

# North Somerset Council

## REPORT TO THE CHILDREN AND YOUNG PEOPLE'S SERVICES POLICY AND SCRUTINY PANEL

<b>DATE OF MEETING:</b>	<b>22 JUNE 2015</b>
<b>SUBJECT OF REPORT:</b>	<b>PERFORMANCE &amp; FINANCIAL MONITORING</b>
<b>TOWN OR PARISH:</b>	<b>ALL</b>
<b>OFFICERS PRESENTING:</b>	<b>ACTING ASSISTANT DIRECTOR, STRATEGY, COMMISSIONING AND PERFORMANCE</b>
<b>KEY DECISION:</b>	<b>NO</b>

### RECOMMENDATION

The Panel is asked to:

Note the financial and performance information presented in the report and to comment on both areas for improvement and areas of good performance.

### 1. SUMMARY OF REPORT

The Children and Young People's Services Policy and Scrutiny Panel requested regular performance and financial management monitoring reports to help members evaluate the extent to which the Council and its partners are achieving key plans and objectives for children and young people's services and to provide appropriate challenge, praise and suggestions to improve performance.

The Council's Performance Management Framework includes a requirement for regular (at least quarterly) formal monitoring of our financial and performance position so that appropriate remedial action can be taken if needed.

The Panel's June 2014 meeting agreed the content of subsequent 2014/15 monitoring reports and this report puts forward suggestions for key question information to be included in future reports.

### 2. INSPECTION AND IMPROVEMENT

Flax Bourton Church of England Primary School was inspected by Ofsted in March 2015 and was judged to be outstanding, which was an improvement of its 'good' rating previously. All five sub categories of leadership and management, behaviour and safety of pupils, quality of teaching, achievement of pupils and early years provision were also judged to be outstanding.

Comments from Ofsted included:

- Flax Bourton provides a unique range of outstanding educational experiences for all pupils and is highly successful in preparing them for the next stage of their education. During the inspection, a parent said, 'This really is the most wonderful school!'
- The co-headteachers create an excellent team, lead by example and work tirelessly to improve every aspect of the education provided. They leave nothing to chance and will only accept the very best provision for every pupil.
- Teaching is frequently outstanding and never less than good in all classes. Teachers use feedback from leaders to effectively improve their lessons.
- Governors are experienced, highly skilled and forward thinking. They use accurate information to provide robust challenge to leaders and support continued improvements across the school.
- All pupils are treated as individuals. As a result, disadvantaged pupils and those with special educational needs are very well provided for and make at least good progress.

Blagdon Primary School was inspected in February 2015 and was judged to be good, with all sub-categories being rated as good as well. The last inspection also resulted in a 'good' judgement. Comments from Ofsted included:

- Achievement is typically good and is outstanding at times. Leaders have ensured teaching and achievement have continued to improve throughout the school.
- Senior leaders and teachers have made effective use of external support provided by the local authority to further improve teaching and pupils' progress.
- Governors strengthen the overall leadership of the school. They use detailed information on the school's performance to provide a high level of challenge to school leaders.
- Strong relationships exist between adults and pupils, creating a very positive atmosphere for learning. As a result, pupils feel safe, happy, behave well and are successful learners.

Blagdon is not yet an outstanding school because:

- Not enough teaching is outstanding.

Worle Village Primary School was inspected in February and was judged to be good, with all sub-categories being rated as good as well. This was an improvement from the 'requires improvement' judgement received previously. Comments from Ofsted included:

- The school leadership, supported by a new governing body, has successfully and rapidly improved the school since the previous inspection.
- Pupils, including the most able, disadvantaged pupils in receipt of additional funding, disabled pupils and those who have special educational needs, all make good progress, especially in mathematics and reading.
- Pupils behave well in lessons and around the school. They enjoy learning. Pupils feel very safe and the school gives them excellent care and support.
- Teaching is good. Teachers have high expectations of what pupils can achieve. Teachers benefit from good opportunities for training and guidance, often provided from other local schools.

Worle Village is not yet an outstanding school because:

- When marking pupils' work, teachers do not give pupils enough precise detail on how they should correct errors and improve their work. Pupils do not consistently respond to the teachers' comments.

St Martin's Church of England Primary School was inspected in February and was judged to be good, with all sub-categories being rated as good as well. This was an improvement from the 'requires improvement' judgement received previously.

Comments from Ofsted included:

- The headteacher, ably supported by other leaders and governors, provides determined and effective leadership and management. This has led to significant improvements, particularly in teaching and pupils' achievement.
- Pupils benefit from teaching that is consistently good. As a result, all groups of pupils are achieving well.
- Children make good progress from their starting points in the Reception classes. They thrive as a result of the imaginative range of activities adults provide.
- The school's care and support for pupils with disabilities and those with special educational needs is very well organised. As a consequence, the school has gained the confidence and trust of the parent community.

St. Martins is not yet an outstanding school because:

- Teaching does not ensure that all pupils are challenged consistently in ways that help them achieve the highest levels, especially when applying their mathematical skills.
- Leaders do not check systematically that pupils' spiritual, moral, social and cultural development is helping to accelerate pupils' understanding of life in modern Britain.

Kingshill Church School was inspected in January for the first time and was rated as good. Leadership & management and behaviour & safety of pupils were judged to be outstanding, whereas quality of teaching, achievement of pupils and early years provision were judged to be good. Comments from Ofsted included:

- Kingshill Church School is a good, and rapidly improving, school where the pupils' spiritual, moral, social and cultural development and their academic progress are promoted equally successfully.
- Leadership is outstanding. Inspired by the headteacher, leaders and managers at the school have worked very effectively to create a vibrant and successful learning community.
- Pupils of all abilities achieve well from their differing starting points, with an increasing number making rapid progress in response to stimulating teaching.
- Pupils' behaviour is outstanding. Pupils share excellent relationships with each other and with adults and enjoy coming to school.

Kingshill is not yet an outstanding school because:

- Pupils are not always given enough guidance on how to respond to teachers' marking and this limits the pace of their progress.
- A few pupils, mostly the less able, have a limited vocabulary or have difficulty in recalling number facts quickly enough. These weaknesses restrict their ability to write more imaginatively and solve mathematical problems.

Milton Park Primary School was inspected in January and was judged as requires improvement, the same as its previous judgement. Leadership & management,

early years provision and behaviour & safety of pupils were judged to be good, whereas quality of teaching and achievement of pupils were judged as requires improvement. Ofsted stated that the school had strengths that included the following:

- The newly appointed headteacher is determined to ensure the school becomes the best it can be. She is ably supported by the deputy headteachers and other senior leaders.
- Since the last inspection, governance has become more effective. Governors are supportive of the school and routinely challenge the leadership to secure improvements.
- The gaps in the achievement between disadvantaged pupils and their peers are closing.

Ofsted stated that Milton Park is not good because:

- Not all pupils achieve well enough by the end of Year 6, particularly in writing.
- The work that teachers set is not always well matched to meet the needs of the pupils. Sometimes it is too hard but often it is too easy, especially for more able pupils in English and mathematics.
- Disabled pupils and those who have been identified as having special educational needs do not make consistently good progress in reading, writing or mathematics.

Kewstoke Primary School was inspected in January and was judged to be good, with all sub-categories being rated as good as well. This was an improvement from the 'requires improvement' judgement received previously. Comments from Ofsted included:

- The headteacher, strongly supported by leaders at all levels, has created a culture of continuing improvement.
- Governors and staff leaders at all levels are very knowledgeable about the work of the school. They work well as a team to check the school's performance. By sharing and developing their skills, they have helped to secure good teaching and pupils' learning.
- Pupils behave well, develop self-confidence and make good contributions to learning.
- The school's work to keep pupils safe and secure is good.

Kewstoke is not yet outstanding because:

- Pupils' ability to spell words accurately and to quickly recall number facts is not always strong enough. At times, this impedes their confidence in tackling mathematical problems and including more descriptive words in their writing.

### **3. KEY CORPORATE PERFORMANCE INDICATORS**

For 2014/15 the Council revised its basket of Key Performance Indicators which are monitored quarterly by the Corporate Management Team and reported to members. There were five key indicators for children's services and the year end performance against these indicators is shown in Appendix 2. Three of the four for which there was a valid target had met or were within tolerance of their target (75%) and one did not meet its target.

#### **4. NUMBERS OF CHILDREN LOOKED AFTER**

When a child becomes 'Looked After' the Council takes on a parenting role, either with the agreement of the parents or through a court order which gives the local authority a share of parental responsibility for that child. Children Looked After cease to be Looked After on reaching their 18th birthday, if they have not ceased previously. Trends in numbers Children Looked After are shown in Appendix 1.

Members are aware from previous reports that numbers of Looked After children increased sharply in 2012, rising from 231 on 31 March 2012 to 279 on 31 December 2012, an increase of 21%. This was partly due to a number of large sibling groups starting to be Looked After and also due to increases in the numbers of 0-4 year olds and 16 or 17 year olds starting to be Looked After. During the 3 years from June 2009 to June 2012 the number of Children Looked After had generally ranged from 220 to 240.

During 2013 there was a steady decrease in the number of Children Looked After to 204 on 31 December 2013, with relatively few children having started to be Looked After. During 2014 the number of Children Looked After increased slowly and stabilised at around 230, which was above the target of 210. This level has continued into 2015 and at 6<sup>th</sup> May 2015 there were 223 Children Looked After.

The reasons for increases and decreases in numbers of Children Looked After are complex. The Assistant Director and Service Leaders are tightly monitoring all requests for a child to be Looked After. Every Child Looked After is being reviewed to ensure that care plans are being progressed and plans to return children home wherever possible are being actioned.

#### **5. FINANCIAL MONITORING**

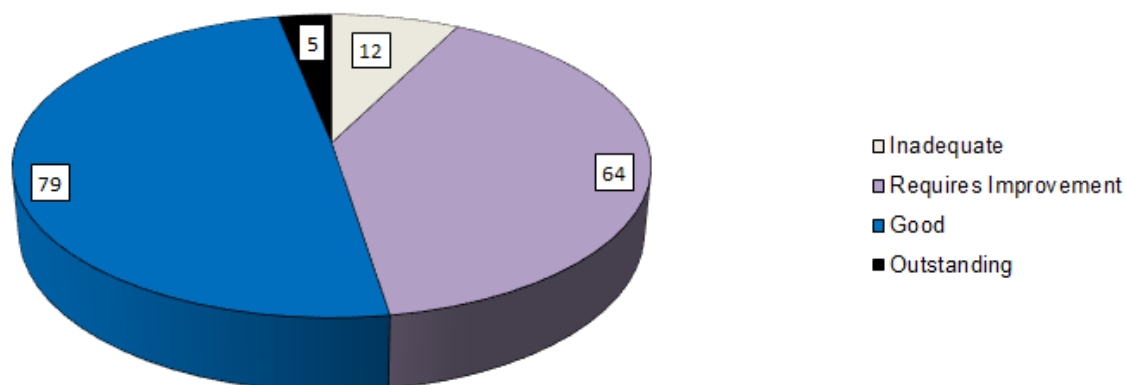
The year-end financial information will not have been considered by the Executive at the time this report is circulated and so financial information cannot be included in this report.

#### **6. CASE FILE AUDITS**

Case audit is an important tool to ensure quality and consistency and promote a culture of learning and improvement. There is a programme of regular case audit undertaken by managers in the Support and Safeguarding Branch and the programme for audits to 2017 is attached at Appendix 3. Members of the Directorate Leadership Team (DLT) audit a case, chosen at random, monthly as a routine part of the Leadership Team meeting and, in addition, the North Somerset Safeguarding Children Board undertakes a programme of multi agency audits.

The audit process within the Support and Safeguarding Branch involves grading the cases sampled and a summary of the gradings for 160 cases is shown in the chart below. Overall, 53% of these case audits resulted in a good or outstanding grading. The findings from these case audits are fed back to teams and individual workers as appropriate.

## Support and Safeguarding Case Audits 2014/15



### 7. PROGRAMME FOR FUTURE THEMATIC REPORTS

Key questions about performance were previously identified which were then covered in series of thematic sections to the regular performance and financial monitoring report. It is now time to identify the programme for the 2015/16 council year.

If members consider that the questions below continue to reflect priorities, then the schedule of reports would be as follows:

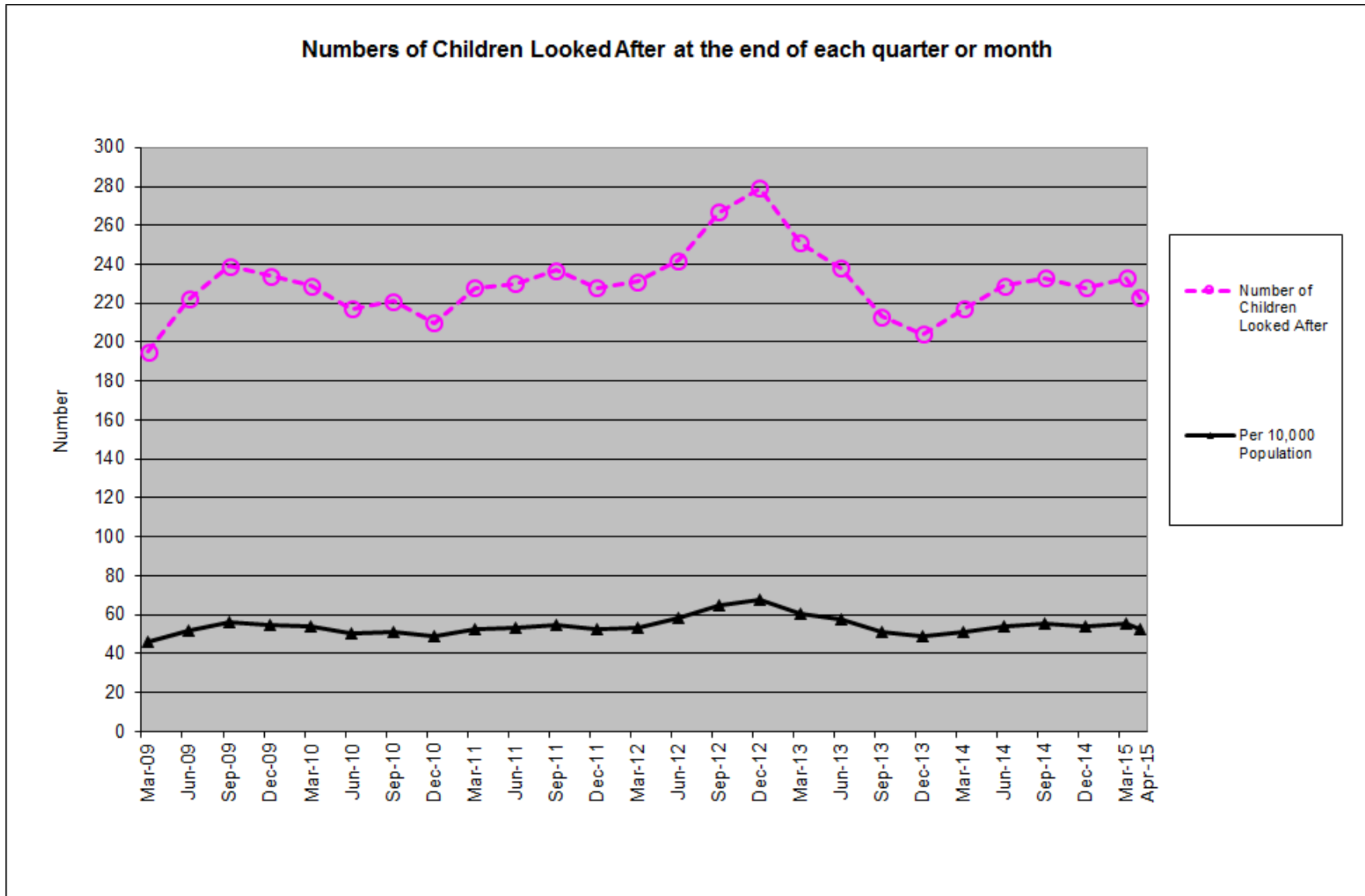
- What are the trends in numbers of Children Looked After, children with a Child Protection Plan and Children in Need receiving Support and Safeguarding services? (September 2015). Also, early indications of GCSE and 'A' level results by school will be appended.
- To what extent are family preferences being met in the allocation of school places and how does this vary by pupil characteristics? (November 2015)
- How well are children achieving in North Somerset Schools and how does this vary between areas? (January 2016)
- How well do vulnerable groups, such as Children Looked After, children with Special Educational Needs and pupils eligible for Free School Meals, achieve at school? (March 2016)

The Panel may of course wish to suggest other themes instead of those previously agreed.

#### Author

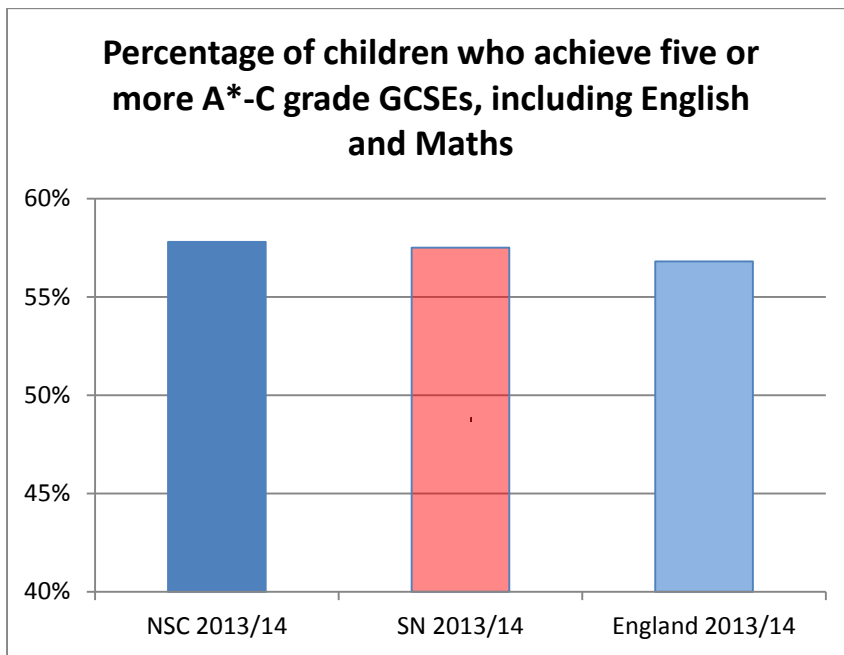
Malcolm Lane, Management Information Manager

## Appendix 1



**APPENDIX 2 - End of year performance summary for Key Corporate Performance Indicators**

	<b>NSC 2013/14</b>	<b>NSC Target 2013/14</b>	<b>NSC 2012/13</b>	<b>SN 2013/14</b>	<b>England 2013/14</b>	<b>Met target?</b>
Percentage of children who achieve five or more A*-C grade GCSEs, including English and Maths – final figures	<b>57.8%</b>	N/A due to definition change	New methodology	57.5%	56.8%	New methodology



Key: SN - 'Statistical Neighbours' which are a group of 10 councils similar to North Somerset according to DfE calculations.

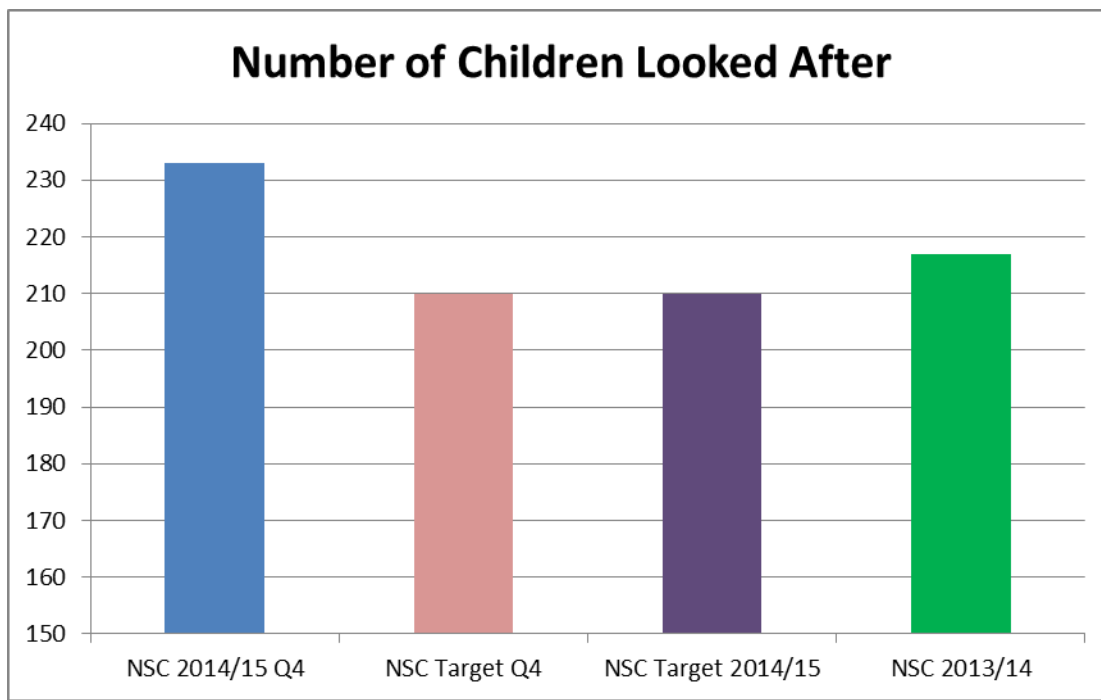
**Note – New definition:**

The new calculation method based on Professor Alison Wolf's Review of Vocational Education recommendations:

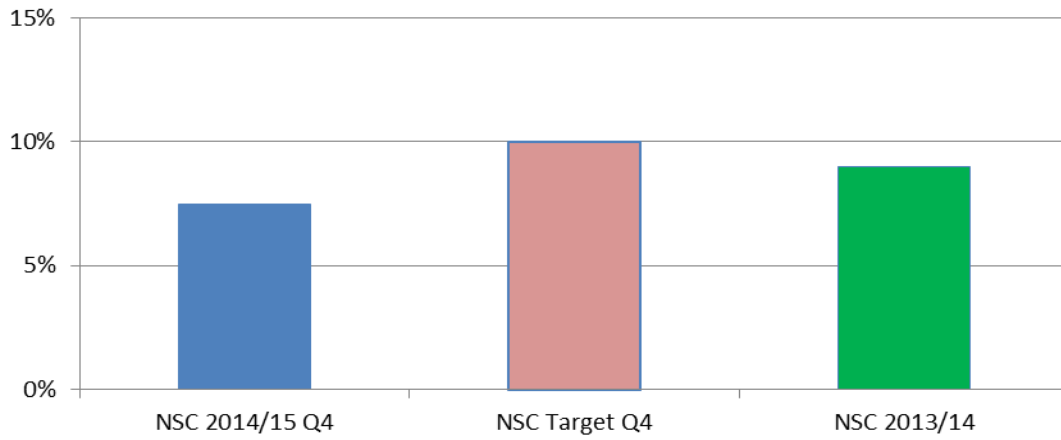
- restricts the qualifications counted, based on quality criteria;
- prevents any qualification from counting as larger than one GCSE (some BTECs previously counted as up to 4 GCSEs);
- caps the number of non-GCSEs included in performance measures at two per pupil;
- only counts a pupil's first attempt at a qualification.



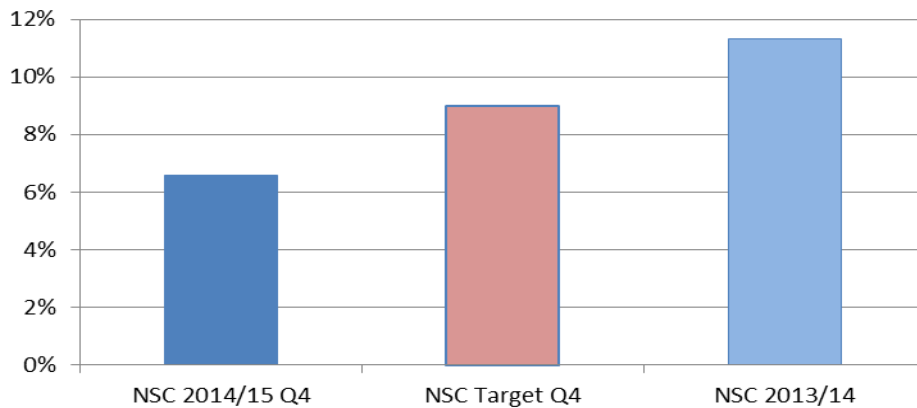
	<b>NSC 2014/15 Q4</b>	NSC Target Q4	NSC Target 2014/15	NSC 2013/14	Statistical Neighbour LAs average 2013/14	England 2013/14	Met target?
Number of Children Looked After	<b>233</b>	210	210	217			<b>N</b>
The percentage of children becoming subject to a child protection plan for the second or subsequent time, within 2 years of the first plan end date.	<b>7.5%</b>	10.0%	<= 10%	9.0%	N/A	N/A	<b>Y</b>
The percentage of child protection referrals of children made within 12 months of a previous child protection referral	<b>6.6%</b>	9.0%	<= 9%	11.3%	local indicator	local indicator	<b>Y</b>
The percentage of 17 year olds who are participating in education (including part-time) or work-based learning.	<b>92.9%</b>	96.0%	>= 96%	94.6%	84.1%	85%	<b>Within tolerance</b>



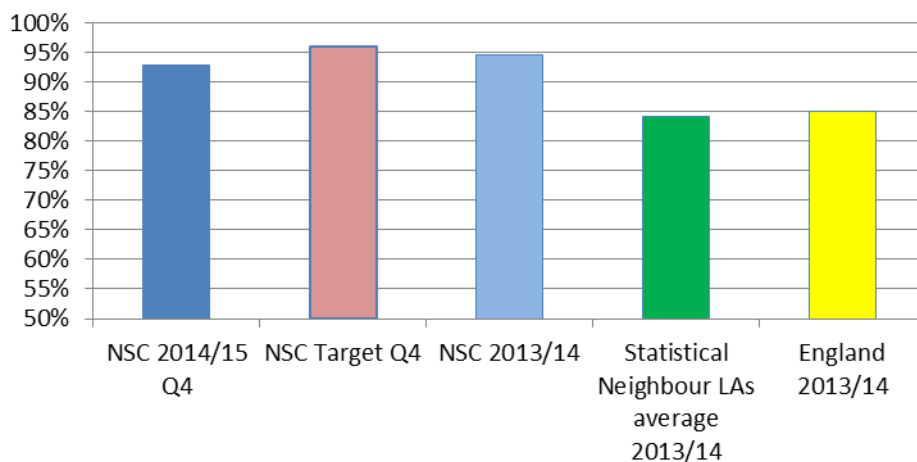
**The percentage of children becoming subject to a child protection plan for the second or subsequent time, within 2 years of the first plan end date.**



**The percentage of child protection referrals of children made within 12 months of a previous child protection referral**



**The percentage of 17 year olds who are participating in education (including part-time) or work-based learning.**



**APPENDIX 3 - Programme of Case File Audits**

**SUPPORT & SAFEGUARDING BRANCH OF  
PEOPLE & COMMUNITIES DIRECTORATE**

**PROGRAMME OF FILE AUDITS  
April 2015 to March 2017**



**By: Eifion Price Directorate: People & Communities**  
**Review: March 2017**

Audit subject and key documents to inform audit process	Focus areas – examples	Staff names	Month/date/time	Lead Service Leader	Venue
<p><b>Supervision (1)</b></p> <p>NS Supervision Policy  Social Work reform board; Standards for Social Work Employers</p>	<ul style="list-style-type: none"> <li>• Record of management oversight</li> <li>• Staff development</li> <li>• Evidence of reflective case work</li> <li>• Voice of the child</li> </ul>	<p>Service Leaders Jackie Milton /Sheila French/  Resource SL /Mike Rees/  East SL  DCT rep  R+A rep  Children Centre Leaders  Jenie Eastman /Tracey Wells</p>	<p>April 2015</p>	<p>North</p>	
<p><b>Child in Need Assessments and Intervention (1)</b></p> <p>NS CIN policy  NSSCB Threshold Criteria  NSSCB Think Family  Multi- agency guidance  Working Together to Safeguard Children 2013</p>	<p>Assessment plan review cycle</p> <ul style="list-style-type: none"> <li>• Threshold</li> <li>• Timescales – from referral / assessment / service delivery</li> <li>• Core group participation</li> <li>• Quality of analysis/risk assessment</li> <li>• Voice of the child.</li> <li>• Application of Signs of Safety Signs of safety – danger statement, safety plan, story board, 3 houses, scaling</li> <li>• Management Oversight</li> </ul>	<p>Service Leader – Sheila French  Team Leaders Kyra Elliot / Laura Ketchen  DCT rep  CSWP – 1 from North , South, East areas</p>	<p>May 2015</p>	<p>North</p>	

Audit subject and key documents to inform audit process	Focus areas – examples	Staff names	Month/date/time	Lead Service Leader	Venue
<b>Kinship Placements/Reg 24 / SGO / Private Fostering</b> NS Private Fostering Policy INSERT DOCS	<ul style="list-style-type: none"> <li>• Assessment of risk</li> <li>• Management Oversight</li> <li>• Outcomes</li> <li>• Timescales</li> <li>• Breakdowns</li> </ul>	Service Leader – East Team Leaders Jackie Smith / Ruth Gilpin / Justine Davies CSWP from East	June 2015	East	
<b>Contacts that resulted in NFA</b> NS CIN policy NSSCB Threshold Criteria NSSCB Think Family Multi- agency guidance Working Together to Safeguard Children 2013	<ul style="list-style-type: none"> <li>• Referrals that didn't meet threshold</li> <li>• Response to referrer</li> <li>• Management Oversight</li> </ul>	Service leader – Jackie Milton Team Leader Wendi Maxwell R+A rep CSWP from South	July 2015	South	
<b>Early Help (1)</b> NS CIN policy NSSCB Early Help Strategy NSSCB Threshold Criteria NSSCB Think Family Multi- agency guidance	<ul style="list-style-type: none"> <li>• Appropriate threshold</li> <li>• Work plan</li> <li>• Additional support</li> <li>• Outcomes</li> <li>• Voice of the child</li> <li>• Use of signs of safety tools.</li> <li>• Process of step up / step down</li> </ul>	Service Leader – East Health Visitor Manager Children Centre Leaders Tracey Wells/Jenie Eastman EWO Team Leader – Pete Noble	August 2015	East	

Audit subject and key documents to inform audit process	Focus areas – examples	Staff names	Month/date/time	Lead Service Leader	Venue
Working Together to Safeguard Children 2013					
<b>Family Group Conferencing</b>  NS protocol	<ul style="list-style-type: none"> <li>• Referrals</li> <li>• Referrals translating into FGC</li> <li>• Timescales</li> <li>• Monitoring of family plans / Reviews</li> <li>• Voice of child</li> </ul>	Service Leader – East Team Leaders Ruth Gilpin, Ruth Staples, FGC coordinator CSWP from Resource Service	September 2015	East	
<b>Child Protection (1)</b>  NS CP policy NSSCB Threshold Criteria NSSCB Think Family Multi- agency guidance Working Together to Safeguard Children 2013	<ul style="list-style-type: none"> <li>• Assessment plan review cycle</li> <li>• Care plan</li> <li>• Reviews</li> <li>• Core group effectiveness</li> <li>• Child’s voice</li> <li>• Danger Statement</li> <li>• Safety Plans</li> <li>• Story board</li> <li>• 3 houses</li> <li>• Scaling</li> <li>• Early Help</li> <li>• Quality of assessment</li> <li>• Involvement of family</li> <li>• Voice of the child</li> <li>• Management Oversight</li> </ul>	Service leader Sheila French Team Leaders Laura Ketchen Kyra Elliot R+A rep QA team CSWP from South and North	October 2015	North	
<b>Child Sexual Exploitation (1)</b>	<ul style="list-style-type: none"> <li>• Children who have been sexually exploited – staff</li> </ul>	Service leader – Jackie Milton / QA	November 2015	South	

Audit subject and key documents to inform audit process	Focus areas – examples	Staff names	Month/date/time	Lead Service Leader	Venue
<p>Safeguarding Children and Young People from Sexual Exploitation: Supplementary Guidance to Working Together to Safeguard Children (DCSF 2009)</p> <p>NSSCB sexual exploitation strategy</p>	<p>awareness and questioning and looking at themes.</p> <ul style="list-style-type: none"> <li>• Children gone missing</li> <li>• Voice of the child</li> <li>• Care plan outcomes</li> <li>• Risk assessment</li> <li>• Multi-agency involvement</li> <li>• Management Oversight</li> </ul>	<p>Team Leader Mairi Macfadden / Simon Turpin CSWP's from South /East North / Resource Service</p>			
<p><b>Placement stability (1)</b></p>	<ul style="list-style-type: none"> <li>• Quality of support</li> <li>• Appropriate move</li> <li>• Use of disruption meetings</li> <li>• Choice of Placement</li> <li>• Management Oversight</li> </ul>	<p>Service Leader - Resource Service Team Leader – Ruth Gilpin / Justine Davies Rep from QA Rep from DCT CSWP from Resource Service</p>	<p>December 2015</p>	<p>Resource Service</p>	
<p><b>Strategy discussion / S47 to outcome</b></p> <p>NS CP policy</p>	<ul style="list-style-type: none"> <li>• Threshold</li> <li>• Strategy Group participants</li> <li>• Decision making</li> <li>• ABE interviewing plan</li> <li>• Timeliness</li> <li>• Initial conference</li> </ul>	<p>Service Leader – Jackie Milton / Sheila French Team Leaders Mairi Mcfadden / Kyra Elliot Service Lead QA</p>	<p>January 2016</p>	<p>South</p>	

<b>Audit subject and key documents to inform audit process</b>	<b>Focus areas – examples</b>	<b>Staff names</b>	<b>Month/date/time</b>	<b>Lead Service Leader</b>	<b>Venue</b>
NSSCB Threshold Criteria S47 Children Act 1989 Working Together to Safeguard Children 2013					
<b>Legal planning meetings</b>  NS procedure for LPM Ministry of Justice Practice Direction 12A; Care, Supervision and other part 4 Proceedings; Guide to Case Management.	<ul style="list-style-type: none"> <li>• Thresholds</li> <li>• Clear plan at point of request</li> <li>• Quality / clarity of Legal advice</li> <li>• Compliance with pre-proceedings</li> <li>• Timescales</li> <li>• Compliance with PLO</li> </ul>	Service Leader – East Team Leader – Laura Ketchen / Justine Davies CSWP from South and East	February 2016	East	
<b>Children Looked After (1)</b>	<ul style="list-style-type: none"> <li>• Assessment plan review cycle</li> <li>• care planning</li> <li>• health assessment / dental / opticians</li> <li>• PEP</li> <li>• risk assessment</li> <li>• contact plan</li> <li>• voice of child</li> </ul>	Service Leader Resource Service Team Leader Laura Ketchen / Simon Turpin DCT rep CSWP from South / East / North / Resource Service	March 2016	Resource Service	



<b>Audit subject and key documents to inform audit process</b>	<b>Focus areas – examples</b>	<b>Staff names</b>	<b>Month/date/time</b>	<b>Lead Service Leader</b>	<b>Venue</b>
	<ul style="list-style-type: none"> <li>• Placement planning / review</li> <li>• involvement of family</li> <li>• use of S20</li> <li>• Signs of safety – danger statement, safety plan, story board, 3 houses, scaling.</li> </ul>				
<b>Supervision (2)</b>  NS Supervision Policy Social Work reform board; Standards for Social Work Employers	<ul style="list-style-type: none"> <li>• Record of management oversight</li> <li>• Staff development</li> <li>• Evidence of reflective case work</li> <li>• Voice of the child</li> </ul>	Service Leaders (Jackie Milton/Sheila French/ Resource Service /Mike Rees/ East ) DCT rep R+A rep Children Centre Leaders (Jenie Eastman/Tracey Wells)	April 2016	East	
<b>Child in Need Assessments and Intervention (2)</b>  NS CIN policy	Assessment plan review cycle <ul style="list-style-type: none"> <li>• Threshold</li> <li>• Timescales – from referral / assessment / service delivery</li> <li>• Core group participation</li> </ul>	Service Leader – Jackie Milton Team Leaders Ruth Gilpin / Wendi Maxwell / Justine Davies DCT rep	May 2016	South	

Audit subject and key documents to inform audit process	Focus areas – examples	Staff names	Month/date/time	Lead Service Leader	Venue
NSSCB Threshold Criteria NSSCB Think Family Multi- agency guidance Working Together to Safeguard Children 2013	<ul style="list-style-type: none"> <li>• Quality of analysis/risk assessment</li> <li>• Voice of the child.</li> <li>• Application of Signs of Safety Signs of safety – danger statement, safety plan, story board, 3 houses, scaling</li> </ul>	CSWP – 1 from North , South, East areas TBC			
<b>Child Sexual Exploitation (2)</b>  Safeguarding Children and Young People from Sexual Exploitation: Supplementary Guidance to Working Together to Safeguard Children (DCSF 2009)  NSSCB sexual exploitation strategy	<ul style="list-style-type: none"> <li>• Children who have been sexually exploited – staff awareness and questioning and looking at themes.</li> <li>• Children gone missing</li> <li>• Voice of the child</li> <li>• Care plan outcomes</li> <li>• Risk assessment</li> <li>• Multi-agency involvement</li> </ul>	Service leader – East /Sheila French Team Leader Shelley Caldwell / Mairi Macfadden R+A rep CSWP’s from South /East North / Resource Service	June 2016	East	
<b>Children’s Centres</b>	<ul style="list-style-type: none"> <li>• Knowledge / awareness of vulnerable families</li> <li>• Appropriate support</li> <li>• Thresholds</li> </ul>	Service Leader Jackie Milton CC leaders Jennie Eastman/ Tracy Children Centre Leaders	July 2016	South	

Audit subject and key documents to inform audit process	Focus areas – examples	Staff names	Month/date/time	Lead Service Leader	Venue
		CSWP from South			
<b>Adoption Files</b>	<ul style="list-style-type: none"> <li>• Timeliness</li> <li>• To include search for adopters (robust)</li> <li>• Change of plans</li> <li>• Quality of CPR's</li> </ul>	Service Leader – Resource Service Team Leaders Jenny Slee/ Kyra Elliot CSWP from North and Adoption Team	August 2016	Resource	
<b>Child Protection (2)</b>  NS CP policy NSSCB Threshold Criteria NSSCB Think Family Multi- agency guidance Working Together to Safeguard Children 2013	<ul style="list-style-type: none"> <li>• Assessment plan review cycle</li> <li>• Care plan</li> <li>• Reviews</li> <li>• Core group effectiveness</li> <li>• Child's voice</li> <li>• Danger Statement</li> <li>• Safety Plans</li> <li>• Story board</li> <li>• 3 houses</li> <li>• Scaling</li> <li>• Early Help</li> <li>• Quality of assessment</li> <li>• Involvement of family</li> <li>• Voice of the child</li> <li>• Management Oversight</li> </ul>	Service leader East / Jackie Milton Team Leaders Ruth Gilpin / Mairi McFadden / R+A rep QA rep CSWP North / South / East	September 2016	East	

<b>Re-referrals to CSC within 1 year</b> NSSCB Threshold Criteria NS CIN Policy	<ul style="list-style-type: none"> <li>• Quality of referral information</li> <li>• Feedback to referrer</li> <li>• Decision making /Management Oversight</li> </ul>	Service leader Sheila French Team Leaders Shelley Caldwell R+A Rep DCT rep CSWP from North / East /South	October 2016	North	
<b>Children Looked After (2)</b>	<ul style="list-style-type: none"> <li>• Assessment plan review cycle</li> <li>• care planning</li> <li>• health assessment / dental / opticians</li> <li>• SDQ</li> <li>• PEP</li> <li>• risk assessment / unmet need identified</li> <li>• contact plan</li> <li>• voice of child</li> <li>• Placement planning / review</li> <li>• involvement of family</li> <li>• use of S20</li> <li>• Signs of safety – danger statement, safety plan, story board, 3 houses, scaling.</li> </ul>	Service Leader Resource Service / Sheila French Team Leader Simon Turpin QA rep CSWP from South / East / North / Resource Service	November 2017	Resource Service	

<p><b>Single Assessment that identified case did not meet threshold for a service.</b></p>	<ul style="list-style-type: none"> <li>• Quality of referral information</li> <li>• Timescale of contact through to assessment</li> <li>• Early Help</li> <li>• Quality of assessment</li> <li>• Involvement of family</li> <li>• Voice of the child</li> <li>• Signs of safety tools used</li> </ul>	<p>Service Leaders Jackie Milton /Sheila French / East  Team Leaders Wendi Maxwell / Kyra Elliot  DCT rep  CSWP from East</p>	<p>December 2016</p>	<p>South</p>	
<p><b>Placement stability (2)</b></p>	<ul style="list-style-type: none"> <li>• Quality of support</li> <li>• Appropriate move</li> <li>• Use of disruption meetings</li> <li>• Choice of Placement</li> <li>• Management Oversight</li> </ul>	<p>Service Leader - Resource Service  Team Leader – Mairi McFadden / Justine Davies / Simon Turpin  CSWP from Resource Service / East</p>	<p>January 2017</p>	<p>Resource Service</p>	

<p><b>Family Justice Review Work Pre-proceedings</b></p> <p>Ministry of Justice Practice Direction 12A; Care, Supervision and other part 4 Proceedings; Guide to Case Management.</p>	<ul style="list-style-type: none"> <li>• Compliance with pre-proceedings</li> <li>• Timescales</li> <li>• Compliance with PLO</li> <li>• Thresholds</li> </ul>	<p>Service Lead – Jackie Milton / East SL Team Leaders Shelley Caldwell / Justine Davies / Wendi Maxwell</p>	<p>February 2017</p>	<p>South</p>	
<p><b>Children Looked After (2)</b></p>	<ul style="list-style-type: none"> <li>• Assessment plan review cycle</li> <li>• care planning</li> <li>• health assessment / dental / opticians</li> <li>• SDQ</li> <li>• PEP</li> <li>• risk assessment / unmet need identified</li> <li>• contact plan</li> <li>• voice of child</li> <li>• Placement planning / review</li> <li>• involvement of family</li> <li>• use of S20</li> <li>• Signs of safety – danger statement, safety plan, story board, 3 houses, scaling.</li> </ul>	<p>Service Leader Sheila French /Resource Service Team Leader Simon Turpin DCT rep QA Rep CSWP from South / East / North / Resource Service</p>	<p>February 2017</p>	<p>North</p>	

<p><b>Case Closures</b></p> <p>NSSCB Early Help Strategy  NS CIN policy  NS CP policy  NSSCB Threshold Criteria  NSSCB Think Family  Multi- agency guidance  Working Together to Safeguard Children 2013</p>	<ul style="list-style-type: none"> <li>• Evidence that change has been achieved</li> <li>• Voice of the child</li> <li>• Threshold evidenced</li> <li>• Step up / step down actions</li> <li>• Closure summery</li> <li>• Management oversight</li> </ul>	<p>Team Leader Laura Ketchen / Wendi Maxwell  R+A rep  Jenie Eastman /Tracey Wells  CSWP North / East / South</p>			