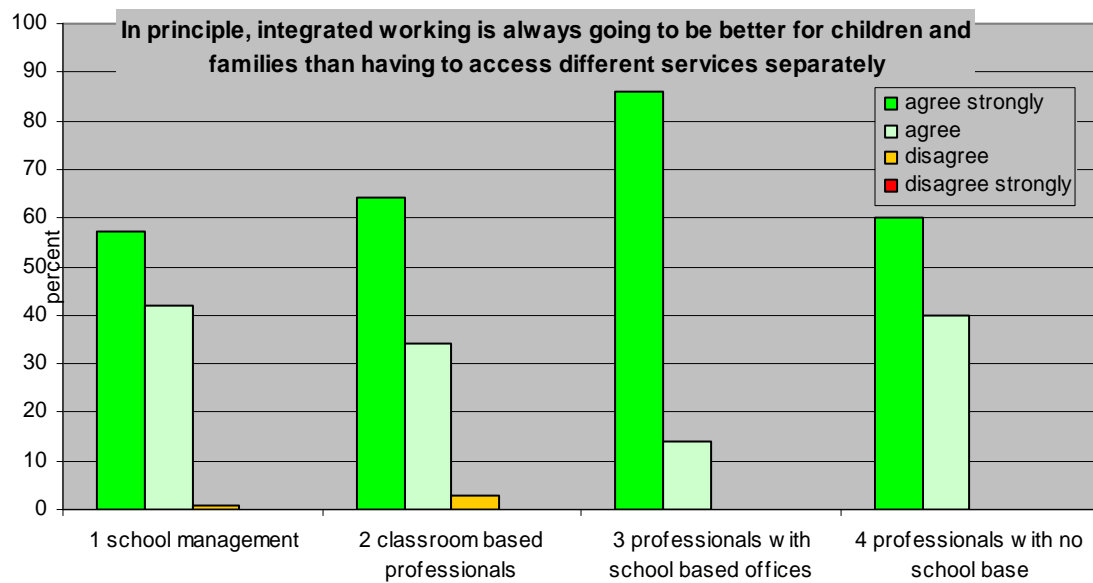
Effectiveness of Integrated Working

There was a high degree of consensus across the four professional groups who participated in the survey that *A lot more needs to be done if integrated working is going to be effective.* (See Graph 6.2).

Graph 6.2:

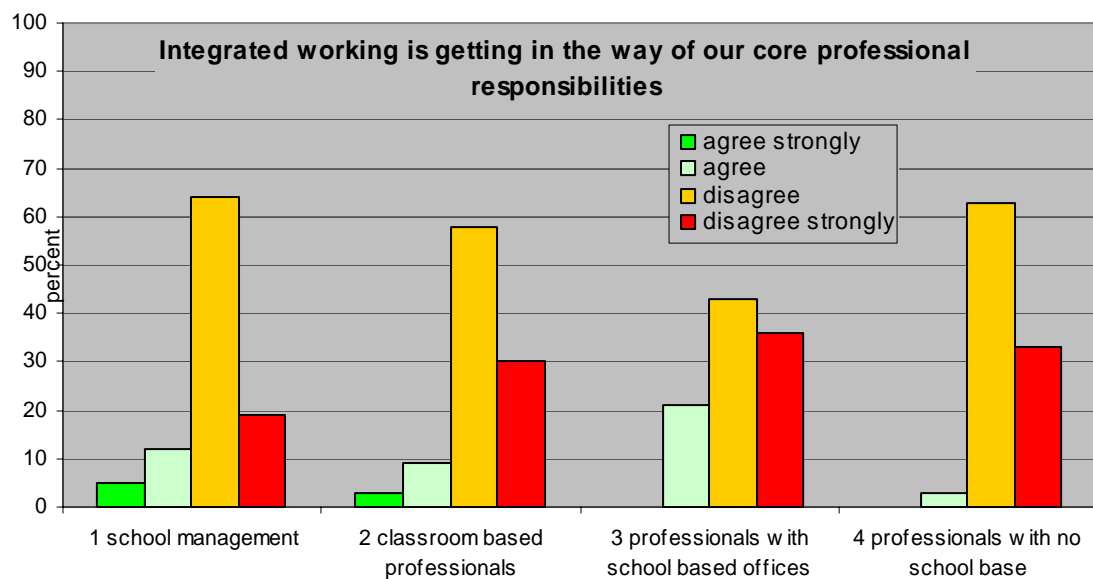
Better for Children and Families

There was virtually no disagreement at all with the statement *In principle, integrated working is always going to be better for children and families than having to access different services separately.* [Graph 6.3] It is worth noting that the non-education professionals based in schools had the highest proportion of respondents who strongly agreed with this view.

Graph 6.3

Integrated Working as a Distraction from Core Responsibilities

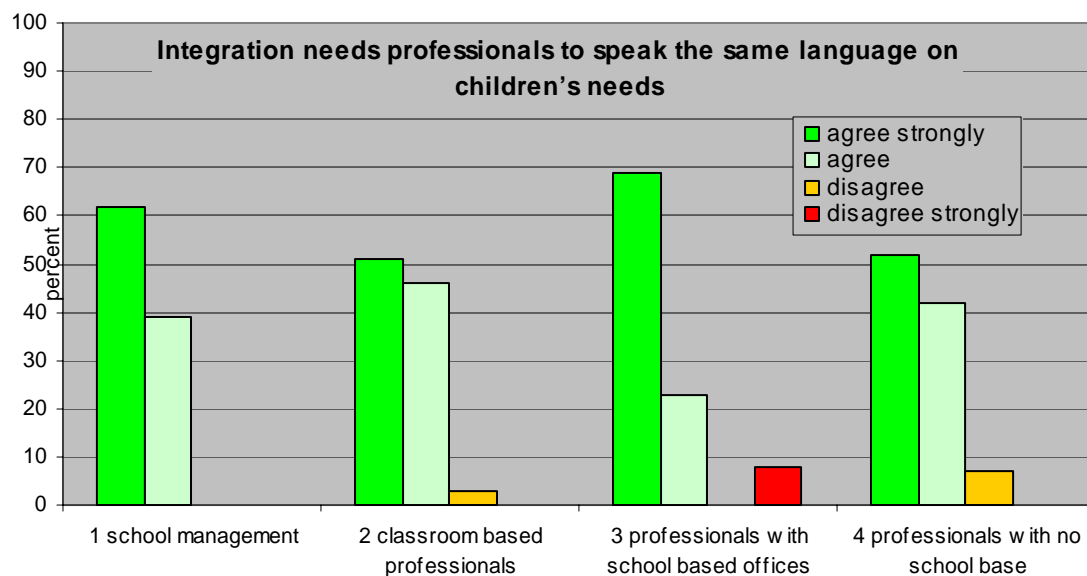
Since integrated working across children's services is perceived to be integral to the work of professionals linked with Integrated Community Schools it is reassuring to find that large majorities within each professional group did not agree with the statement *Integrated working is getting in the way of our core professional responsibilities*. [See Graph 6.4]. However, it should be noted that one-in-five of the non-education professionals based in schools did agree with this view as did small minorities of the educational professionals working in schools. The reason most frequently expressed in response to open-ended questions was that they felt they were spending too much time attending meetings and completing administrative tasks that were not directly related to their work with children and young people.

Graph 6.4:

A Common Language Across Professional Groups

Almost all of the respondents, regardless of professional role or operational base, agreed with the statement *Integration needs professionals to speak the same language on children's needs*. This view was most strongly expressed by non-education professionals based in schools and by school managers. However, there would still appear to be a small minority of professionals who need to be convinced. (See Graph 6.5).

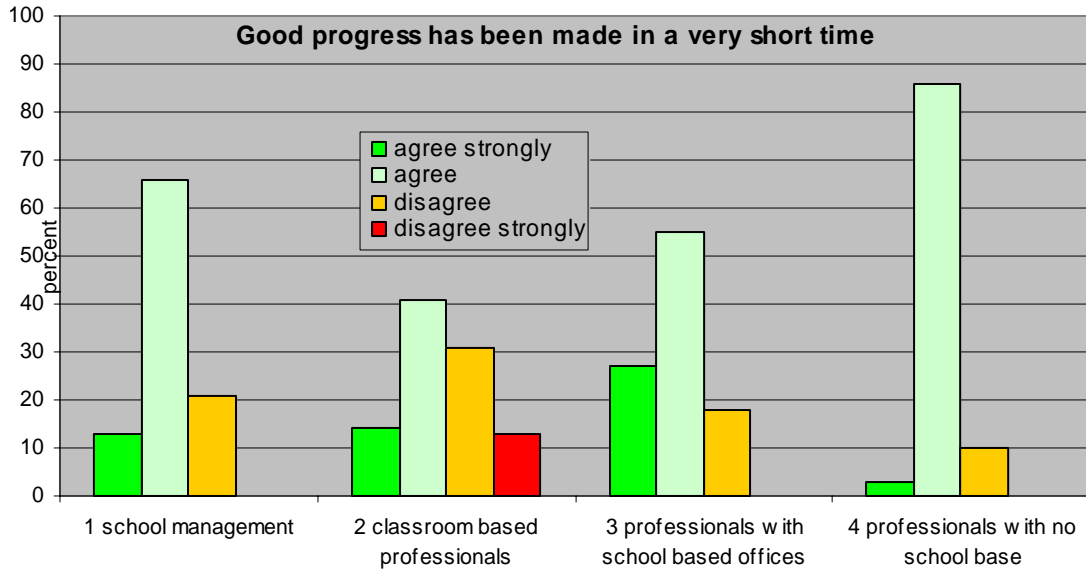
Graph 6.5



Making Good Progress

The statement *Good progress has been made in a very short time*, generated a wide range of responses. Interestingly the non-education professionals who were not based in schools were the group most likely to agree with this view and the classroom-based professionals were the group most likely to have reservations about progress.

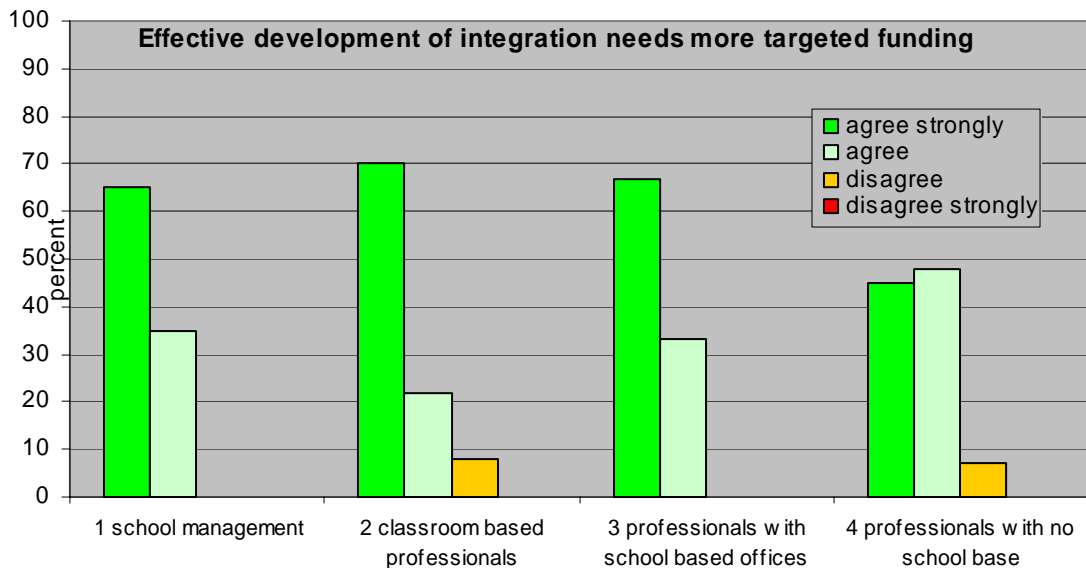
Graph 6.6:



More Targeted Funding

There was a high degree of consensus across all four professional groups that *Effective development of integration needs more targeted funding*. [Graph 6.7]. It is apparent from responses to open-ended questions that at least a sizeable minority of these respondents interpreted this statement as a need for more funding rather than more targeted funding and very few respondents offered suggestions about priorities for targeting.

Graph 6.7



7. Conclusions

It is clear that the roll-out of Integrated Community Schools has had a significant impact on the following:

- The school curriculum including:
 - developments in Health Education, PSE and local community projects;
 - the range of extended vocational education and work experience in secondary schools;
- Provision for enhancing the physical well-being and raising the attainment of all pupils through:
 - breakfast clubs;
 - homework clubs;
 - creative workshops;
 - summer schools;
- The support available for pupils experiencing behavioural difficulties, including enhanced support for those at risk of exclusion from school and the provision of anger management and social skills programmes;
- The schools' links with their local communities:
 - almost all of the responding schools were actively involved in community events;
 - around half of the primary schools and nearly all of the secondary schools were providing community access to their sports and recreational facilities;
- The development of joint working practices:
 - 91 per cent of responding primaries and all of the secondary schools had set up School Liaison Groups;
 - a majority had School Nutrition Action Groups;
 - around three-fifths of the schools now made provision for joint working between teachers and non-education professionals both in terms of classroom delivery and support for individual pupils;
- The schools' links with the structural arrangements for managing integration across their own Highland areas:
 - over half of the secondary schools had direct contact with Area Integration Managers on at least a monthly basis;
 - around half of the primaries had direct contact on at least a termly basis;
 - two-thirds of the secondary schools and just under half of the primary schools were represented on the Area Children's Service Forums.

Amongst the responding schools, take-up of places on multi-agency training courses for Child Protection and Health Promoting Schools was very high. More generally, secondary schools were more likely to take up places on courses relating to anti-social behaviour and to developmental disorders and autism. On the whole the respondents'

evaluations of these courses was positive and most thought that they had had some impact on school practice and policies.

It was also clear that the majority of respondents felt that enhanced integration had had a significant impact on how they perceived their own professional role and how they perceived the roles of other professionals with whom they were working. In most cases the impact was seen to be positive. They felt they had a clearer understanding of each other's responsibilities and the constraints within which each had to work. Most important of all, they felt that support for vulnerable children was now much more systematic and coordinated and that they were taking concerted action as a team.

Most respondents felt that enhanced integration had had a positive impact on pupils' attitudes to school and on attendance. Nearly three-quarters of respondents felt that there had also been a reduction in disruptive behaviour although classroom teachers were less likely to express this view than either school managers or non-education professions working in or aligned to those schools.

Finally, when asked about the potential benefits of integrated working most respondents identified:

- Operational benefits particularly in terms of shared information and expertise;
- More colleagues adopting a holistic view of the child's needs;
- Improved targeting of resources and support;
- Improved quality of response to children's needs.

Although most respondents identified clear developments in schools as a result of the roll-out there are still some areas of concern that may need to be addressed:

- Those schools with CSWs, social workers, youth workers and pupil support officers actually based in their schools are very positive about the overall impact which this can have, both in terms of outcomes for pupils and also through enhancing integrated working. However, according to the survey, while three-fifths of the secondary schools had at least one non-education professional based on site these were usually CSWs. Hardly any reported having a substance misuse worker, a youth worker or a social worker based on site. This was even less common in the responding primary schools.
- A significant minority of respondents, including both pupil support teachers and non-education professionals who were based in schools, observed that some class teachers still had fairly negative attitudes about integrated working. The school-based non-education professionals were also more likely than any other group to comment on negative attitudes from some of the professionals who were not based in schools, particularly those in some specialist services. It is clear that regular contact through School Liaison Groups is breaking down some of the professional barriers and negative attitudes identified in the survey but it may also be the case that negative attitudes are related to

workloads and to turnover of staff or difficulties in ensuring that professionals aligned to particular schools are able to sustain the contact.

- Related to the previous point, there was a small minority of respondents, mainly class teachers and some of the non-education professionals working in schools, who felt that integrated working was actually inhibiting them from fulfilling their core responsibilities. Mostly, they seemed to regard the meetings and paperwork involved as a distraction rather than something which was essential in order to deliver more effective support to pupils and their families. There are implications here, in particular, for the implementation of a single record of assessment.
- The majority of respondents felt that further integration and more effective integration required more multi-agency training.
- Although there was a virtual consensus among school managers and non-education professionals, based in schools and aligned to schools, that good progress was being made towards integrated working, this view was not as widely shared by the classroom-based professionals who participated in the survey. This supports evidence which has emerged from visits to Highland schools by the evaluation team suggesting that unless classroom teachers have had regular contact with a range of different professionals from other services then their knowledge of integrated working tends to be limited, usually to the work of a Children's Services Worker or school nurse. It may be necessary in some schools to do more to raise awareness of integrated working amongst the staff as a whole and not just amongst those, such as pupil support staff, who are most likely to come into regular contact with a range of different professionals.

APPENDIX 1 TABLES NOT USED IN TEXT

Table A1: Rating of Professional Groups' Attitudes to Integrated Working: by School Management Post-holders

Professional Groups	Rating by School Management Post-holders of Professional Groups Attitudes Towards Integrated Working:				Totals N (%)
	Very Positive %	Fairly Positive %	Fairly Negative %	Very Negative %	
School management	59	40	1	0	81 (100%)
Class teachers	35	57	8	0	79 (100%)
Learning support staff	64	35	1	0	75 (100%)
Auxiliaries	43	54	3	0	72 (100%)
Education psychologists	70	30	0	0	69 (100%)
Autism outreach staff	68	28	2	2	50 (100%)
Children's service workers	74	26	0	0	53 (100%)
Family liaison officers	70	22	4	4	27 (100%)
Youth action team members	58	42	0	0	24 (100%)
School nurses	61	37	1	0	75 (99%)
Community paediatricians	44	51	5	0	57 (100%)
Police	49	45	6	0	49 (100%)
Mental health staff	42	53	5	0	38 (100%)

Table A2: Rating of Professional Groups' Attitudes to Integrated Working: by Classroom-based Professionals

Professional Groups	Rating by Classroom-based Professionals of Professional Groups Attitudes Towards Integrated Working:				Totals N (%)
	Very Positive %	Fairly Positive %	Fairly Negative %	Very Negative %	
School management	62	35	4	0	81 (101%)
Class teachers	20	52	28	0	79 (100%)
Learning support staff	65	31	4	0	81 (100%)
Auxiliaries	50	41	7	2	68 (100%)
Education psychologists	64	33	3	0	69 (100%)
Autism outreach staff	69	26	5	0	58 (100%)
Children's service workers	55	44	2	0	62 (101%)
Family liaison officers	53	45	3	0	38 (101%)
Youth action team members	36	59	5	0	39 (100%)
School nurses	55	41	3	2	66 (101%)
Community paediatricians	32	55	8	6	53 (101%)
Police	41	51	3	5	37 (100%)
Mental health staff	39	48	9	5	44 (101%)

Table A3: Rating of Professional Groups' Attitudes to Integrated Working: by Professionals with School-based Offices

Professional Groups	Rating by Professionals with School-based Offices of Professional Groups Attitudes Towards Integrated Working:				Totals N (%)
	Very Positive %	Fairly Positive %	Fairly Negative %	Very Negative %	
School management	64	21	14	00	14 (99%)
Class teachers	8	75	00	17	12 (100%)
Learning support staff	46	46	8	0	13 (100%)
Auxiliaries	50	33	17	0	12 (100%)
Education psychologists	75	17	8	0	12 (100%)
Autism outreach staff	56	0	44	0	9 (100%)
Children's service workers	86	7	7	0	14 (100%)
Family liaison officers	80	10	10	0	10 (100%)
Youth action team members	36	27	36	0	11 (99%)
School nurses	67	17	8	8	12 (100%)
Community paediatricians	70	20	10	0	10 (100%)
Police	27	55	18	0	11 (100%)
Mental health staff	30	50	10	10	10 (100%)

Table A4: Rating of Professional Groups' Attitudes to Integrated Working: by Professionals with no School Base

Professional Groups	Rating by Professionals with No School Base of Professional Groups Attitudes Towards Integrated Working:				Totals N (%)
	Very Positive %	Fairly Positive %	Fairly Negative %	Very Negative %	
School management	37	57	7	0	30 (101%)
Class teachers	19	69	12	0	26 (100%)
Learning support staff	48	44	7	0	27 (99%)
Auxiliaries	14	77	9	0	22 (100%)
Education psychologists	50	40	10	0	30 (100%)
Autism outreach staff	47	53	0	0	17 (100%)
Children's service workers	52	48	0	0	25 (100%)
Family liaison officers	60	40	0	0	20 (100%)
Youth action team members	38	63	0	0	24 (101%)
School nurses	54	43	4	0	28 (101%)
Community paediatricians	32	48	20	0	25 (100%)
Police	25	65	10	0	20 (100%)
Mental health staff	23	62	15	0	26 (100%)

Table A5: Management Post Holders: Response to Attitudinal Statements

Attitudinal Statements	Agreement Levels of Management Post-holders to Statements:				Totals N (%)
	Agree Strongly %	Agree %	Disagree %	Disagree Strongly %	
Effective development of integration needs more targeted funding	65	35	0	0	75 (100%)
Good progress has been made in a very short time	13	66	21	0	67 (100%)
Integration needs professionals to speak the same language on children's needs	62	39	0	0	78 (101%)
Integrated working is getting in the way of our core professional responsibilities	5	12	64	19	74 (100%)
In principle, integrated working is always going to be better for children and families than having to access different services separately	57	42	1	0	81 (100%)
A lot more needs to be done if integrated working is going to be effective	46	41	12	1	76 (100%)
Effective development of integration is being held back by insufficient multi-agency training	20	46	34	0	70 (100%)

Table A6: Classroom-based Professionals: Response to Attitudinal Statements

Attitudinal Statements	Agreement Levels of Classroom-based Professionals to Statements:				Totals N (%)
	Agree Strongly %	Agree %	Disagree %	Disagree Strongly %	
Effective development of integration needs more targeted funding	70	22	8	0	73 (100%)
Good progress has been made in a very short time	14	41	31	13	70 (99%)
Integration needs professionals to speak the same language on children's needs	51	46	3	0	80 (100%)
Integrated working is getting in the way of our core professional responsibilities	3	9	58	30	76 (100%)
In principle, integrated working is always going to be better for children and families than having to access different services separately	64	34	3	0	80 (101%)
A lot more needs to be done if integrated working is going to be effective	56	38	7	0	77 (101%)
Effective development of integration is being held back by insufficient multi-agency training	34	47	19	0	68 (100%)

Table A7: Professionals with School-based Offices: Response to Attitudinal Statements

Attitudinal Statements	Agreement Levels of Professionals with School-based Offices to Statements:				Totals N (%)
	Agree Strongly %	Agree %	Disagree %	Disagree Strongly %	
Effective development of integration needs more targeted funding	67	33	0	0	12 (100%)
Good progress has been made in a very short time	27	55	18	0	11 (100%)
Integration needs professionals to speak the same language on children's needs	69	23	0	8	13 (100%)
Integrated working is getting in the way of our core professional responsibilities	0	21	43	36	14 (100%)
In principle, integrated working is always going to be better for children and families than having to access different services separately	86	14	0	0	14 (100%)
A lot more needs to be done if integrated working is going to be effective	57	29	14	0	14 (100%)
Effective development of integration is being held back by insufficient multi-agency training	50	33	17	0	12 (100%)

Table A8: Professionals with No School Base: Response to Attitudinal Statements

Attitudinal Statements	Agreement Levels of Professionals with No School Base to Statements:				Totals N (%)
	Agree Strongly %	Agree %	Disagree %	Disagree Strongly %	
Effective development of integration needs more targeted funding	45	48	7	0	29 (100%)
Good progress has been made in a very short time	3	86	10	0	29 (99%)
Integration needs professionals to speak the same language on children's needs	52	42	7	0	31 (101%)
Integrated working is getting in the way of our core professional responsibilities	0	3	63	33	30 (99%)
In principle, integrated working is always going to be better for children and families than having to access different services separately	60	40	0	0	30 (100%)
A lot more needs to be done if integrated working is going to be effective	47	47	3	3	30 (100%)
Effective development of integration is being held back by insufficient multi-agency training	48	28	24	0	29 (100%)