

CYPS Practice Learning Framework

**Newham
Together**

**The best place
for Children and
Young People**



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Executive Summary

Our vision is for the London Borough of Newham to be a place where children and families can thrive and through the work that we do with children, their families and communities, we improve outcomes for children who are vulnerable to harm, as a result of their circumstances.

The Practice Learning Framework applies to all children services teams in Newham and is aligned to our strategic seven strands of Improvement and Change and works within our Practice Framework, alongside our Social Care Academy, to consistently link learning and development to our:

- 1) **Leadership and vision:**
- 2) **Medium Term Financial Savings (MTFS) & Growth**
- 3) **Practice Fundamentals**
- 4) **Corporate Parenting**
- 5) **Workforce**
- 6) **Partnerships**
- 7) **Learning and Transparency**

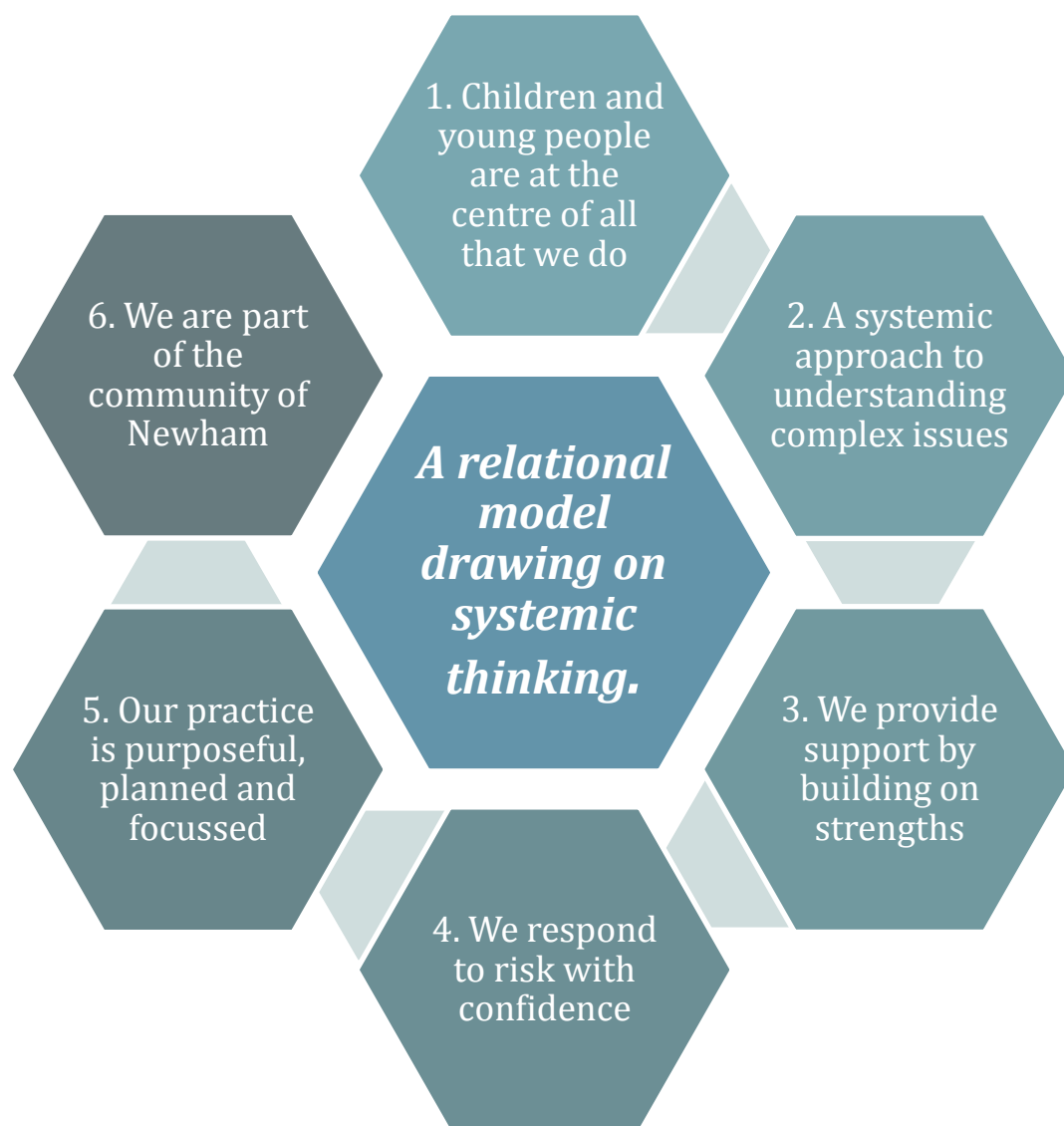
Our learning is key to enabling us to reflect and understand what ‘Purposeful, Planned and Focused’ practice looks like and how it makes a difference to the outcomes of children and families that we work with so that our children can;

1. Grow up happy and healthy
2. Flourish in our schools
3. Benefit from employment, skills and training opportunities
4. Play an active role in the community

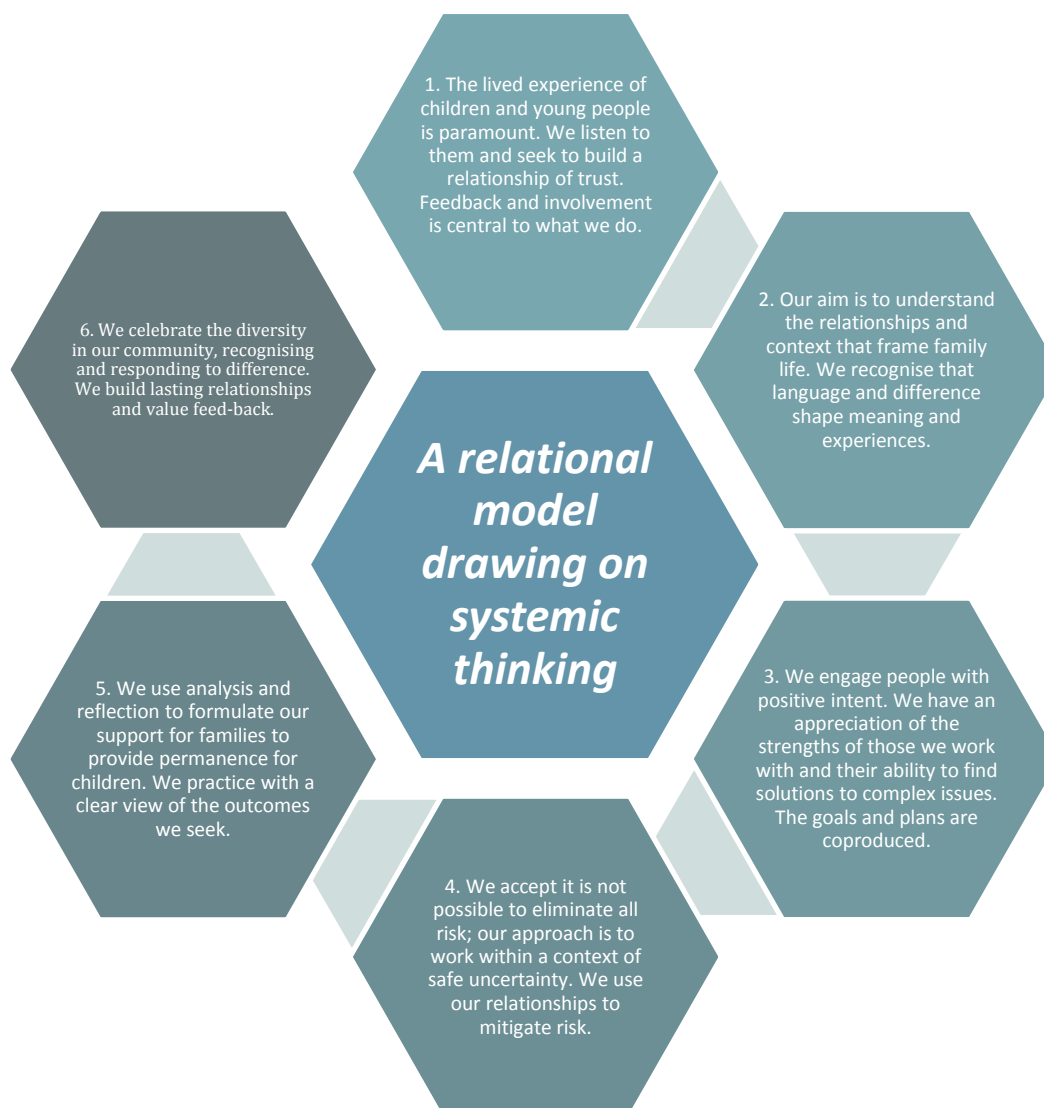
This Practice Learning Framework sets out the process, structure and responsibility through which Newham’s Directorate of Children and Young People’s Services will define, measure and improve services dedicated to advancing positive outcomes for children and their families.

Everything we do and share must be quality assured and rooted in a clear evidence base. Through our Practice Learning Framework, quality improvement is viewed as part of the same system where direct practice takes place, and so we are responsible for generating change with you.

We will continuously improve our service through our Systemic and Relational Practice framework that focuses on:



With the starting point of children and families being at the heart of everything we do, we will continuously improve our service through our Practice Learning Framework that focuses on how we understand and respond to;



Our actions are focused on **improving outcomes** for children and their families.

This framework is underpinned by our:

- Practice Fundamentals: Planned, Purposeful and focussed.
- Professional Practice and Management Standards
- Children and Young Peoples' Service Strategic Vision and Operational Plan
- Workforce: training and development)
- Practice learning activity: audit, feedback, observation, planning
- Practice & outcomes meetings: learning loops, team learning
- Feedback from children, young people, families, members of staff and partners: improved outcomes, evidence informed service improvement.

Learning from practice is the responsibility of all practitioners supported by every level of the organisation. Services provided and commissioned by the Directorate work towards the highest possible standards of practice, governed and overseen by the

Director of Children's Services and Newham's Children and Young People's Commissioner.

The responsibility for coordinating the Practice Learning Framework and evaluating that services are improving rests with the Quality Assurance Team in conjunction with practice leaders and colleagues from Learning and Development and from across the partnership.

Some of our Practice Learning Framework will challenge, some of it will reassure. All aspects should feel a part of a considered, respectful, multi-faceted, strengths based approach to quality assuring our work.

With the express aim of practice and performance being informed by our 6 C's:



“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skilful execution; it represents the wise choice of many alternatives”

William A. Foster.

1. Introduction

Our vision is for the London Borough of Newham to be a place where children and families can thrive and through the work that we do with children, their families and communities, we improve outcomes for children who are vulnerable to harm, as a result of their circumstances.

The Practice Learning Framework applies to all children services teams in Newham and is aligned to our strategic seven strands of Improvement and Change, falling under the **Learning and Transparency** strategic Change and Improvement strand and working with our Practice Framework, alongside our Social Care Academy, to consistently link our learning and development to our continued improvement.

These elements are key to enabling us to learn, reflect and understand what ‘Purposeful, Planned and Focused’ practice looks like and how it makes a difference to the outcomes children and families so that we can deliver excellent services in order that our children can;

1. Grow up happy and healthy
2. Flourish in our schools
3. Benefit from employment, skills and training opportunities
4. Play an active role in the community

2. Principles and purpose

Our guiding principles for embedding the Practice Learning Framework are that we are:

- **Child Centred and Family Focussed:** Children, young people and their families are at the heart of what we do. The focus of quality assurance must be on the experiences, progress and outcomes for the child or young person in their journey through the impact of our social work and safeguarding systems.
- **Restorative and Systemic:** The approach to Quality Assurance (Practice Learning) is underpinned by whole system learning and Restorative Practice, and a desire to examine and capture best practice. This means that QA activity is undertaken 'with' staff, rather than 'to' or 'for'. In ways that are positive, encouraging learning and improvement through building relationships and connections that are characterised by respecting each other's perspectives, based upon high expectations, high support and high challenge, to enable us to learn, improve and change.
- **Reflective & Evidence Based:** Analytical in approach and uses evidence to support judgements. Intelligent use of data supports our understanding

of practice and enables us to attend to emerging themes or patterns at an early stage

- **Outcome Focused:** Good understanding of our work means that we recognise our accountability, we act on lessons learned and we are honest and open in working towards the best possible outcomes and results for the children and families of Newham.

3. How we learn from practice?

Newham Children's Children & Young People Services (CYPS) is committed to achieving good social work practice to ensure best possible outcomes for children, their families and carers in Newham.

Learning from practice in Newham is all activity that contributes to our continuous service improvement. Our Practice Learning Framework is how we set out to check, measure and evaluate how as an organisation we are ensuring children are safe, families are being supported, standards are being met and outcomes are achieved. It is also sometimes known as 'quality assurance'

Learning from practice is about asking the right questions, from a range of perspectives, with *"How can we tell if our work with a child or young person, parents/carers, professionals and others, is having a positive impact on lives and improving outcomes?"* at the heart of the questions.

Effective learning is an ever evolving and dynamic process to ensure there is continuous reflection and learning and that expected standards of practice are embedded and developed by everyone. This learning from practice framework is to ensure that we are:

- Providing a framework for monitoring and improving performance of the service Newham provides to children, young people and families
- Ensures we are providing services that are of a good standard
- Ensures the service we offer is having a positive impact upon children and their families
- Prioritises and facilitates continuous improvement based on the principle that there is always the possibility for improvement
- Supports a learning environment within the workforce

This framework is underpinned by our:

- Practice Fundamentals: Professional Practice and Management Standards
- Children and Young Peoples' Service strategic vision and operational plan
- Practice learning activity
- Practice & outcomes meetings
- Respect for difference and diversity
- Feedback from children, young people, families, members of staff and partners

4. Our standards

In Newham Practice and Management Standards are informed by national guidance and legislation, social work practice standards, drawn from resources such as the Professional Capabilities Framework, Social Work England standard of conduct as well as our own local policies and procedures and Practice Fundamentals programme in Newham.

5. Understanding Our Practice Learning Cycle

The evaluation of quality assurance is a continual and dynamic process. Within this process we seek various pieces of information, from the practice system, via a range of quality assurance activities to support us in evaluating standards of practice. Information is then analysed with reference to the daily lived experiences of children and their families, which in turn informs areas for practice improvement.

The audit process has been designed to embed our new practice model seeing the relationship between the analysis of individual children's experiences and outcomes alongside information and observation from practitioners to effectively combine with systematic reviews of data. This information allows us to learn about what makes the difference, in the lives of children and families we support.

All our quality assurance activities have been designed to incorporate and bring an iterative model to service improvement, for both individuals and the service as a whole (see section 5.1).

This process is informed by involving practitioners through a process of conversations and dialogue, ensuring that open reflective and honest communication takes place, to offer constructive professional support and challenge as well as links into our learning culture. Practice needs to be in accordance with legislation, statutory guidance and local procedures as this is a necessary standard but this is not an end in itself. Newham is an organisation that is committed to continuous learning and improvement and believes that quality assuring practice is the responsibility of every member of staff.



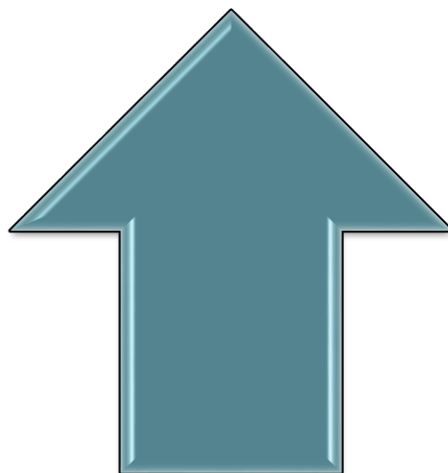
Figure 1

6. Understanding Our Practice/Impact

Quality assurance is not only about auditing *and auditing is not about* collecting information. It's about what we do with the information to improve practice, reflecting on where we are and what we are learning from findings about our practice.

The audit tools and use of data provide a holistic view of the quality of our practice and our capacity to support positive change with children and their families. We use this to identify strengths and areas of development which include:

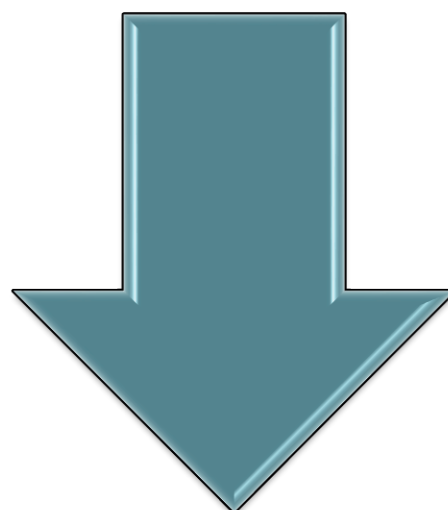
More



- Conversations, listening and seeking feedback from professionals, parents and carers and children and young people
- Free narrative in Practice Learning Reviews and appreciative inquiry, looking at what has gone well and how we can build on these strengths
- Bespoke formats responding to curious inquiry on issues or hypothesis
- Feedback participation, engagement and co-production
- Understanding our performance data
- Understanding our practice (QA activity)
- Do 'with, not 'to' or 'for'
- Learning from Practice Learning Reviews and celebrating good practice and identify what needs to be better
- Creating Storyboards and narrative from triangulating information
- Looks for strengths and difference, learning from good practice.

Less

- One size fits all, including audit tools
- Scoring and making judgments
- Audit checklist
- Focusing on single indicators
- Only looking at cases when things go wrong
- Deficit based.



7. Our Practice Framework

In Newham our Social Care Academy and Learning Framework supports the delivery of a Systemic and Relational Practice Model. The principles of our practice framework create opportunities for learning and personal development. It recognises a unified process of learning and the development of positions, through conversations and connections, encouraging restorative partnerships between children and young people, staff, senior leaders and partners. These conversations are based upon

listening, hearing and the creation of an empathic understanding that invites questions and restores dignity and worth to all concerned, to support the creation of new possibilities for action.

Our Systemic and relational model recognises the social nature of all learning and how relationships serve to both build the learning environment and build development for individuals. When hurt or harm has occurred, learning conversations create new ways of looking at things. Appreciative Enquiry and restorative questions introduce a consideration of how others are affected and invite thinking to be completed differently based on the following principles.

- Everyone has a right to be treated equally as a valued individual
- We all have a voice and a right to be heard
- Our development and learning depends upon taking risks; mistakes are an inevitable part of learning
- The source and substance of all development lies in human relationships that is outward looking, receptive to difference and appreciates the experience of 'the other'.
- Is respectful, fair and inclusive informed by kindness, perseverance, curiosity and compassion.

We have redesigned our tools to not only focus on standards achieved through compliance to accepted statutory good practice expectations but also to focus on the outcomes that we are achieving with the children and families we work with.

We have developed a range of both service user and practice feedback forms to ask about the difference our involvement has made, whether our intervention was helpful, and to enquire as to the quality of the support offered to practitioners to support and enable their work with children and families to have an impact.

8. How We Will Check Our Practice? (Tools & Activity)

We use a combination of quantitative and qualitative information to measure standards and best possible outcomes for children and young people. The following sources used are outlined below under quality assurance activity.

Below is a list of quality assurance activity (A-Z) used to assess the practice standards and service delivery:

	Practice Learning Activity	What it does	Frequency
1	Appreciative Inquiry (AI)	<p>Looking at what has gone well and how to build on these strengths by asking questions that focus on what works and ideas on what can be improved, informed by social GRRRAACCEESSS.</p> <p>How? : Through a model of audit based upon clear standards via a conversation either individually or in a group with an experienced practitioner or clinician, supported by systemic principles.</p> <p>Learning and Feedback: Audit outcomes will be recorded and fed back to the practitioner and manager, to progress actions arising. The audit will be uploaded onto the child's record by QA. Audit findings will be aggregated for review on a monthly/quarterly basis with a report to be made available for practitioners to highlight areas of strength and improvement.</p>	Monthly

	Practice Learning Activity	What it does	Frequency
2	Children's Services Improvement Board (CSIB)	<p>This board exists due to the current Inadequate rating by Ofsted. The board is chaired by an independent chair with attendance from senior leaders, members and partners. The purpose is to ensure oversight and challenge towards ongoing and continuous improvement of CYPS in Newham. The board wishes to see improvements being sustained and to support the ambition of a "good" outcome at the next inspection.</p> <p>How? : The CSIB has a focus on the following areas</p> <ul style="list-style-type: none"> • Performance and Practice Learning • Staffing – recruitment and retention • Staff engagement • Partnership • Overview of improvement action plan <p>Ensuring that the views of children, young people and families are at the forefront of our improvement work</p> <p>Learning and Feedback: The board will use the expertise of members to obtain an overview and critical appraisal of progress against the areas of focus for practice improvement. Providing a steer to strategic leadership. Feedback will be provided to the DfE and Ofsted will independently check via routine Monitoring Visits.</p>	6 weekly
3		What it does	Bi Monthly

	Practice Learning Activity	What it does	Frequency
	External Practice Assurance Stocktakes and Peer Reviews	<p>In addition to internal quality assurance activities, the Senior Leadership Team will commission external scrutiny, where required. This may take the form of a peer review, Practice Assurance Stocktakes (PAS) or practice challenge from other local authorities</p> <p>How? : Areas of focus are agreed and commissioned with approval of SLT/DMT.</p> <p>Learning and Feedback: Findings will be the subject of overview reports, shared with the service and improvement and action plans based upon recommendations. Progress to be monitored through Improvement and Change Steering Group.</p>	
4	Independent Reviewing Officers and Child Protection Chairs & LADO	<p>The IROs / CP Chairs perform quality assurance functions in regards to children/ young people who are subject to child protection plan and looked after.</p> <p>How? : They assess to ensure children/ young people receive a timely and effective support to achieve best outcomes without delay.</p> <p>Learning and Feedback: An overview report of the CP, IRO and LADO function is completed annually and submitted to the NSCP and Corporate Parenting Boards for scrutiny and oversight.</p>	ongoing
5	Individual Management / Service Reviews	<p>How? : Heads of Service and service areas conduct their own Practice Learning Reviews against their expected standards in response to specific issues raised within their service plan or a complaint or policy interest.</p> <p>Learning and Feedback: The learning is supported by and shared with the QA Service.</p>	Quarterly
6	Newham's Self-Assessment	How? : An assessment to support LBN's continuous improvement of delivering	6 monthly

	Practice Learning Activity	What it does	Frequency
		<p>service to ensure young people are safe in Newham.</p> <p>Learning and Feedback: The evaluation of practice will be shared with the service to inform plans going forward.</p>	
7	Learning from complaints and compliments	<p>How? : Regular reports about performance are provided by the complaints unit and presented to Children's Senior Leadership Team and Practice and Outcomes Meeting.</p> <p>Learning and Feedback: A systematic review of learning and outcomes is undertaken quarterly.</p>	Quarterly
8	Moderators	<p>How? : A selection of case audit are moderated by a moderator which can be from the senior leadership team, service managers, and QA Officers.</p> <p>Learning and Feedback: The role of the moderator is to share learning with the auditor understanding the process and to support a good level of understanding about what good practice is and is able to identify and challenge practice and identify any risk</p>	Monthly
9	Multi-Agency Thematic Case Audit	<p>How? : Coordinated by the Newham Safeguarding Children Partnership (NSCP) and chaired by a Partner Agency where multi agency audits will be completed.</p> <p>Learning and Feedback: An overview report, analysis and action plan for monitoring and progress will be presented to the QA Sub-Group to promote learning for all partner agencies.</p>	Three times a year
10	Newham Safeguarding Children Partnership (NSCP) and its subgroups	<p>How? : Provides Independent scrutiny and challenge where all partners share responsibility and accountability for safeguarding the children and young people of Newham.</p> <p>Learning and Feedback: Programme of multi-agency learning and development administered by the NSCP and evaluated for impact upon improved practice for children and families.</p>	Monthly

	Practice Learning Activity	What it does	Frequency
11	Partners in Practice	<p>How? : Newham will engage with the PiP to improve the effectiveness of our social work practice and deliver the best outcomes for children and families in Newham.</p> <p>Learning and Feedback: Is provided to the service and incorporated into training, learning and improvement work.</p>	As required
12	Policy Review and Development	<p>How? : The development and maintenance of policies and procedures.</p> <p>Learning and Feedback: TriX procedures have been adopted to ensure that procedures are compliant with relevant legislation and guidance. In addition, the updating of relevant local practice policy and procedures are reviewed annually.</p>	6 monthly
13	Practice & Outcomes Meetings	<p>How? : At the Practice and Outcome meetings the data of each service is scrutinised and analysed and managers provide a narrative and a solution to performance that 'does not meet good'.</p> <p>Learning and Feedback: Practice and Outcome meetings aim to provide support to the development of a learning culture in Newham. The meetings are chaired by the Director of Operations with attendance of Assistant Directors, Heads of Service and Service Managers.</p>	Monthly
14	Practice Learning Reviews	<p>How? : Monthly Practice Learning Review audits conducted by a cohort of Practice Learning Reviewers and Managers within Children and Young People Service, using an impact and outcome based audit tool.</p> <p>Learning and Feedback: Audit outcomes will be recorded as a whole and by service area/cohort and fed back. The Practice learning review is undertaken with the practitioner and manager, to progress actions arising. The audit will be uploaded onto the child's record by QA and an outcome star produced for each child to permit individual and organisational insight. Audit findings will be aggregated for review on a monthly/quarterly basis</p>	Monthly

	Practice Learning Activity	What it does	Frequency
		<p>with a report to be made available for practitioners to highlight areas of strength and improvement.</p> <p>Workshops to be provided by PLR's as part of the PF programme to promote consistency of approach to reflective audit.</p>	
15	Practice Observations	<p>How? : This is where direct observation of a manager observing a worker in practice and providing constructive feedback. Practice Observation will also be conducted during Practice Week and the observer will obtain feedback directly from children and families.</p> <p>Learning and Feedback: Feedback will be provided by the observer to the practitioner following the observation (see 16)</p>	6 Monthly
16	Practice Week	<p>How? : Practice Weeks involving observation and conversations with staff, children and families by all levels of management including the Mayor, Elected Members, the Chief Executive, Corporate Directors, Director of Operations, Assistant Directors, Heads of Services and Service Managers.</p> <p>Learning and Feedback: The week focuses on exploring themes, systemic issues and identifies learning and action to be taken. A written feedback report is produced.</p>	Bi-Annual
17	Practitioner Feedback	<p>How? : Two- way dialogue between frontline staff and senior managers. The purpose of this is for staff to be able to raise issues, identify solutions, and contribute to service developments.</p> <p>Learning and Feedback: Examples of such arrangements include DQT, case audit forms, Practice Week, QA Newsletter (quarterly), forums and focus groups with the PSW. Staff surveys are also be used as a mechanism to gain feedback and to evaluate our progress.</p>	Monthly & 6 monthly
18	Principal Social Worker (PSW)	<p>How? : Consultation events.</p> <p>Learning and Feedback: To ensure staff are able to contribute to/help shape the CYPs Vision, obsessions and new ways of</p>	Monthly

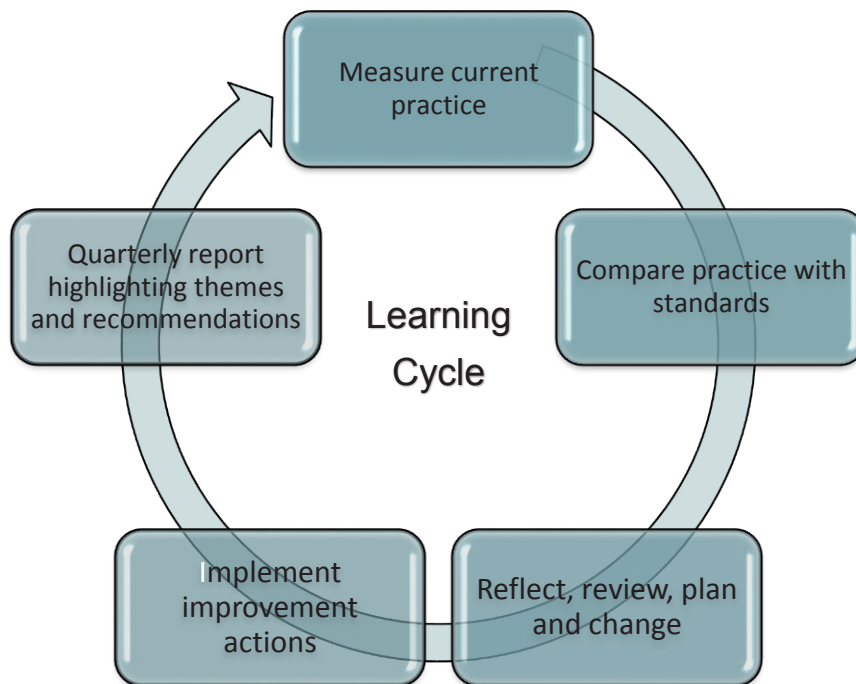
	Practice Learning Activity	What it does	Frequency
		working, health check and other in touch meetings.	
19	Rapid Response Reviews (RR), Serious Incidents, and Local Learning Reviews (LLR)	<p>How? : Rapid Response Reviews are undertaken by the partnership together to learn from significant incidents.</p> <p>Learning and Feedback: Learning from these reviews is led by the NSCP and staff are supported to attend learning events and to implement the specific action plans and recommendations of reviews. Oversight is provided via the Practice and Outcomes meeting.</p>	As and when required
20	Reflective Group Supervision	<p>How? : Provides a group forum for teams to discuss complex cases.</p> <p>Learning and Feedback: Provides an opportunity to explore other effective ways of working with families as well as build on and improve social work practice</p>	Monthly
21	Staff Engagement Sessions and Monthly Directors Question Time (DQT)	<p>How? : Facilitated by Corporate and Operational Director.</p> <p>Learning and Feedback: This is where learning can be shared across the service and feedback sought. The QA Service will report on highlight report finding.</p>	Monthly
22	Supervision Practice Learning Review Audit	<p>How? : Supervision Practice Learning Review Audit will evaluate the quality of supervision and will be conducted in collaboration between the Quality Assurance Service, Heads of Service, Service Managers and Practice Leads, in conjunction with feedback from supervisees.</p> <p>Learning and Feedback: Will be provided in the form of coaching and mentoring, and an overview report to feed into individual and organization workforce development plan.</p>	Annually
23	Thematic Practice Learning Review / Dip Samples	<p>How? : Thematic / Dip Samples focus on specific issues, informed by research and other evidence based social work to inform the assessment of practice in different service areas. The majority conducted by the Quality Assurance Service with Service Managers and Practice Leads.</p>	Monthly

	Practice Learning Activity	What it does	Frequency
		Learning and Feedback: Will be provided in an overview report, with a headline report to be used by Service Managers and Practice Leads to share with their teams. Bespoke training and workshops may be offered to support embedding learning.	
24	Understanding Our Practice Highlight Reports	<p>How? : Highlight reports completed following practice learning events which triangulates Practice Learning Review, data, dip samples, and feedback.</p> <p>Learning and Feedback: Shared at key forums with all managers to share and discuss at team meetings and in supervision.</p>	Bi monthly
25	Voice of children, young people and families	<p>How? : Feedback from children, young people and families will be collected throughout a number of activities from across the service. Service User feedback during practice week will provide live feedback following observations. Provides a critical friend to our practice through answering the question “so what?”</p> <p>Learning and Feedback: Feedback is collected, reviewed and analysed and feeds into the development of services and provision.</p>	Ongoing
26	Pause Practice governance	<p>How? : Evaluation against project outcomes, feedback from people who use the service.</p> <p>Learning and Feedback: Feedback is collected, reviewed and analysed and feeds into the development of services and provision.</p>	
	Fostering Reviews / SGO Reviews	<p>How? : Annual reviews and regular sharing of intelligence in relation to the quality of placements.</p> <p>Learning and Feedback: Feedback is collected, reviewed and analysed and feeds into the development of services and provision.</p>	Fostering Annual Report
	Regional Adoption Agency Boards	How? : Joint evaluation to be commissioned against RAA outcomes and	Annual report

	Practice Learning Activity	What it does	Frequency
		<p>continual monitoring of permanency outcomes for children in Newham.</p> <p>Learning and Feedback: Feedback is collected, reviewed and analysed and feeds into the development of services and provision.</p>	
	Youth Offending Service	<p>How? : Annual evaluation of Board and Operational effectiveness via monitoring of key data and qualitative analysis of children and young people's experiences and outcomes.</p> <p>Learning and Feedback: Feedback is collected, reviewed and analysed and feeds into the development of services and provision.</p>	Monthly audit, Quarterly Board and Annual report.
	SEND	<p>How? : Annual evaluation of SEND Board and Operational effectiveness via monitoring of key data and qualitative analysis of children and young people's experiences and outcomes.</p> <p>Learning and Feedback: Feedback is collected, reviewed and analysed and feeds into the development of services and provision.</p>	

9. How We Learn About Our Practice in Newham?

Learning from practice is only purposeful if we manage to close the learning loop and if we use the learning to plan and deliver service improvements. The learning from all our quality assurance activity will be drawn together into a quarterly report and reviewed within our accountability cycle. The diagram below illustrates how our practice learning leads to a continuous cycle of service improvement.



Practice Learning Reviews are conducted with staff by a cohort of Practice Learning Reviewers (PLR's), which include Service Managers, Senior Leaders, CP Chairs, IROs, and Practice Leads within CYPS on a monthly basis, using an impact and outcome based audit tool (Appendix 1).

The tool is designed to capture key information to support evaluating children's progress, at any point in their journey. The information once collated can be viewed on an individual basis. However once aggregated information can be viewed by service area/cohort (e.g. children open to assessment, CiN, CP or CLA) and by the characteristic of the case, to allow for themed review.

All managers are expected to undertake monthly Practice Learning Review with a member of staff. A Social Worker will be randomly assigned a child's case to review, from the children they work with. The review includes looking through the case file, reflecting on their own practice, sitting alongside their manager or a PLR to ensure that the process is transparent and effective. The reviewer discusses findings and provides support to social worker. Social workers provide their views on the learning review form and any actions are added to the form by the reviewer. Actions are taken forward through supervision and incorporated in highlight reports.

The Practice Learning Reviews assess quality of work in specific areas, which may be identified through other learning, including serious case reviews, management concerns, complaints, performance monitoring and general service user feedback.

Thematic / Bespoke Learning Tools will also be used to look at additional themes, to be further assessed and prioritised during the practice learning cycle. The QA Service will discuss with Heads of Service, Service Managers and Practice Leads, in advance of any service area to be reviewed regarding bespoke/ thematic Practice Learning Review.

10. The role of the Practice Assurance Stocktake (PAS).

Our framework of Quality Assurance and learning from practice includes external Practice Assurance Stocktakes, which will be undertaken in all service areas on at least an annual basis.

The purpose of the PAS is to provide an external evaluation upon progress and to support the continued development of good practice with children, young people and their families.

11. Grading

Practice Learning Reviews are graded based on the Ofsted Grading – Outstanding, Good, Requires Improvement and Inadequate.

The QA Service will request data ranging from current to six months back of a child's file from the Data and Impact Team based on the service being case audited. Data is requested at least two weeks before audit or dip sampling cycle begins.

A random sample of children are selected to ensure that a cross section of children and teams are included in the sample. The most common sampling selection would be random sampling or systematic sampling, against a set criteria, as defined within each thematic Terms of Reference, to identify cases to be reviewed and for dip sampling.

Practice Learning Reviews are moderated by SLT on a monthly basis which is distributed by the QA Service. In addition, the QA Practice Learning Reviewers will undertake a 20% moderation on monthly PLR's returned. The moderator completes grading on the audit form and measures are taken to assess any difference between initial grades and moderation, in a model of layered audit.

It is expected that a copy of the moderated audit is shared and discussed with the initial reviewer and their manager and actions required to lift any grade are set out and to be followed up in supervision with the practitioner.

12. Reporting

From the Practice Learning Review, the QA Team will write a highlight report, triangulating analysis from data performance and dip sampling. The highlight report will be sent to all managers to ensure that learning is shared across the entire service. Copies of the highlight reports and Practice Learning Reviews will be retained by the Quality Assurance Service.

13. The Process

The service, alongside Practice Learning Reviewers will have three months to complete their case audits (3 per Practice Lead, per quarter). The QA Team will send an email reminder to the teams and Practice Learning Reviewers on a monthly basis before Reviews are due to be returned.

The week before the Practice Learning Reviews are due, the QA Team will send a list of outstanding Reviews to the Practice Leads, Service Managers and HoS, to alert and follow up on any outstanding Practice Learning Reviews.

A further email will be sent to SLT one week after Practice Learning Review are due to inform of any outstanding Review and moderations.

Children will be randomly selected for audit and audit findings, once completed, will have recommended actions shared with practitioners and manager and stored in a shared folder to permit ease of checking for follow up.

14. Escalations Routes

The Practice Learning Reviewer will send the final case audit to the social worker and Practice Lead and add a case note of the audit actions to the case file. It is expected the allocated Practice Lead will follow up the actions from the Practice learning Review in case supervision.

Three weeks after Practice Learning Reviews have been moderated, the QA Service will contact the allocated team to confirm actions have been completed.

A second follow up of action email including the allocated service manager will be conducted two weeks following.

In the event, the QA Service does not hear back from the allocated team of the Practice Learning Review actions being followed up within four weeks, the case audit will be escalated to SLT.

15. Thematic / Dip Sampling Process

What is Thematic / Dip sampling?

Dip sampling (see appendix 6) enables a quick sample and analysis of the quality of a specific practice area or process, for e.g. referrals, assessments, safety planning, review decisions, etc. When undertaking dip sampling it is therefore not expected that a whole case will be audited unless the dip sampling indicates concerns about the practice in relation to that case.

It is intended that dip samples are undertaken bi-monthly. The process requires consideration of the data, feedback, audit findings and operational issues in relation to the service to identify one key focus area to be dip sampled. Data used for dip samples is obtained from the Data and Impact Team. Twenty-five percent of the dip samples cohort will be cases also selected for Practice Learning Review.

Dip samples are moderated by the QA Practice Learning Reviewers and Assistant Director for QA. Findings and actions are sent to Service Managers shared at SLT and Operational management Meetings. The findings are integrated in the monthly highlight reports and shared with Practice Leads to discuss within their teams as well to action any remedial work identified is completed.

To establish a baseline review of practice the following dip sampling will be standard and routinely sampled over the year to monitor and review impact and outcome upon children and their families as well as to the service.

16. Annual Sampling

- Threshold
- Strategy discussion and section 47
- Voice of the child
- Management (oversight and supervision)
- SMART plans (CIN, CP, LAC & Pathway)
- Children coming into care
- Permanence

17. Who completes sampling and how often?

Sampling is completed by the Quality Assurance service. This tool may also be used as a form of auditing to further explore a specific practice area or process within service areas. If additional sampling is completed by individual services, the QA service will request that a copy is sent to the team to be included in reports and as a form of monitoring and reviewing improvement and learning.

18. Sampling escalations routes

Once the Sampling form has been completed and approved by the QA Manager, the form will be sent to the appropriate Head of Service to review and agree actions. (1 week to agree)

Service via email to confirm actions have been completed.

A second follow up of action email to the Head of Service will be conducted two weeks following.

In the event, the QA Service does not hear back from the Head of Service of the Sampling actions being followed up within four weeks, this will be raised with the Director of Operation to follow up.

19. Dissemination of Learning (Practice Learning Review/ Sample Reviews)

The learning from quality assurance and audit activity will be disseminated and used to improve practice across the Directorate. We incorporate a blended approach, combining a series of learning opportunities such as:

- What Does Good /Outstanding Look Like? Guidance;
- Social Work Academy Newsletters;
- Lunch-time seminars/Breakfast briefings.
- Top Ten learning highlights
- Practice Improvement workshops;
- Team and service workshops;
- Multi- agency briefings from Multi agency audit;
- Wednesday Learning Day

20. Practice Learning Roles and Responsibilities (A-Z)

Assuring quality is everyone's responsibility, the table below outlines the key roles and functions within Newham and their quality assurance function.

	Role / Function	Description
	All staff	All staff are responsible for ensuring they uphold high quality practice standards and that this is reflected in the quality of case files and outcomes for children and families, monitor their effectiveness and are responsible for embedding a culture of learning and continuous improvement in their teams. Those conducting practice evaluations, Practice Learning Review and other quality assurance approaches share responsibility for ensuring that frontline staffs are actively engaged in the quality assurance process of setting and monitoring standards
	Assistant Director, Quality Assurance	The Assistant Director is responsible for oversight of this framework, for Independent Reviewing Officers and Child Protection Chairs; and the Practice Learning Reviewers Team. This team reviews practice, raises challenge, offers support and identifies themes of practice in their areas of responsibility. It is their responsibility to ensure the quality assurance processes in place are robust and consistently applied.
	Child Protection Chairs (CPC) & Independent Reviewing Officers (IRO)	The Child Protection and Reviewing Services Children perform quality assurance functions as part of BAU. Children who are the subject of child protection plans and looked-after children benefit from regular independent reviews chaired by the CPC/IROs. The CPC/IROs have a responsibility to ensure children receive a timely and effective support to achieve best outcomes without delay. The CPC/ IROs utilise a Dispute Resolution Process (DRP) to alert to delay in progressing children's plans and agreed outcomes for children. They also use a Practice Recognition Process to note where the quality of social work practice is assessed to be making a difference to a child's outcomes.
	Corporate Director	The Corporate Director has an overall responsibility to both lead members and corporate management to ensure that the service is being delivered to the highest quality levels possible, and that where this is not the case, plans are then put in place to deliver change to make it so.

	Role / Function	Description
	Corporate Leadership Team	<p>The joint meeting of Corporate Directors has a corporate responsibility to lead members on the delivery of services for the local authority as whole.</p> <p>There is a monthly Meeting Group that looks at current issues and is attended by the Head of Paid Services, Head of Legal, Children's and Adults Directors and other senior officers. This group is also embedding a Corporate Accountability Framework for the Council including the political administration.</p>
	CYPS Senior Leadership Team (SLT)	<p>The Director of Operations, Assistant Directors and Heads of Services meet regularly to monitor the delivery of services to children and families. The SLT forum monitors:</p> <ul style="list-style-type: none"> • key performance indicators; • budget; • workforce data: vacancies, turnover, sickness absence, caseloads, • workforce development; • implementation and progression of service plans and action plans in • response to Practice learning Reviews and other auditing activity;
	Data & Impact Team	<p>The Data and Impact Team's role is to provide a range of reports and information to support operational activity. Performance data ensures that there is sufficient reporting on local and national indicators, while highlighting areas of strengths and areas of development. The team maintains a data quality role and are responsible for submitting statutory returns on behalf of Children & Young People Services.</p>
	Director of Operations Children's Social Care and Safeguarding	<p>The Director of Operations ensures the effective functioning of the service and where this is not the case, plans are then put in place to deliver change to make it happen.</p>
	Director of Clinical Practice	<p>The Director of Clinical Practice supports the service to embody the practice Framework to ensure this is distilled and evident in interactions and relationships at an individual, team and organizational level. In order to facilitate change and continual development.</p>
	Elected Members	<p>Feedback through a variety of means from Corporate Parenting Board and Scrutiny Committees provides inquiry and challenge</p>

	Role / Function	Description
	Heads of Service	Heads of Service are responsible for ensuring that findings inform practice and policy in their service areas and the strategic framework
	Newham Safeguarding Children Partnership (NSCP)	The Children and Social Work Act 2017 legislated the change in the way Safeguarding Children is managed at local area levels. As of September 2019, NSCP has taken over the statutory role and responsibility from the NSCB. NSCP overarching objective is to ensure that local services operate effectively together to safeguard children and young people and to support their parents, carers and the communities they live in. The responsibility for safeguarding children in statute is now equally shared between the LA, Police and Health (CCG).
	Performance, Development Scheme (PDS)	<p>An annual PDS is undertaken between May and December (this is currently being reviewed and will be relaunched in April '20). The staff member and their line manager review the previous year's performance, evaluate learning and development undertaken, agree new targets for the coming year and identify new learning and development needs.</p> <p>Six-month PDR reviews take place to assess the individual's progress against targets and objectives and to review behaviours in line with the core values for non-managerial staff and leadership and management framework for managers.</p>
	Practice Leaders (PL's)	PL are responsible for ensuring that quality standards are met and to take corrective action where necessary. They are responsible for supporting frontline staff to deliver services that are of a high standard and effective. This is achieved through the line manager process, including performance management. Managers are responsible for ensuring their direct reports are very clear about managers and employees in the supervision and appraisal structure and how practice standards are an integral element of the process. Managers will use all of the available processes to recognise and praise good performance and address development needs. They will quality control pieces of work, for example by signing off assessments and by auditing a case file. They will also work with the staff they manage, using the council's supervision and appraisal systems, to give staff feedback about the quality of their work and ensure that staff receive the support and

	Role / Function	Description
		challenge they need to maintain and improve practice.
	Practice Learning Reviewers	<p>Practice Learning Reviewers provide a supportive role in developing and implementing effective quality control systems in the service. Practice Learning Reviewers carry out a range of specific Practice Learning Review, in line with the Quality Assurance Framework Audit Plan.</p> <p>Following each PLR an audit highlight report completed</p>
	Principal Social Worker (PSW)	The PSW represents the views of the frontline staff to senior managers and champions' frontline practitioners and the quality of practice. The PSW supports the continual learning and development of the workforce and the service.
	Quality Assurance Service	<p>The QA Service has coordinates and oversees this Practice Learning Framework. The QA Service facilitates monthly Practice Learning Review, Thematic/ Dip Sampling and provides reports on the learning. The QA Service with the PSW coordinates Practice Week bi-annually.</p> <p>The team conducts different activities stated above to measure the impact of service delivery is central to achieving improved outcomes for children</p> <p>Whilst quality assurance has a scrutiny role, it is important the QA Service focuses on the supportive and educative function of the role by describing what good practice looks like, and evaluating against this. Effective quality assurance will provide high challenge and support, and is crucially important in supporting the workforce to improve outcomes for children and young people. This team reviews a sample of Learning Reviews carried out by managers and raises challenges and themes of practice in their areas of responsibility to ensure the quality assurance processes in place are robust.</p>
	Service Managers	Service Managers are responsible for ensuring that quality assurance activity is carried out thoroughly on a regular basis and that the findings are acted upon and shared with staff and form a part of any further development/improvement plan.

	Role / Function	Description
		Service Managers are also responsible for devising and monitoring Service Plans and in ensuring service improvement.
	Workforce Development	The Workforce Development Team promote individual training and development in the Children's Services directorate. This includes mentoring and coaching practitioners, providing practice learning opportunities to students, undertaking reflective supervision, promoting innovation, and disseminating informed and evidence based interventions. Evaluation of training is also undertaken.

21. How we use data

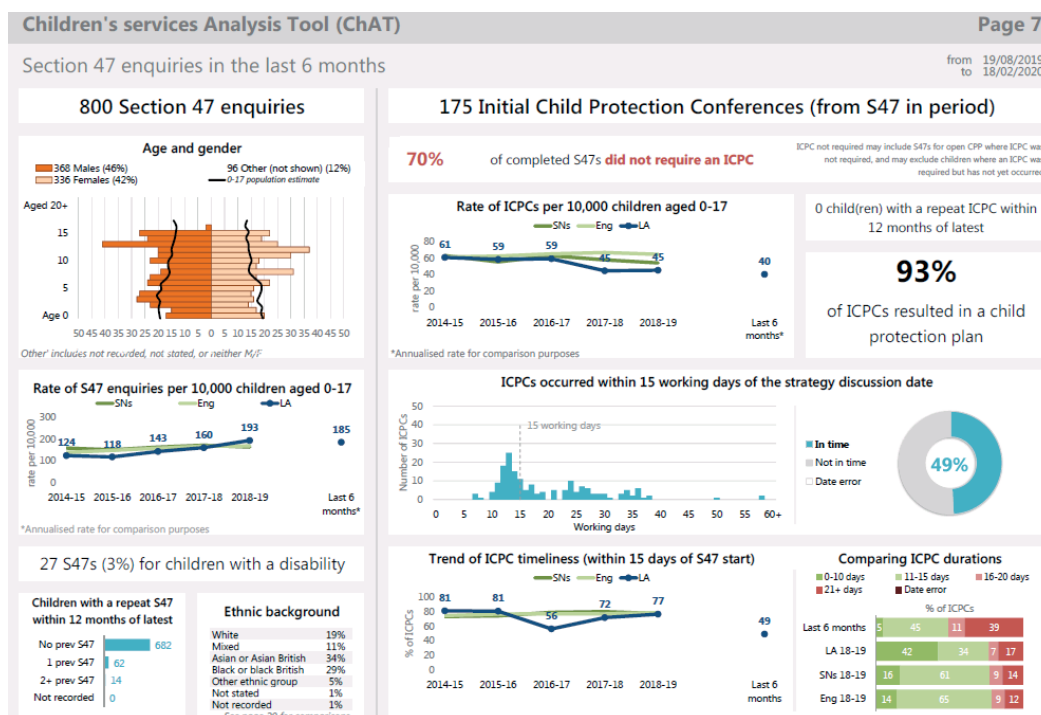
Data and the insights it provides, are a crucial tool to be utilised by all practitioners to help understand the child's journey, both at individual, service and organizational levels. Key to understanding children's journey is the need to ensure accurate and timely recording. Work has been underway to support practitioners to gain insight into children's experiences through the use of power BI reports, that extract information from the Children's Social Care database, Azeus. Effective data analysis permits accurate oversight, ensures that responses and planning for children does not drift and promotes useful questions about our practice and the difference it is making for children.

The Children's services Analysis Tool, or ChAT, was developed as a part of the collaborative 'Data to Intelligence' project between Waltham Forest Council, Hackney Council, and Ofsted for the use of local authorities to improve performance management of children's services.

ChAT transforms child-level data and benchmarking statistics into a visual report that covers all areas of children's social care. It enables social workers, managers, service managers and our senior leadership team to understand trends so that we can get ahead of the curve and see how Newham compares statistically nationally and to neighbouring local authorities. The wide scope and in-depth analysis of ChAT makes it a both a useful tool to existing performance management tools and reports and brings added value.

All managers at all grades are expected to review the ChAT tool alongside monthly performance data and should devote the same scrutiny in understanding what the data will mean for their service. ChAT uses a variety of clear and simple visualisations that are easily understood, and a consistent structure that is easy to follow and to spot areas of focus or concern.

The ChAT focuses on data in relation to Key Performance Indicators (KPI's) in relation to the oversight of children's progress towards safety and wellbeing. The information is grouped in accordance with the child's journey and supports questioning and hypothesis in relation to practice. Further investigation through auditing and review can then be undertaken and action taken.



Example of the Newham ChAT tool data set

Newham uses a range of data and insight reports to facilitate children and families progress. These reports are subject to regular review and senior leadership oversight to ensure there are sufficient resources to meet the needs of children and families in Newham.

22. How do we know what difference are we making to children, young people and families?

Any practice learning system needs to support answering the “so what” question i.e. we have delivered so many services to so many families but has the quality of the service improved measurable outcomes for children over time? Outcomes Based Accountability or OBA (Mark Friedman, Trying Hard is Not Good Enough, 2005) provides a disciplined way of working to assure practice by triangulating three simple questions.

OBA sits well with our framework, as specific activity and measures relate to these questions. Quality practice requires good quality support to be in place, it has to be built around a clear and open culture of learning, performance accountability and practice leadership, where all staff working with children and their families are clear about their quality assurance responsibilities and is integrated into business as usual.

The following diagram provides an example of the three questions and how they fit together

		Quantity	Quality
Effort		How much did we do? Activity and typical measures: The ChAT, Dashboard and data visualization tools provides us with information about patterns and trends in relation to how many children and families we offer services to.	How well did we do it? Activity and typical measures: Our child and family feedback form and Practice Learning Reviews provides data and % trends on whether we are delivering our practice framework to the right standard and treating families well (children and families satisfaction)
		Is anyone better off? (Outcomes & Impact)	
Effort		Activity and typical measures: Relates to the numbers of children and families that we are measuring outcomes; set against specific areas of outcome improvement (see opposite).	Activity and typical measures: Our use of questions through feedback and practice reviews enables us to track distance travelled and whether life has changed for children (what's helping and hindering). This can also be supplemented by the use of questionnaires and Appreciative Inquiry. Typically, our outcome focus will be on % measurable improvements in children's safety, behaviour, circumstances and their care arrangements

23. Reviewing this Framework

This framework will be reviewed annually to ensure that the activities are progressing and that it remains fit for purpose.

Practice Reviews Toolkit and Appendices

Hints and Tips for undertaking Practice Learning Reviews



Appendix 1: Guidance for Practice Learning Conversations

Why we do Auditing as 'Practice Learning Conversations' in Newham:

- 1) We are committed to working 'with' and not doing 'to'. This is your work and we want you to be involved in reflecting on your work and learning from audits, so that you can have your views heard and contribute to the decisions made about standards and outcomes.
- 2) We think that the best auditing happens through conversation and reflection whilst looking at the child's case record.
- 3) We want you to have the chance to grade your own audit, along with your manager or a Practice Learning Reviewer, so that over time we can become more and more consistent in our shared understanding of 'what good looks like'.

The purpose of Practice Learning Conversations

- To give you the tools to reflect and learn on how your work is influencing outcomes for children and families, and how your work meets our agreed practice standards.
- To help you improve your individual practice by highlighting the expected practice standards and allowing you time to think about how your practice might impact outcomes for children and families.
- To highlight any emerging themes across our whole service of strengths, needs and current outcomes for children and families that we support.
- To highlight themes of what is working well in our collective practice, and where we might need to change or improve things.

How to conduct a good Practice Learning Conversation:

1. Allow for conversation and reflection.
2. Think and talk about the practice you are seeing through the case records and what this would mean/look like for the child and their family.

3. When you write your comments, use your critical thinking, reflection, analysis. Share what is working, as well as areas where practice could have been better.
4. Give yourself time - it will take approximately 1.5-2 hours.
5. Look at the last 12 months of the case.

The process for Practice Learning Conversations:

Step 1

Practitioner to sit with their Practice Lead/nominated Manager or Practice Learning Reviewer and jointly complete the audit tool, using conversation to support grading, narrative and reflection over potential actions that might need to be completed.

Practitioner to forward the audit to the PL/SM. PL/SM to add their comments and then save and submit.

Step 2

Save and submit the audit to the following email address upon completion Quality.Assurance@newham.gov.uk

NB. an 'Alert' will be sent to your Service Manager and HoS for any RED/Inadequate audits submitted at Step 1. This is to enable support and oversight to be in place to support the move to a good outcome for the child and their family.

NB. QA will take responsibility for uploading all completed children's audits onto Azeus.

Step 3

HoS to moderate 20% (at least) of **their** team's audits.

The Assistant Director for Quality Assurance, Practice Lead Service Manager and Lead Reviewers will moderate 12 cases, and will share the outcome of this with you if your case was chosen.

If your case is selected for moderation, the Quality Assurance team or your Practice Lead will upload the moderated Practice Learning Conversation onto Azeus.

Guidance for evaluating practice

Part A: Practice Standards

This part of the practice learning tool requires you to evaluate practice against the **quality standards** for your service areas. For example, there will be different visiting schedules for children subject to child protection procedures as compared to a child in our care. Do make use of the narrative box to evidence your thoughts and reflections upon the quality of work with the child and their family, noting where practice is good and where it could be developed.

Assessment

Within Assessment you will be considering:

- Chronologies - the child's history.
- Genograms - an understanding and reflection of the child's family relationships.
- Child's details and case record accuracy- including Primary Service User Group (PSUG). This can be found on the child's summary on Azeus. This consists of a main group (e.g. Abuse, Neglect, Disability, Parent Illness or disability, Family in acute stress), and a sub-group with drop-down options. Please ensure that both sections are complete before continuing with the audit tool. This is required for statutory reporting.
- Workflows - the right intervention for the child.

Planning

Within Planning & review you should consider:

- Children informing plans
- The consideration and engagement with family, including fathers or non-resident parents.
- SMART and outcome based plans
- Reviews taking place on time

Intervention
<p>Evaluating intervention will include:</p> <ul style="list-style-type: none"> • Timescales meet practice standards (visits, etc) • The impact of a restorative and systemic approaches • Work informed by children (direct work)
Management oversight
<ul style="list-style-type: none"> • Supervision in line with the supervision policy - in quality and frequency.

Scoring Practice Standards

Question A12: Our practice model - our approach to care;

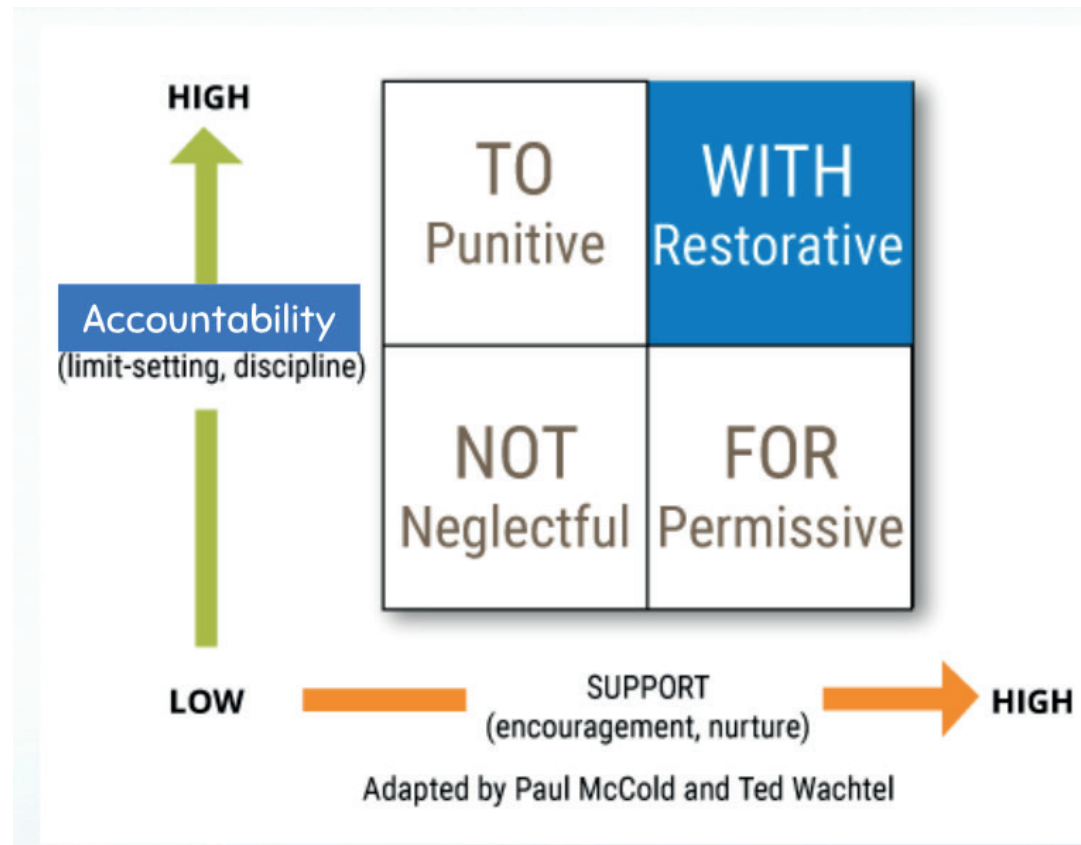
In our evaluation of our practice, we want to see evidence of our practice framework. We are striving to be relationship-based in children's social care, with a focus on restorative and systemic practice. Question A12 asks you to consider to what extent have restorative and systemic principles or techniques informed your work with the child, their family and the professional network?

Below are definitions of restorative practice for your information.

Restorative practice is about building and maintaining relationships. It's about working 'with' people at every opportunity and in doing so:

- providing positive challenge and setting clear 'bottom lines' i.e. holding people to account in a meaningful and constructive way and agreeing clear boundaries to work within. This is called 'high challenge'.
- providing the right support and encouragement to enable others to reach agreed goals. This is called 'high support'.

Systemic and relational is a way to be, not a process to follow or a thing to do at certain times. It's a term used to describe principles, behaviours and approaches which build and maintain healthy relationships. It is a way of being with people, essentially to work with and alongside others to create sustainable change. For example, one such relational approach might be the use of restorative based principles.



1.

Restoration

- The primary aim of restorative practice is to address and repair harm.

2.

Voluntarism

- Participation in restorative processes is voluntary and based on informed choice.

3.

Neutrality

- Restorative processes are fair and unbiased towards participants.

4.

Safety

- Processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.

5.

Accessibility

- Restorative processes are non-discriminatory and available to all those affected by conflict and harm.

6.

Respect

- Restorative processes are respectful to the dignity of all participants and those affected by the harm caused.

Below is guidance to support your grading decision for practice standards.

BLUE/Outstanding: Meets the required standard as follows:

Recording is consistently clear, up to date and of a good standard. There is an up to date chronology that is of good quality and an up to date genogram, both in the required format. There is evidence that the child and/or family have informed the practice they are receiving. There is evidence of mature partnership working from social care. There is evidence of good professional knowledge, reflection and skill and there is a clear analysis of risk, needs and strengths. There is good evidence of engagement with the child and family. Plans are SMART, up to date, regularly monitored, clear and focused on the child's outcomes. There is good evidence of effective management oversight, including regular supervision records, in line with supervision policy. Direction and decision making speaks to thresholds for intervention, is SMART and evident on file.

GREEN/Good: Meets the required standard as follows:

Recording is clear and up to date and of a good standard. There is an up to date chronology, in the required format and that this is of good quality. There is evidence of a good level of professional knowledge and skill and there is a clear analysis of risk, needs and strengths. There is good evidence of engagement with the child and family. Plans are clear and focussed (SMART) and are monitored and updated regularly. There is good evidence of effective management oversight, direction and decision making that speaks to thresholds for intervention and is SMART and evident on file.

AMBER/Requires Improvement: Meets some of the required compliance standards (the record may have some of all of these features).

Recording is adequate. The chronology is not up to date or is of an adequate standard. Evidence of professional skill and knowledge needs to improve. Risks and needs are identified and there is a reasonable level of analysis. Engagement with the child and the family is generally effective. Plans cover the main issues and there is evidence of these being monitored and reviewed. There is limited evidence of management oversight, direction and decision making.

RED/Inadequate: Does not meet the required compliance standards.

Recording is sparse with significant gaps or non-existent. There is no chronology and/or the chronology is of a poor standard. Evidence of professional skills and knowledge base appears weak and there are gaps in analysis of risk and need. Evidence of engagement with the family and wider professional network is limited.

Plans are insufficiently focused and infrequently monitored or updated. There is little or no evidence of effective management oversight of the case.

Part B: Outcomes.

In this section, the focus is on the outcomes for the child. It provides an opportunity for you to reflect on your practice and consider what impact this might be having for the child/family. You need to scale your response. We are interested to learn whether the outcomes for the child have improved/are improving as a result of the work you and partners are doing. If they haven't improved, what actions do you need to take to change this?

You will provide a scale for the child or young person's outcomes only. It is not an overall judgment of the work undertaken on the case. In an acknowledgement that sometimes certain outcomes can take time to become evident, despite much work. Please use the following guide to scale impact on outcomes.

For each of the outcomes, please use the following scales:

1	There is no evidence that the outcomes for the child have or will improve.
2	There is little evidence on how the outcomes for the child/young person have or have not improved.
3	There is some evidence that the outcomes for the child/young person are able to improve.
4	There is evidence that the outcomes for the child/young person improving but there is considerable work needed to ensure progress.
5	There is evidence of outcomes for the child/young person improving but there is some further work needed to ensure progress.
6	The outcome for the child/young person is improving with a small number of areas requiring further work.
7	Whilst the outcome for the child/ young person is improving there are minor elements still requiring further work.
8	The outcome for the child/young person is good and looks promising for the future.

9	The outcome for the child/young person is good and seem likely to continuously improve.
10	The outcome for the child/young person is very good and seem likely to remain very good in the future.

Once you have completed this scaling, it will then be translated into an outcomes star and sent to you via email, so you can use this with the child if appropriate, so they can be involved in scaling their outcomes.

Overall Grading

Considering both your assessment of how well you have complied with practice standards and how well we are achieving the desired outcomes for the child, now is your opportunity to give an overall grade on the case:

Red	Inadequate
Amber	Requires Improvement
Green	Good
Blue	Outstanding

Please give a narrative next to your grade and evidence why you have assessed for a particular grade. Please answer these questions in your narrative against the score, to highlight progress where appropriate.

- 1) Are there any areas where the quality and impact of practice have improved?
- 2) Are there any areas where the quality and impact of practice have deteriorated?
- 3) Where the quality and impact of practice has deteriorated what action needs to be taken to improve?

Next steps - Action setting

These actions are focused on supporting you to know how to move the case up a grade, this is both in terms of practice and outcomes for the child.

Where you have noted that practice standards have not been met- what actions do you need to undertake to rectify this? As you have completed the outcome section of the audit tool you will have been noting what might need to be different to improve outcomes, now is the opportunity to convert these into SMART actions.

Regardless of whether you are setting actions in relation to practice standards or outcomes, make sure these are SMART (Specific, Measurable, Achievable, Realistic, Time-bound).

As you will have set timescales for your actions, these need to be reviewed in case supervision discussions.

Feedback

- We provide quarterly Practice Learning Conversation workshops - please let Quality.Assurance@newham.gov.uk know if you haven't yet been to a workshop yet and would like to sign up.
- Please let us know if you have any issues related to Azeus.
- We will share a quarterly newsletter highlighting the findings from each round of Practice Learning Conversations.
- In your team meetings you could have 'Learning and Quality Assurance' as a set agenda item. Please do ask your HoS if you want information to feed into team meetings from Practice Learning Conversations. We are also very happy to attend a team meeting where possible.
- Please do contact us if you have any further questions/comments about this process by emailing Quality.Assurance@newham.gov.uk

Appendix 2: Practice Learning Conversation / Self-Audit

Azeus Number:	
Child's Gender:	

Name of Auditor:	
Team:	
How was this completed? A - Practice Learning Conversation	
Name of 2nd person if Practice Learning Conversation:	
Date Audit Completed:	

1. Part A: Practice Standards

This part of the practice learning tool requires you to evaluate practice against the quality standards for the service for the key practice areas.

For example, there will be different visiting schedules for children subject to child protection procedures as compared to a child in our care.

For more detailed information regarding grading indicators please see: https://newhamchildcare.proceduresonline.com/local_resources.html

Standards of record keeping need to have been maintained consistently in the most recent 12 month period and any workflow anomalies need to have been resolved by the manager, in order to be graded a green.

1.1. Assessment

A1a: Is the record up to date, comprehensive and tells the child's story? (Delete as appropriate)	Yes		No	
A1b: Evidence to support your judgement.				

A2a: Is all the essential information on file, e.g. information on child, siblings, parents, up to date including DoB's, Ethnicity, Legal Status and Placements? (Delete as appropriate)	Yes		No	
A2b: Evidence to support your judgement.				

A3: Has the Primary Service User Group (PSUG) been updated (main group and sub-group) on the child's summary on Azeus?	Yes		No	
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A4a: Do workflows correspond with child's current status?	Yes		No	
A4b: Evidence to support your judgement.				

A5a: Is there a genogram on the file that enables you to understand the child's network?	Yes		No	
A5b: Evidence to support your judgement.				

A6a: Is there an up to date chronology on file, which is of good quality and within the expected format?	Yes		No	
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A6b: Evidence to support your judgement.

1.2. Planning, review, and intervention

A7a: Is there a SMART (Specific, Measurable, Achievable, Relevant, Time-Oriented) outcome focused plan? Is it sufficient to address risk and need and is it making a difference?

Yes

No

A7b: Evidence to support your judgement.

A8a: Have all statutory processes and timescales been complied with i.e. assessment, visit, reviews?

Yes

No

A8b: Evidence to support your judgement.

A9a: Have the family/carers, including fathers, non resident parents, been involved at all stages of assessment planning and intervention? Are the views of family/carers captured in plans?

Yes

No

A9b: Evidence to support your judgement.

A10a: Has the child been involved/engaged at all stages of assessment, planning and intervention, with the voice of the child captured in assessment and plans?

Yes

No

A10b: Evidence to support your judgement.

1.3. Management Oversight

A11a: Is there evidence of supervision in line with the supervision policy and is the management oversight at an appropriate level for the case?

Yes

No

A11b: Evidence to support your judgement

1.4.

A12: Please articulate the difference that Restorative and Systemic approaches have made so far.

2. EHCP

Does the child / young person have an EHCP?	Yes		No	
Is there a copy of the EHCP uploaded to documents? (if applicable)	Yes		No	
Is the EHCP field under Education in the Child Azeus record completed? (if applicable)	Yes		No	

3. PART A: Practitioners Judgement (Compliance)

This part of the practice learning tool requires you to evaluate practice against the quality standards for the service for the key practice areas. For example, there will be different visiting schedules for children subject to child protection procedures as compared to a child in our care.

Standards of record keeping need to have been maintained consistently in the most recent 12 month period and any workflow anomalies need to have been resolved by the manager, in order to be graded a green. Please see practitioner grading guidance document for reference.

Guidance

Blue (Outstanding)	<p>Meets the required standard as follows:</p> <p>Recording is consistently clear, up to date and of a good standard. There is an up to date chronology that is of good quality and an up to date genogram, both in the required format. There is evidence that the child and/or family have informed the practice they are receiving. There is evidence of mature partnership working from social care. There is evidence of good professional knowledge, reflection and skill and there is a clear analysis of risk, needs and strengths. There is good evidence of engagement with the child and family. Plans are SMART, up to date, regularly monitored, clear and focused on the child's outcomes. There is good evidence of effective management oversight, including regular supervision records, in line with supervision policy. Direction and decision making speaks to thresholds for intervention, is SMART and evident on file.</p>
Green (Good)	<p>Meets the required standard as follows:</p> <p>Recording is clear and up to date and of a good standard. There is an up to date chronology, in the required format and that this is of good quality. There is evidence of a good level of professional knowledge and skill and there is a clear analysis of risk, needs and strengths. There is good evidence of engagement with the child and family. Plans are clear and focused (SMART) and are monitored and updated regularly. There is good evidence of effective management oversight, direction and decision making that speaks to thresholds for intervention and is SMART and evident on file.</p>
Amber (Requires improvement)	<p>Meets some of the required compliance standards (the record may have some of all of these features):</p> <p>Recording is adequate. The chronology is not up to date nor is of an adequate standard and there is no genogram on the child's file. Evidence of professional skill and knowledge needs to improve. Risks and needs are identified and there is a reasonable level of analysis. Engagement with the child and the family is generally effective. Plans cover the main issues and there is evidence of these being monitored and reviewed. There is limited evidence of management oversight, direction and decision making.</p>
Red (Inadequate)	<p>Does not meet the required compliance standards.</p> <p>Recording is sparse with significant gaps or non-existent. There is no chronology and/or the chronology is of a poor standard. Evidence of professional skills and knowledge base appears weak and there are gaps in analysis of risk and need. Evidence of engagement with the family and wider professional network is limited.</p> <p>Plans are insufficiently focused and infrequently monitored or updated. There is little or no evidence of effective management oversight of the case.</p>

A13: BRAG Rating:	
A14: Please add your reflections regarding your Practitioner judgement in relation to compliance with required standards.	

4. PART B: Outcomes Section

In this section of the audit tool, the focus is on the outcomes for the child. It provides an opportunity for you to reflect on your practice and for you to scale your response.

We are interested to learn whether the outcomes for the child have improved/are improving as a result of the work you and partners are doing. Note that in some cases whilst there has been a lot of social work/practitioner intervention with the child and their family, the outcomes might not yet have been achieved.



Guidance:

1. There is no evidence that the outcomes for the child have or will improve.
2. There is little evidence on how the outcomes for the child/young person have or have not improved.
3. There is some evidence that the outcomes for the child/young person are able to improve.
4. There is evidence that the outcomes for the child/young person improving but there is considerable work needed to ensure progress.
5. There is evidence of outcomes for the child/young person improving but there is some further work needed to ensure progress.
6. The outcome for the child/young person is improving with a small number of areas requiring further work.
7. Whilst the outcome for the child/ young person is improving there are minor elements still requiring further work.
8. The outcome for the child/young person is good and looks promising for the future.
9. The outcome for the child/young person is good and seem likely to continuously improve.
10. The outcome for the child/young person is very good and seem likely to remain very good in the future.

4.1. B1: Living Arrangements

On a scale of 1-10 (1 being poor and 10 being good)

B1a: How safe and secure are the child's living arrangements? On a scale of 1-10 (see scales for guidance)	
B1b: What is the evidence for your grade?	
B1c: What needs to be different and what actions need to be considered in order for things to improve further for the child?	

4.2. B2: Education, Employment, Training.*On a scale of 1-10 (1 being poor and 10 being good)*

B2a: How effective are the arrangements to promote the child's educational achievements? On a scale of 1-10 (see scales for guidance)	
B2b: What is the evidence for your grade?	
B2c: What needs to be different and what actions need to be considered in order for things to improve further for the child?	

4.3. B3: Health and Development.*On a scale of 1-10 (1 being poor and 10 being good)*

B3a: Are the child's health and development needs being met? On a scale of 1-10 (see scales for guidance)	
B3b: What is the evidence for your grade?	

B3c: What needs to be different and what actions need to be considered in order for things to improve further for the child?

4.4. B4: Relationships.

On a scale of 1-10 (1 being poor and 10 being good)

B4a: How stable and supportive are the child's relationships (family and others, including family time i.e. contact). On a scale of 1-10 (see scales for guidance)

B4b: What is the evidence for your grade?

B4c: What needs to be different and what actions need to be considered in order for things to improve further for the child?

4.5.

B5: Emotional Well-being.

On a scale of 1-10 (1 being poor and 10 being good)

B5a: Are the child's emotional needs understood and being met? On a scale of 1-10 (see scales for guidance)

B5b: What is the evidence for your grade?
B5c: What needs to be different and what actions need to be considered in order for things to improve further for the child?

4.6.

B6: Sense of Self.*On a scale of 1-10 (1 being poor and 10 being good)*

B6a: How effective are we at promoting the child's sense of self including diversity, identity, aspiration and resilience? On a scale of 1-10 (see scales for guidance)	
B6b: What is the evidence for your grade?	
B6c: What needs to be different and what actions need to be considered in order for things to improve further for the child?	

5. PART B: Outcomes Section - Practitioner's Judgement (Outcomes for child/young person)

B7: Please complete the scaling below for the overall outcomes for the child or young person on a scale of 1-10	
B8: Please add your reflections regarding your Practitioner judgement in relation to outcomes for child/young person.	

6. Feedback from Child/Young Person

Please complete this section using the numbers that were selected by the Child/Young Person on the activity sheets.

Please contact Quality.Assurance@newham.gov.uk if you have any feedback/comments to improve it.

6.1. Feedback & Outcomes Star

The Feedback & Outcomes Star asks the young person to rate themselves/their situation on a scale of 1-10 (1 = Bad, 5 = Okay and 10 = Good).

Please take a moment to discuss each of the points before the child/young person selects their ratings.

Get document: https://newhamchildcare.proceduresonline.com/local_resources.html

Do you feel safe and secure where you live?	
Education, Employment and Training	
Health and Development	
Relationships	
Emotional Well-being	
Sense of Self	

7. Overall Grade (Practitioner)

Considering both your assessment of how well you have complied with practice standards and how well we are achieving the desired outcomes for the child, now is your opportunity to give an overall grade on the case:

Overall Grade:	
Please give a narrative to your grade.	

8. Part A: Manager's Overall Judgement - COMPLIANCE

Manager's Name:	
BRAG Rating for PART A:	
Please add your reflections regarding your management judgement in relation to compliance with required standards.	

9. Part B: Manager's Overall Judgement - OUTCOMES

Please complete the scaling below for the overall outcomes for the child or young person on a scale of 1-10 (1 being poor and 10 being outstanding).	
Evidence that supports your grade.	
What needs to be different and what actions need to be considered in order for things to improve further for the child?	

10. Overall Grade (Manager)

Considering both your assessment of how well you have complied with practice standards and how well we are achieving the desired outcomes for the child, now is your opportunity to give an overall grade on the case:

Overall Grade:	
Please give a narrative next to your grade.	

11. Action Plan

Action	Who is responsible?	Deadline
1.		
2.		
3.		
4.		
5.		

12. Head of Service/Practice Learning Reviewer Comments

Only to be completed if required.

20% of all audits are reviewed by a Head of Service.

Any audits graded as “red” are reviewed by a Head of Service.

HOS Name:	
HOS Comments:	
Date:	
If audit is graded ‘good’ or ‘outstanding’, do you want to submit this audit as an example of good practice that may be used in an Ofsted inspection?	

Date of PIM (if case is judged inadequate):	
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Appendix 3: Thematic: Practice Review Form (CIN & CP)

The purpose of a quality Practice Review is to develop our understanding of our practice, the quality of the service we provide, and to improve outcomes for children and young people through a process of continuous learning. Our primary focus is on promoting excellence in practice and outcomes

Guidance for completing your analysis is below. This guidance has been developed alongside the Ofsted framework and evaluation criteria for the inspections of local authority children's services (ILACS).

Name of keyworker		Team	
Azeus ID Number		Name of Practice Reviewer	
Age of Child:		Date of Audit	

Deadline for submission of practice review	
---	--

The practice review theme is :	
Agreed focus of the practice review (over the last 6 months)	

1. The experiences and progress of children in need or at risk of significant harm.

1.1. The quality of transfer to the current team and practitioner, identifying a timely response and plan to meet the child's/YP's needs.

Threshold for intervention is appropriate and proportionate to the needs and risks. Analysis, including evidence of practitioner and management handover and the impact on the child's/YP's experience:

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

1.2. The quality and impact of assessments, analysis and decision making in providing effective help. *Analysis, including consideration and impact of age, disability, ethnicity, faith/belief and other protected factors. Involvement of relevant parties in the assessment.. Evidence of the impact on the child's/YP's experience of the quality of assessment and frequency of review assessments:*

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

1.3. The quality and impact of supervision and management oversight of practice. *Analysis, including evidence of regular management oversight and timely decision making and challenge by supervising officer, including through supervision. Appropriate oversight and challenge by the Child Protection Chair, if applicable. Decision making in relation to the case is clear, with all relevant approvals in place including plans and assessments*

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

1.4. The quality and impact of participation and direct work with children and families *Analysis, including evidence on the file of the clarity of the child / YP's voice :*

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

1.5. The quality and impact of Identifying and responding to all types of abuse, recognising the vulnerability of specific groups of children to improve their outcomes *Analysis, including evidence of the impact on the child's/YP's experience of the quality of reviews:*

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

1.6. The quality and impact of Child In Need and Child Protection plans, intervention and reviewing. *Analysis, including consideration as to the timeliness of CIN and Core Group meetings, the level of participation and development by families and/or children/YP's themselves:*

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

1.7. The quality and impact of contingency planning and safety plans *Analysis, including consideration whether these plans are regularly reviewed, static or dynamic plans and the level of involvement of partner agencies, children/YP and families.*

Practice Reviewer (Auditor) click to select rating <Please select>

Moderator click to select rating <Please select>

Moderator reasons, if judgment differs from Practice Reviewer

1.8. Parents / Carers Views *Please refer to separate guidance document if this case is selected for obtaining parents / carers views.*

2: Overall Grading / Comments *Has the help provided improved outcomes? Are children and young people being supported to achieve their full potential? Evaluate the impact of intervention (including on where the child is living, education, physical health, emotional and mental well-being, and work with other agencies). How well is the voice of the child or young person evident overall, and how much impact has it had*

Practice Reviewer (Auditor) click to select rating <Please select>

Moderator click to select rating <Please select>

Moderator reasons, if judgment differs from Practice Reviewer

Separately from above, is there something to add from the perspective of the child's experience?

Practice Reviewer (Auditor) click to select rating

<Please select>

Moderator click to select rating

<Please select>

Moderator reasons, if judgment differs from Practice Reviewer

Please bullet point what you consider to be examples of good practice within the case work



Date of PIM (if case is judged inadequate):

Moderation by the Audit / Service Improvement Team

Analysis, including clear rationale if the moderation goes either up or down:

Overall Grading of the Practice:

<Please select>

Please summarise the reason for your rating

Areas and opportunities for improvement (to be reviewed within the first supervision, following audit completion)			
Action	By whom	Target date for completion	Impact on the child

Date sent by the reviewer to the social worker and Practice Lead	
Signed: Practice Lead	

HOS comment- please note agreement to the improvement plan and any action taken to review this:	
Date of Service Manager Sign off	
Date of Head of Service Sign off (if inadequate)	

Review date for HoS: actions completed? -----	Signed: (Head of Service) -----
--	------------------------------------

If the actions agreed have not been completed or the action taken has not improved outcomes for the child/young person please note what further actions are required :

Appendix 4: Thematic Practice Review Case File Grading (CIN & CP):

Outstanding

In addition to meeting the requirements of a 'good' judgement, there is evidence that professional practice exceeds the standard of good and results in sustained improvement to the lives of children, young people and families. Research-informed practice, some of which will be innovative, continues to develop from a strong and confident base, making an exceptional difference to the lives and experiences of children and young people.

Good - (Use Detailed Audit Guide as the benchmark for what good looks like)

Children and young people who are, or who are likely to be, at risk of harm or who are the subject of concern are identified and protected. Help is provided early in the emergence of a problem and is well coordinated and recorded through multi-agency arrangements. Records of action and decisions are clear and up to date. Children and young people are listened to and heard. Social workers build effective relationships with them and their families in order to assess the likelihood of, and capacity for, change. Risk is well understood, managed and regularly reviewed. Children and young people experience timely and effective multi-agency help and protection through risk-based assessment, authoritative practice, planning and review that secures change.

Requires Improvement

Not meeting all good grades, but there are no widespread or serious failures that create or leave children being harmed or at risk of harm. Assessments should be timely with risk and protective factors identified and action taken to safeguard children. Risk and protective factors are identified. Conclusions flow from analysis and findings in relation to significant harm are clear. All statutory case file requirements are met. However, the case file is not yet at a Good standard and does not provide sufficient assurance that we are delivering good protection, help and care for children, young people and families.

Inadequate

The file does not demonstrate a suitable level of assurance. There are, or appear to be, widespread failures or serious failures that leave children harmed or at risk of harm. Response to referrals is not timely or effective, Section 47 investigations insufficiently planned, poor quality assessments, insufficient involvement of family and children and poor managerial oversight. Case file is not able to evidence compliance with statutory requirements.

Notes for Auditor

All comments boxes must be completed – there must be sufficient information to evidence the grades and inform improved practice or comment on good practice. If there are immediate concerns the manager must be notified. **The child must always be at the centre of the audit. What is the child's journey? Does the child have a voice?**

Appendix 5: What does Good Look Like (CIN & CP)

When carrying out your practice review and completing your analysis, the following evaluation prompts are to be taken into account:

The experiences and progress of children who need help and protection

The quality of transfer to the current team and practitioner, identifying a timely response and plan to meet the child's/YP's needs.

- Professionals identify children and young people in need of help and protection. They complete appropriate paperwork and assessments. There is a timely and effective response to transfers. Professionals understand thresholds. This leads to children and families receiving effective, proportionate and timely interventions, which improve their situation.

The quality and impact of assessments, analysis and decisions and making in providing effective help.

- Children and families experience child protection enquiries that are thorough and lead to timely action, which reduces the risk of harm to children.
- Allegations of abuse, mistreatment or poor practice by professionals and carers are taken seriously. Steps are taken to protect children and young people and the management of allegations against staff is robust and effective.
- Assessments and plans are dynamic and change in the light of emerging issues and risks. Assessments (including early help assessments) are timely and proportionate to risk. They are informed by research and by the historical context and significant events for each child. They result in direct help for families where needed and are focused on achieving sustainable progress for children. Help given to families is proportionate to the level of need. Information-sharing between agencies and professionals is timely, specific, effective and lawful.

The quality and impact of supervision and management oversight of practice

- Decisions are made by suitably qualified and experienced social workers and managers. Actions are clearly recorded. Systematic and high quality management oversight of frontline practice drive child-centred plans and actions within the timescales appropriate for the child. Effective and timely planning, support and decision-making takes place during pre-proceedings work. Management oversight is seen in the authorisation of assessments and reports and decisions are reviewed to ensure case progression and dynamic decision making.

The quality and impact of participation and direct work with children and families

- Children, young people and families benefit from stable and meaningful relationships with social workers. They are consistently seen and seen alone by social workers where it is in the best interests of the child. Practice is based on understanding each child's day-to-day lived experience. Children are safer as a result of the help they receive.
- Children and young people are listened to. Practice focuses on their needs and experiences and is influenced by their wishes and feelings. Children, young people and families have timely access to, and use the services of, an advocate. Feedback from children and their families about the effectiveness of the help care or support they receive informs practice and service development.

The quality and impact of Identifying and responding to all types of abuse, recognising the vulnerability of specific groups of children.

- Neglect, sexual abuse, physical abuse and emotional abuse are effectively identified and responded to. Children and young people who live in households, where at least one parent or carer misuses substances or suffers from mental ill-health or where there is domestic violence, are helped and protected.
- Social workers recognise the factors that can make children more vulnerable and tailor their interventions appropriately. This includes (but not exhaustively) disabled children, children who are privately fostered, children not attending school, vulnerable adolescents and children at risk of radicalisation or exploitation or becoming involved in gangs.
- Children and young people who are missing from home, care or full-time school education (including those who are excluded from school) and those at risk of exploitation and trafficking receive well-coordinated responses that reduce the harm or risk of harm to them. For those who are missing or often missing, there is a clear plan of urgent action in place to protect them and to reduce the risk of harm or further harm.
- The local authority has arrangements in place to identify the number of children not in full-time school education and to respond where there are concerns about their welfare.

The quality and impact of Child In Need and Child Protection plans, intervention and reviewing.

- Plans are timely, updated, purposeful and directly informed by assessment/ongoing analysis and review.
- Clear child-/YP-focused outcomes detail what needs to change and how progress will be evidenced and measured. There are explicit measurable objectives in the plan about what must be achieved by parents, carers and agencies in respect of providing protection and care for their children/YP.
- Plans are formulated and progressed based on the child's/YP's timescales. If the prospects of achieving outcomes are in doubt, explicit parallel plans are agreed.
- Plans make clear how much change needs to be achieved and the consequences of failure. Contingency plans are explicit. Non-compliance equates to decisive and well-informed action to protect children/YP quickly and to promote their best outcomes.
- Plans are influenced by the views of the child/YP and their family.
- Coordination between agencies is effective. Joint working and information sharing improves the experience and sustains the progress of children and young people.
- Children and young people are protected through effective multi-agency arrangements. Key participants attend multi-agency meetings. These meetings, which include case conferences, strategy meetings, core groups and multi-agency risk assessment conferences (MARAC), are effective forums for timely information-sharing, planning, decision-making and monitoring. Actions happen within agreed timescales and the help and protection provided reduce risk and meet need.

The quality and impact of contingency planning and safety plans

- Children in need of help and/or protection have a plan setting out how they will be helped and how their needs are going to be met and how risk will be reduced within the timescales appropriate for the child. Where families refuse to engage, clear contingency plans are in place. These are based on the assessment of need and risks to the child. Action is taken to avoid drift and delay. Plans and decisions are reviewed. Alternative decisive action is taken where the circumstances for children do not change and the help provided does not meet their needs or the risk of harm or actual harm remains or intensifies
- S47 enquiries assess risk with all agency involved, make proportionate decisions and plans that keep children safe.

- Safety plans are evidenced on the file and informed by the child/YP presented in a way they understand.
- Review is a continuous process that is not reserved for or delayed until formal meetings. It is the responsibility of the social worker/allocated practitioner and team manager to review children's/YP's needs and safety on an on-going basis.

Notes for Practice Reviewer

All comments boxes must be completed – there must be sufficient information to evidence the grades and inform improved practice or comment on good practice. If there are immediate concerns the manager must be notified. The child must always be at the centre of the audit. What is the child's journey? Does the child have a voice?

Appendix 6: Thematic: Practice Review Form (CLA & Care Leavers)

The purpose of a quality Practice Review is to develop our understanding of our practice, the quality of the service we provide, and to improve outcomes for children and young people through a process of continuous learning. Our primary focus is on promoting excellence in practice and outcomes

Guidance for completing your analysis in the Grading Matrix. This guidance has been developed alongside the Ofsted framework and evaluation criteria for the inspections of local authority children's services (ILACS).

Name of keyworker		Team case allocated	
Azeus ID Number		Name of Practice Reviewer	
Age of Child:		Date of Audit	

Deadline for submission of practice review	
---	--

The practice review theme is :	
Agreed focus of the practice review	

The quality of transfer to the current team and practitioner, identifying a timely response and plan to meet the child's/YP's needs. *Analysis, including evidence of practitioner and management handover and the impact on the child's/YP's experience:*

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

The quality of decision making for children looked after by Newham. *Analysis, including timeliness of decisions based on evidence of the impact on the child's/YP's experience of the quality of assessment and frequency of review assessments:*

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

The quality and impact of supervision and management oversight of practice. *Analysis, including evidence of regular management oversight and timely decision making and challenge by supervising officer, including through supervision. Appropriate oversight and challenge by the IRO. Decision making in relation to the case is clear, with all relevant approvals in place including plans and assessments*

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

The quality and impact of participation and direct work with children and families *Analysis, including evidence on the file of the clarity of the child / YP's voice and (where appropriate) has been involved in developing the plan. Social worker visits the child/ YP at a frequency that meets statutory guidelines and is responsive to the wishes of the child/ YP. Any use of direct work is evidenced. Good working relationship is evident. Evidence of life story work where appropriate (considering age and long term CLA/adoptive placement)*

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

The quality and impact of Identifying and responding to all types of risk to improve their outcomes *Analysis, including evidence the child / young person is protected or helped to keep themselves safe and receive help to reduce the risk of harm or actual harm. Impact on the child's/YP's experience:*

Practice Reviewer (Auditor) click to select rating	<Please select>
Moderator click to select rating	<Please select>
Moderator reasons, if judgment differs from Practice Reviewer	

The quality and impact of plans, intervention and reviewing., *The Care Plan is up-to-date and includes a PEP, health plan, placement plan and permanency plan and placement day to day arrangements. The plan is based on a clear assessment of the child's needs and how these needs will be met. A Pathway Plan is in place (where appropriate), which sets out the YP's transition to adulthood – including the use of a contingency plan. The plan is recorded on Azeus:*

Practice Reviewer (Auditor) click to select rating <Please select>

Moderator click to select rating <Please select>

Moderator reasons, if judgment differs from Practice Reviewer

Health & Education., *The:*

Practice Reviewer (Auditor) click to select rating <Please select>

Moderator click to select rating <Please select>

Moderator reasons, if judgment differs from Practice Reviewer

The quality and impact of contingency planning and safety plans *Analysis, including consideration whether these plans are regularly reviewed, static or dynamic plans and the level of involvement of partner agencies, children/YP and families.*

Practice Reviewer (Auditor) click to select rating <Please select>

Moderator click to select rating <Please select>

Moderator reasons, if judgment differs from Practice Reviewer

Parents / Carers / Child / Young Persons Views *Please refer to separate guidance document if this case is selected for obtaining parents / carers views .*

2: Overall Grading / Comments *Has the help provided improved outcomes? Are children and young people being supported to achieve their full potential? Evaluate the impact of intervention (including on where the child is living, education, physical health, emotional and mental well-being, and work with other agencies). How well is the voice of the child or young person evident overall, and how much impact has it had*

Practice Reviewer (Auditor) click to select rating <Please select>

Moderator click to select rating <Please select>

Moderator reasons, if judgment differs from Practice Reviewer

Separately from above, is there something to add from the perspective of the child's experience?

<Please select>

Please bullet point what you consider to be examples of good practice within the case work

Moderator's observation of good practice

Date of PIM (if overall judgement is inadequate):

Moderator's Overall View of Practice*Analysis, including clear rationale if the moderation goes either up or down:*

Overall Grading of the Practice. <Please select>

Please summarise the reason for your rating

Areas and opportunities for improvement from Practice Review *(to be reviewed at the PRIM, if audit is inadequate)*

Action	By whom	Target date for completion	Impact on the child

Date sent by the reviewer to the social worker and Practice Lead

Signed: Practice Lead

HOS comment- please note agreement to the improvement plan and any action taken to review this, if overall practice is judged to be inadequate:

Date of Service Manager Sign off

Date of Head of Service Sign off (if inadequate)

Review date for HoS: actions completed?

Signed: (Head of Service)

If the actions agreed have not been completed or the action taken has not improved outcomes for the child/young person please note what further actions are required :

Appendix 7: Thematic: Practice Review Case File Grading (CLA & Care)

Outstanding

In addition to meeting the requirements of a 'good' judgement, there is evidence that professional practice exceeds the standard of good and results in sustained improvement to the lives of children, young people and families. Research-informed practice, some of which will be innovative, continues to develop from a strong and confident base, making an exceptional difference to the lives and experiences of children and young people. In addition for Care Leavers, the local authority is assertive and proactive in keeping in touch with all young people who have left care and, as a result, young people have a sense of security and connection with adults who they know well.

Good - (Use Detailed Audit Guide as the benchmark for what good looks like)

Decisions about children and young people becoming looked after are made using high-quality assessments about the risk of harm or actual harm to them and the likelihood of change in their family. Thresholds are clear and applied appropriately. Children and young people are listened to by social workers who know them well. Adults working with children and young people help them to understand and manage their early childhood experiences, to progress well and achieve educationally, and to influence decisions about their future. They return home with the support they need and when it is safe for them. If this is not possible, they live in stable placements where they are helped to build positive relationships and maintain contact with their family and friends where this remains in their best interests. Care plans are regularly reviewed to ensure that the child or young persons' current and developing needs continue to be met. Permanent homes and families are found for children and young people without unnecessary delay. Their needs are met and they live with their brothers and sisters if that is assessed as being in their best interests. They do not experience placement moves unless they are part of a planned return home or in accordance with plans for their future. Their education is not disrupted unless it is in their best interests and plans for their schooling provide any extra help they need to make up time and learning that has been missed. They develop safe and secure relationships with adults that persist over time. When support is needed, children, young people and families are able to access it for as long as it is needed throughout their childhood and beyond. In addition, young people who are preparing to leave care receive support and help to assist them in making a successful transition to adulthood. Plans for them to leave care are effective and address their individual needs. They are safe and feel safe, particularly where they live. Young people acquire the necessary level of skill and emotional resilience to successfully move towards independence. They are able to successfully access education, employment, training and safe housing. They enjoy stable and enduring relationships with staff and carers who meet their needs.

Requires Improvement

When there are no widespread or serious failures or unnecessary delays that result in the welfare of looked after children and care leavers not being safeguarded and promoted. However, the authority is not yet delivering good help and care for looked after children and young people (including care leavers) and their families.

Inadequate

If there are widespread or serious failures, including unnecessary delay in identifying permanent solutions for them and which result in their welfare not being safeguarded and promoted.

If there are widespread or serious failure that results in care leavers not having their welfare safeguarded and promoted but the characteristics of a good judgement are not in place.

Notes for Practice Reviewer

All comments boxes must be completed – there must be sufficient information to evidence the grades and inform improved practice or comment on good practice. If there are immediate concerns the manager must be notified. The child must always be at the centre of the audit. What is the child's journey? Does the child have a voice?

Appendix 8: Thematic: Practice Review Form: What Good Looks Like (CLA & Leaving Care)

When carrying out your practice review and completing your analysis, the following evaluation prompts should be taken into account:

Making good decisions for children

- Children and young people become looked after in a timely manner and in their best interests. Decisions that children should be in care are based on clear, effective, comprehensive and risk-based assessments, involving, if appropriate, other professionals
- If it is not possible for children to return home, suitable and timely plans for permanence are made for them to live away from the family home.
- If the plan for a child is to return home, there is purposeful work carried out with the family so that it is safe for the child to return. Further care episodes are avoided unless they are provided as a part of an appropriate plan of support.
- The wishes and feelings of children, and those of their parents, are clearly set out in timely and authoritative assessments and applications to court. Assessments of family members as potential carers are carried out promptly to a good standard.
- Children's care plans comprehensively address their needs and experiences, including the need for timely permanence. Children's plans are thoroughly and independently reviewed with the involvement, as appropriate, of parents, carers, residential staff and other adults who know them. Plans for their futures continue to be appropriate and ambitious.

Participation and direct work with children in care and care leavers

- Children are seen regularly and seen alone by their social worker and children understand what is happening to them. Children have positive and stable relationships with professionals and carers who are committed to protecting them and promoting their welfare.
- Children in care and care leavers are helped to understand their rights, entitlements and responsibilities. They know how to give feedback or complain and understand what has happened as a result of their complaint. Their complaints are treated seriously and are responded to clearly. Urgent action is taken and services improve when necessary. Children and young people have access to an advocate and independent visitor when needed. Care leavers are well-informed about access to their records, assistance to find employment, training and financial support.
- The local authority celebrates the achievements of children in care and care leavers. It shows it is ambitious for their futures.

- Children in care and care leavers are well represented by a Children in Care Council or similar body which is regularly consulted on how to improve the support for these children and young people

Helping and Protecting

- Children in care and care leavers are protected or helped to keep themselves safe from bullying, homophobic behaviour and other forms of discrimination.
- Any risks associated with children and care leavers offending, misusing drugs or alcohol, going missing or being sexually exploited or exploited in any other way are known well by the adults who care for them. Children receive help to reduce the risk of harm or actual harm. Children and care leavers are safe and feel safe. They are helped to understand how they can keep themselves safe.

Health

- Children in care and care leavers are in good physical and mental health, or are being helped to improve their health. Their health needs are identified and met.

Learning and enjoyment

- Children and young people make good educational progress at school or other provision since being in care. They receive the same support from their carers as they would from a good parent.
- Children and young people who do not attend school have prompt access to suitable good-quality registered alternative provision. There is regular review of their progress. Urgent action is taken if children are missing from education or if their attendance reduces.
- Children and young people enjoy what they do and have access to a range of social, educational and recreational opportunities. Adult carers have suitable delegated authority to make prompt decisions about children's day to-day lives.

Stability and permanence

- Children and young people are safe and settled where they live. They move only in line with care plans, when they are at risk of harm or are being harmed. They do not live anywhere that fails to meet their needs. They are able to live with their brothers and sisters when this is in their best interests, including when they are adopted. Children and young people have appropriate, carefully assessed and supported contact with family, friends and other people who are important to them.

- Children and care leavers who live away from their 'home' local authority have access to education and health services that meet their needs as soon as they move outside of their 'home' area. Placing local authorities notify the 'receiving' local authority that a child is moving to their moves.
- There is a sufficiently wide range and choice of placements available to meet the needs of children in care.
- Effective recruitment, assessment, training and support of carers (including, as appropriate, foster carers, adopters, special guardians and residential staff) ensure that children and young people receive high-quality, safe and stable care that meets their diverse needs.
- All agencies and professionals work together effectively to reduce any unnecessary delay in receiving support and achieving permanence for children.
- Children are effectively prepared for, and carefully matched with, a permanent placement. Their wishes and feelings influence the decisions about where they live. Children are helped to develop secure, primary attachments with the adults caring for them. They are helped to understand their life histories, experiences and identities.
- The accessibility, style and clarity of case records enhance the understanding that children in care and care leavers have about their histories and experiences.
- Adoption is considered carefully and promptly for all children who are unable to return home or to their birth families and who need a permanent alternative home. This includes good use of concurrent and parallel planning, the Adoption Register and Fostering for Adoption.
- Fostering and adoption panels, and the respective decision-makers, ensure that children are effectively matched with families. Local authorities have arrangements in place to ensure consistently good practice and receive regular feedback on the effectiveness of the work of panels.
- Children who are adopted, their adoptive families, their birth relatives and adopted adults are informed, and are aware of, their entitlement to receive an assessment of their adoption support needs. When support is needed, it is provided quickly, effectively and leads to improved circumstances for the children, young people, families and carers involved.

Supervision & Management Oversight

- Management oversight of practice, including practice scrutiny by managers, is established, systematic and used clearly to improve the quality of decisions and the provision of help to children and young people.

Workforce

- Monitoring of workloads and oversight of the impact of wider systems on working conditions for practitioners ensures that they have the capacity and ability to develop meaningful relationships with children and families. The impact of any systems change is well-managed with a sustained focus on the experience of children and families.
- Managers and practitioners are experienced, effectively trained and supervised and the quality of their practice improves the lives of vulnerable children, young people and families. There is effective organisational support for the training and professional development of social workers and managers.

Appendix 9: Practice Improvement Meeting (PIM)

Date:

Child/YP's name	
Case ID	
SW/TM	
Team & Service Area	
Chair of PIM	
Date of PIM	
List of attendees (in addition to above)	

A: Briefly record your discussions of the case.

- What are the specific and measurable outcomes that we are seeking?
- What is the experience of the child?
- What are the expressed views of the child and their parents?
- What has made the casework and outcomes less than good?
- What needs to be done to improve outcomes or the way we try and achieve these?
- What changes are needed to the child's plan? Does this need to be taken to a formal review meeting first?
- What other changes do we need to make which don't need to be part of the child's plan? E.g. update chronology, start to complete life story work.
- How and when will the plan and progress be reviewed and who will do this?

Discussion:

B.	Actions required to achieve improved outcomes for child(ren)/YP	By whom	By when
1			
2			
3			
4			
5			
6			

C.	Now please grade the case. Give brief reasons why	
		Tick grading applied ✓
	I nadequate	
	R equires Improvement	
	G ood	
	O utstanding	
Narrative as to why Grading given:		
D.		

Name of Head of Service PIM Minutes to be sent to and date sent	
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Appendix10: Practice Review of Supervision

Part 1:

Staff Name			
Practice Reviewer		Date	

Check	Yes/No	Comments
Is there a supervision agreement?		
Is supervision happening regularly (approx. 4 weekly)		
Are supervision decisions recorded on Azeus?		
Do supervision records include reflection of learning?		
Do supervision records prioritise actions?		
Do supervision records include timescales?		
Do supervision records include discussion and analysis of risk?		
Do supervision records give clear rationale for any decision making?		
Is there evidence of consideration of impact on child?		
Is there evidence of appropriate challenge?		
Is there evidence of consideration of other relevant issues?		
Is there evidence of consideration of personal performance?		

Is there evidence of consideration of team performance?		
Is there evidence of consideration of training and personal development		
Is there evidence of consideration of attendance/sickness issues?		

	Actions required to achieve improved outcomes for child(ren)/YP	By whom	By when
1			
2			
3			
4			
5			
6			

Appendix 11: Practice Review of Supervision

Part 2: Supervisee Evaluation Feedback

Staff Name			
Practice Reviewer		Date	

Mark an X in the box – using the following scale:-

1=Strongly Agree; 2=Disagree; 3=No change; 4=Agree; 5=Strongly Agree

Check	1	2	3	4	5
Supervision has helped me find new ways of approaching some significant challenges					
Is supervision happening regularly (approx. 4 weekly)					
Are supervision decisions recorded on Azeus?					
As a result of supervision I feel able to be more effective in my role					
Your supervision records prioritise actions?					
Your supervision records include timescales?					
The supervision process has given me helpful insights about my personal style/ approach?					
As a result of supervision I feel more confident in my role?					
There evidence in supervision of consideration of impact on child?					
If I hadn't had supervision, I think I'd have found fewer options for solving the challenges I face.					
If I hadn't had supervision, I think I would be less effective in my role					

If I hadn't had supervision, I think I would feel less confident in my role.					
Supervision has made a positive difference to the way I work.					
Consideration of training and personal development forms part of my supervision					
Consideration of attendance/sickness issues form part of my supervision.					

	Supervision Evaluation:	Feedback
1	Has Supervision helped you be more effective in your role and if so how?	
2	What did you appreciate most about the supervision process?	
3	What did you appreciate least about the supervision process?	
4	Do you have any suggestions for how supervision could be more effective for you? (What might be done differently next time?)	
5	Is there anything else that you would like to tell us?	

Appendix 12: Summary of Practice Learning Activity / Quality Assurance/ April 2020 – April 2021

Quality Assurance	Method	Frequency	Intended Outcomes	Leads
Whole Service Practice Learning Review	Using same Practice learning Tool which will be used for Ofsted preparation to identify areas requiring improvement and areas of good practice.	Monthly	To gain a comprehensive understanding of what is working well/not so well in protecting children. Identify any patterns and issues which need addressing-Draw up Action Plan.	AD , HOS, SM's IROs, CPC, PL
Supervision Audit	Service Managers review supervision files using supervision audit template	Annual	Monitor the quality of supervision	Social Care Heads of Service
Supervision survey	Annual survey to assess how effective supervision is found to be by social workers	Annually	To understand usefulness of supervision to staff and take any necessary action arising from feedback.	PSW
Thematic Reviews and Case Sampling	Thematic schedule devised for the year in advance-can be changed to meet demand arising from outcome of an audit (Appendix 1)	Monthly basis-to feed into SLT and Practice & Outcome meetings.	To focus on specific areas to gain comprehensive understanding of practice in that area.	AD & HOS
Social work Health Check survey	Annual process to gain feedback from social work teams	Jan 2021	To ensure good morale in Workforce to increase changes of stable workforce.	PSW
Complaints and Compliments	Collated by Complaints Team bound by the Children Act 1989 and the Health and Social Care Act 2003.	On going	Themes to inform any areas of learning to improve service provision.	Complaints and Compliments Team
IRO quality reports?	Annual IRO report	Oct 2020		
Monthly Performance Meetings	Chaired by Director of Operations to address performance,	Monthly	To understand the 'story' behind the data to inform practice. To set actions	Director of Operations

Quality Assurance	Method	Frequency	Intended Outcomes	Leads
	workload management, learning from quality assurance activity, review of actions from Audits.		from Audits and review them and take any necessary action.	
Data performance	Sent to all Team Managers and HOS. Discussed and disseminated in monthly management Team meetings.	Monthly data sent to all Team Managers and HOS .	To monitor outputs	Director of Operations, HOS
Parental feedback	Feedback requested at point of closure. To be collated and fed into Performance meetings quarterly-itemised on agenda.	ongoing	To identify and themes and lessons to learn to improve practice	SM, LAC and Safeguarding
Multi agency audits	Authorised by NSCP			PSW
Leaving Care		As per attached schedule (See Appendix 2)		HOS LCT
Director of Operations monthly 'walking the Floor'				
Direct Observations	PL's to directly observe practice and record in supervision. May include accompanying social worker on home visit or observing chair a meeting.	Annually per social worker		
Family First / Early Help Practice Review	Using bespoke tool.	Monthly	To ensure risk is being effectively managed and work is purposeful and reviewed using SMART plans.	HOS, Service managers

Appendix 13: Thematic / Dip Sampling TOR Template

Title of Thematic / Dip Sampling		Completed by		Date Commenced and Completed	
Previously Sampled	Yes / No	If yes, when?			

Context / Purpose	
Please state the cause for concern or idea for improvement that has led to this Thematic / dip sample being undertaken. Please add any other information i.e. if this has arisen following a particular incident or as a result of a complaint, finding from meeting /or data.	
Hypothesis	
Hypothesis A hypothesis is a suggested solution for an unexplained occurrence. The basic idea of a hypothesis is that there is no pre-determined outcome. It should be based on your "educated guess" or proposed explanation and not on known data.	

Methodology	
<p>State the approach that you used when completing this sample, including: whether case files were chosen randomly or using particular criteria.</p> <p>As a general rule reviews should relate to an identified standard.</p> <p>Please state what standard you have used in this instance, including details of any documents for reference, for example:</p> <ul style="list-style-type: none"> • Legislation, please provide the reference; • Be a service standard as set out in CSC policy and / or guidance, please state which document you are referencing; • Current research, please provide the reference in this instance; • Current performance measures, please state the current and target performance; • A standard that has been set by the service i.e. a measure set in a team, area or service plan. • Have you excluded any results if so why? 	
Summary of findings	
<ul style="list-style-type: none"> • How this relates to the purpose of the sample; standards used; legislation, guidance, policy; data finding and narratives • If this supports or refutes previous sample, review and/or audit findings; • Areas of good practice and areas for concern. • How this relates to impact 	

Recommendations to support learning and improve practice. Please also indicate how actions will be taken forward (i.e. team meetings, Operational Managers Meeting, SLT) to disseminate learning and findings.

	Actions required to achieve improved outcomes for child(ren)/YP	By whom	By when	Update and whether actions have been implemented. To be updated by relevant Service Manager	RAG Rating Red – to be completed immediately and impacts on safeguarding of children Amber – Commenced Green - Completed
1					
2					
3					
4					
5					

How will learning be shared with others?	
Date to be Reviewed	
Moderators Comments	