

The Beacon Pilot Learning Evaluation: interim findings

- Overview of where we are with the evaluation in relation to Beacon activities in Pilot Schools

Beacon project activity in pilot schools

- Family Support Worker – new role
- Partner visits (SIP) in T1, T2, T3
- Training for whole staff – 1) Making Sense of Behaviour, 2) Attachment, 3) Neuroscience and Trauma
- Emotion Coaching x 2 sessions
- Reflective Seminar x 7 sessions
- Group Supervision FSW x 5 sessions
- Group Supervision Project Leads x 5 sessions



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Learning evaluation activity to date

- The evaluation explores learning from the first year and how that may evolve
- Interim findings relate to research to date (highlighted)

	Evaluation activities
Autumn 1 (2021)	Questionnaires: staff, pupils, parents/ carers
Spring (2022)	Qualitative Interviews; part 1
Summer	Questionnaires: staff, pupils, parents/ carers
Autumn 2	Qualitative Interviews; part 2
Spring (2023)	Questionnaires: staff, pupils (pupils tracked from Yr4/5 now Yr5/6), parents/ carers Penn Portrait school visit including Focus Groups with staff, pupils, various stakeholders incl. parents/ carers

Qualitative interviews

Offer perspectives on the Beacon Project:

Project Lead – comment on ‘Before and Now’

Family Support Worker – comment on ‘Reach’

Findings:

- Four Main themes emerged
- Illustrative quotes - reflect a common or shared experience across more than one school

Theme 1 ‘FSW is making a difference’

Two things stand out for all pilot schools:

- Wide range of things FSW is doing
- Sense of increased capability – SLT

“We’ve been ploughing resources into the FSW worker role and we’re beginning to see the fruits of that. Long term we’re going to see many more of the barriers the Beacon is trying to overcome being smashed down by the FSW influence around the school” (School 5)

'FSW is making a difference' ctd

- Impact may not be apparent at the time

“When you're in it, you don't recognize that you are making those little steps. We've got one child who was very shut down at the beginning of the year and expressed feeling suicidal at times and we were making referrals to CAMHS. We don't feel we need that anymore. This child is moving on to secondary school next year and this child's journey shows real progress.” (School 2)



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Theme 2 ‘Getting in early’

- Strong sense in pilot schools that they are getting in earlier
- Co-ordinated response is more effective (home/school)

“This year we’ve had several children come in with extremely challenging behaviour. They were potentially going to be high need going through the school. Currently, the situation is that none of those children need any additional adult support, which is remarkable” (School 3)



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'Getting in early' ctd

- Able to pick up on subtle indicators that something isn't quite right

“There were some children where we noticed they weren't reading at home. Before we may have nagged, 'do the reading'. Now we give those parents extra support with their own literacy.”

“It boosts their confidence to grow that skill and to help their child with home learning.” (School 5)

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Theme 3 ‘Staff problem-solving’

- Refining practice, improving systems
- Trying out new ways of doing things (many examples)

“Not everyone in school understands things in the same way. By discussing attachment or emotion coaching in relation to individual cases, we’ve brought the appropriate responses and scripts to the forefront in our interactions.” (School 3)

‘staff problem solving’ ctd

- Staff dealing with problems feel better

“What staff have found helpful is when you have a child that is challenging you, you can recognise your own needs in a positive way... It’s fine to take a break.” (School 4)

“Our response to our most challenging pupils has changed. It is intense and tiring work but no-one is looking at suspension or sanctions.” (School 5)



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Theme 4 ‘Building trust with parents’

- Frequent, informal interactions can build trust

“You can see a change in parents. We’ve got families that speak to us a lot more now than they would have done before.” (School 2)

“We have some families who disengage if we have to raise safeguarding. Over time of building a relationship, we’ve had parents turn up for meetings, which was huge.” (School 4)



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‘Building trust with parents’ ctd

- Priority at this time

“We’re opening the doors again and working on our engagement. We’re giving parents an opportunity to chat... They take so much more away from that than we realised” (School 4)

“We’ve had to hold parents at arms length and now some of them just want to hand everything back to us. We’re re-building the relationships where we work together” (School 2)



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Summary of themes

- 'FSW is making a difference'
- 'Getting in early'
- 'Staff problem-solving'
- 'Building trust with parents'