

Children and young
people's workforce

cwfdc
Children's Workforce
Development Council



Together towards integration

Children's Trusts self assessment of integrated working 2009
National report

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1. Executive summary

Background

- 1.1 This report covers the findings from the analysis of the integrated working drill down self assessment 2009. Findings are broken down by sector and by audience group (whether the respondent was a leader and manager or front line staff) for different aspects of integrated working.
- 1.2 The analysis covers the distribution of scores across individual Children's Trusts and the workforce as a whole.
- 1.3 The main report analyses the results for five different aspects of integrated working – multi-agency working, information sharing, the common assessment framework, team around the child and the lead professional. The results from individual questions are attached in the appendix.
- 1.4 Respondents scored progress towards integrated working on a five point scale, with 1 being fragmented, 3 the midpoint and 5 integrated and high quality.
- 1.5 There was a tendency for respondents to score the midpoint of 3, and the averaging of scores also creates a convergence at this point, so it is useful to consider what the midpoint actually means.
- 1.6 In the self assessment, the meanings of 'fragmented', 'midpoint' and 'integrated and high quality' were explained in the context of each question to help guide respondents, meaning that the midpoint is slightly different for each question.
- 1.7 However, it is possible to identify commonalities across questions and practices that allow us to understand what midpoint looks like. Table 1.1 summarises these. It is not a definitive list of all the descriptions; it is a reflection of them across all 59 questions and is therefore open to local interpretation. Full descriptors can be found in the appendix.
- 1.8 The implication of midpoint is clear – the practice has been adopted and it is making a difference to the way services and agencies work. The difference between midpoint and integrated and high quality is the breadth of the coverage and the way it feeds back into service improvement.

Table 1.1 Summary of descriptors across all 59 questions

1 3 5		
Fragmented	Midpoint	Integrated and high quality
<p>There is no clear vision; integrated working has developed in an ad hoc and reactive way.</p> <p>There are no consistent service standards and thresholds for access and expected response times across much of the children's workforce.</p> <p>There are significant barriers to agencies working together.</p> <p>Integrated working policies and processes are not yet fully integrated. Guidance is difficult to find.</p> <p>Training across the five elements of integrated working is available periodically but not generally on a multi agency basis</p> <p>There are no regular reviews and evaluations of integrated working practice</p> <p>Generally agencies do not access or secure mechanisms to share ICT systems or information sharing.</p>	<p>There is a clear, shared vision for integrated working that everyone is signed up to.</p> <p>There are common service standards across most of the children's workforce including thresholds for access and expected response times and are working to ensure consistency.</p> <p>Significant barriers to agencies working together have been removed. There is joint commissioning of services, pooling of budgets and developing common performance management frameworks.</p> <p>There are agreed common policies, processes and guidelines, which are easily accessible</p> <p>Multi agency training has covered most staff/agencies/sectors at least once and an ongoing programme is planned for new members of staff. Training is being refined based on ongoing feedback and plans are in place to increase the uptake by the voluntary sector and agencies outside the Children's Trust.</p> <p>There are systems in place to collate evidence which shows that children, young people and families are able to access earlier and more flexible, coordinated, responsive and effective support.</p> <p>There are common information sharing security policies agreed and some shared ICT systems. Practitioners understand when and how to share information legally and professionally, including the circumstances where consent is required / not required</p>	<p>There is an ambitious and inspiring shared vision for integrated working, focused on improved outcomes for children, young people and families that everyone has signed up to.</p> <p>There are common service standards and where there are differences there are sound reasons for this. Quality standards are promoted and individual agencies held to account.</p> <p>All barriers to agencies working together have been removed. Jointly commissioned services using pooled budgets are managed within a common performance management framework.</p> <p>There are common policies and guidelines, and standard processes which are adhered to and easily accessible.</p> <p>All relevant staff (practitioners, managers, advisers) across all agencies have had multi agency training, which is regularly refreshed through ongoing continual professional development and supervision</p> <p>There are systems in place to monitor and evaluate services, which demonstrate children, young people and families are always able to access earlier, more flexible, coordinated, responsive and effective support.</p> <p>Staff understand the importance of information security and have access to secure shared ICT systems where appropriate. There are clear processes for storing and sharing information securely and these are adhered to by all staff.</p>

<p>Leaders focus primarily on the workings of their own agency.</p> <p>The lead professional model of working is not yet widely understood and there is some reluctance from practitioners to take on the functions.</p> <p>Multi agency models, and approaches such as team around the child, are not yet fully developed.</p> <p>There are no mechanisms in place to engage children, young people and families in the planning or decision making process.</p>	<p>The Children's Trust is developing a leadership and management strategy to underpin integrated working.</p> <p>Key Children's Trust partners have signed up to the lead professional functions and there are sufficient suitably skilled practitioners to meet need.</p> <p>The team around the child approach is developed and is being used to deliver tailored multi agency support packages.</p> <p>There are mechanisms in place to regularly refresh the input of children, young people and families in the planning and decision making process.</p>	<p>There is a strategy in place to promote leadership and management in integrated working.</p> <p>There is a common understanding of the lead professional role and Children's Trusts are actively promoting the model to wider agencies. There a large number of practitioners across a diverse range of agencies with the right skills to undertake the functions and there are clear lines of accountability.</p> <p>There is a well established team around the child model across the Children's Trust that draws on all relevant practitioners to meet the needs of the child, to deliver tailored multi agency support packages. This is regularly reviewed and monitored.</p> <p>Children, young people and families play a full part in decision making, planning and delivery of the services they need.</p>
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Distribution of scores across Children's Trusts

1.9 The table below summarises, for each stage, the distribution of mean scores across Children's Trusts. The outer column shows the number of Children's Trusts above or below 0.5 points of the midpoint (3), in other words scores of at least 3.5 or less than 2.5. These are followed by the number of Children's Trusts with mean scores notably above or below, but within 0.5 points, of the midpoint. (0.2 points is considered to be a notable difference). Finally, the middle two columns show the number of Children's Trusts with mean scores converged around the midpoint (within 0.2 points). The final column, in grey, shows the number and proportion of Children's Trusts with scores at or above the midpoint (the sum of the previous three columns).

Table 1.2 – Distribution of mean scores across Children's Trusts

Average score	Number of Children's Trusts (percentage in brackets) with mean scores						Children's Trusts at or above midpoint
	Below 2.5	2.5 and up to 2.8	2.8 and up to 3.0	3.0 and up to 3.2	3.2 and up to 3.5	3.5 and above	
Multi-agency working	2 (1%)	15 (10%)	46 (31%)	49 (33%)	33 (22%)	5 (3%)	87 (58%)
Information sharing	2 (1%)	7 (5%)	22 (15%)	45 (30%)	57 (38%)	17 (11%)	119 (79%)
Common assessment framework	6 (4%)	21 (14%)	19 (13%)	41 (27%)	48 (32%)	15 (10%)	104 (69%)
Tea around the child	17 (11%)	42 (28%)	25 (17%)	31 (21%)	32 (21%)	3 (2%)	66 (44%)
Lead professional	40 (27%)	50 (33%)	35 (23%)	18 (12%)	7 (5%)	0 (0%)	25 (17%)
Overall figures	4 (3%)	23 (15%)	41 (27%)	46 (31%)	31 (21%)	5 (3%)	82 (55%)

1.10 Overall, just over half of Children's Trusts (82 in total, 55 per cent of responding Children's Trusts) were at the midpoint or above in the integrated working process. No Children's Trust was, on average, either integrated and high quality or fragmented. Essentially, all Children's Trusts were near the middle.

1.11 There is variation by integrated working practice, with most Children's Trusts being above the midpoint for multi-agency working, information sharing and the common assessment framework. In fact, for information sharing, four fifths of Children's Trusts were above the midpoint.

- 1.12 Conversely, for the team around the child and lead professional practices, Children's Trusts were, on average, below the midpoint. For lead professional, three Children's Trusts had a mean score below 2, meaning they were closer to the beginning than the midpoint of the process.
- 1.13 There are no examples of any Children's Trust, for any particular practice, being closer to the end of the process than the middle; that is, scoring an average of 4 or above. So, whilst overall, Children's Trusts are on average above the midpoint, there are three examples of very low scores and no examples of very high scores.

Average scores across the whole workforce

- 1.14 As well as looking at the distribution across Children's Trusts, we can look at the workforce as a whole. On a scale of 1 to 5, with 1 being fragmented and 5 being integrated and high quality, the average score across the workforce was 3.04.
- 1.15 This average score was slightly higher for front line staff than for leaders and managers at 3.05 compared to 3.02. This is true across all practices with the exception of the common assessment framework, where leaders and managers had a higher average score and lead professional, although the difference in this case was small.
- 1.16 The biggest difference with any one sector was in the third sector, where front line staff gave a mean score of 3.04 compared to 2.89 for managers. However, variation between sectors was much larger than variation within sectors.
- 1.17 For instance, the mean score for respondents from social, family and community support was around 3.2, compared to around 2.7 for respondents from sport and culture.
- 1.18 Progress has not been entirely uniform across the different stages of the process towards integrated working. Respondents on average reported greater progress in terms of "defining what needed to be done" (a mean score of 3.4) than "making continual improvements" (a mean score of 2.7).
- 1.19 Respondents also said that there had been greatest progress in information sharing (mean score of 3.2) and less progress in the lead professional role (mean score of 2.7).
- 1.20 The lower level of progress noted for the lead professional section is compounded by the number of people who did not actually reply to the question, either because they felt it was not applicable or because they did not know how to answer. In this section, 31 per cent of questions were left unanswered.

Overall

- 1.21 The national mean score against all questions was just over 3 (3.04), suggesting that overall there is a perception of progress against all areas of integrated working.

- 1.22 When collective Children's Trusts scores are considered, 55 per cent have assessed themselves at the midpoint or above, again suggesting a strong perception of progress against the implementation of integrated working practices in general.
- 1.23 When individual integrated working practices are considered, 79 per cent of Children's Trusts assess information sharing as at midpoint or above, and 69 per cent assess the common assessment framework at the same point.
- 1.24 When mean score and distributions are considered, multi-agency working, information sharing and the common assessment framework all have scores above the midpoint (3.06, 3.21, 3.14), supporting an overall perception of good progress.
- 1.25 Team around the child and lead professional score lower (2.94, 2.73) although as noted, all scores from Children's Trust levels up are closer to the midpoint than the endpoints suggesting an overall favourable perception.
- 1.26 The variation between individual practices might reflect the extent to which practice, processes and information have been implemented across the workforce.
- 1.27 This evidence again suggests that some practices are more embedded across the whole workforce, enabling respondents to provide more confident answers for multi-agency working as a concept and for information sharing which have both had high visibility.
- 1.28 Overall this analysis has demonstrated that there continues to be a high level of engagement with integrated working practices, with Children's Trusts nationally consistently demonstrating a positive perception of change within the workforce. Implementation is not consistent across all practices and sectors, however there are no sectors not engaged to some level and no practice is viewed unfavourably by respondents on the whole.

2. Background and methodology

- 2.1 All the analysis in this paper uses data from the self assessment questionnaire sent to Children's Trusts as part of the integrated working drill down 2009.
- 2.2 The integrated working drill down builds on a self assessment exercise Children's Trusts completed in June 2009 which was also managed via the One Children's Workforce Tool (OCWT). The tool assisted Children's Trusts with evidence gathering activities such as focus groups, workshops and a self assessment. This evidence helped Children's Trusts to assess how they had progressed against the One Children's Workforce Framework for an integrated and high quality children's workforce.
- 2.3 Between October and December 2009, Children's Trusts in England were asked to participate in the integrated working drill down self assessment. The self assessment was mainly completed by respondents online via the OCWT, although a paper version was also made available.
- 2.4 Children's Trusts were each asked to include 40 respondents, five from each of eight sectors¹ (early years and childcare, education, health, justice and crime prevention, social, family and community support, sport and culture, youth and third sector). For the self assessment, respondents were asked to choose only one sector which they belonged to.
- 2.5 They were also asked to make up the five respondents between two different audience groups - two leaders and managers and three frontline staff.
- 2.6 150 Children's Trusts responded to the self assessment. Of these, 148 supplied both leaders and managers and front line staff. Two Children's Trusts did not have any respondents from the leaders and managers group.
- 2.7 The self assessment looked in detail at five integrated working practices:
 - Multi-agency working
 - Information sharing
 - Common assessment framework
 - Team around the child
 - Lead professional

¹ Sectors based on the children and young people's workforce diagram in the *2020 Children and Young People's Workforce Strategy* page 14
http://publications.everychildmatters.gov.uk/eOrderingDownload/CYP_Workforce-Strategy.pdf

- 2.8 For each practice, the tool contained between eight and 14 questions. There were 59 questions in all. Each of the questions related to one of eight stages:
- A: Define what's needed
 - B: Get the right people to help so that it's owned
 - C: Develop it
 - D: Get it working across the entire workforce
 - E: Ensure it makes a difference to children and young people
 - F: Make it user friendly
 - G: Establish it as part of what people do day to day
 - H: Regularly review and improve it
- 2.9 As a minimum, there is one question per integrated working practice per stage. In theory, leaders and managers alone were supposed to answer questions relating to stages A and H. In practice, some front line staff answered them as well but these responses are not included in the spider diagrams below.
- 2.10 In answering the question, respondents were required to give a point on a numerical stage between 1 and 5, 1 being the least integrated (*fragmented*) and 5 the most (*integrated and high quality*). The numerical scale allows us to group up the responses to questions across stages and practices, even though the precise meaning of the score varies from question to question. In the questionnaire, the meanings of “fragmented”, “midpoint” and “integrated and high quality” were explained in the context of each question to help guide respondents.
- 2.11 The analysis that follows will present results in two ways. Firstly, for all responses, and each of the five practices separately, results will be broken down by stage. For each stage, the average (mean) point score will be shown for leaders and managers and front line staff separately. This presentation will take the form of a spider diagram.
- 2.12 Then, for each practice, the average point score across all stages will be shown for leaders and managers and front line staff separately. This presentation will take the form of a bar chart.
- 2.13 The tendency of respondents to give the midpoint of 3 as the score becomes quite apparent early in the analysis. In all practices, for both audience types, 3 is the most commonly given answer.
- 2.14 Whilst the exact definition varies from question to question, it is worth considering what the midpoint actually means. For example, consider the first question and the definitions of fragmented, midpoint and integrated and high quality:

“Q1 Have you defined how multi-agency working can enhance services for children and young people in your local area?”

Fragmented definition (score of 1): Multi-agency working has developed in an ad hoc and reactive way.

Midpoint definition (score of 3): We have worked out how multi-agency working can have an impact in our local area and this forms the basis of the strategy that is starting to drive our activity

Integrated and high quality definition (score of 5): It is clearly and widely understood across the Children’s Trust and all partners how our approach to multi-agency working enhances services for children and young people. This is the basis for our strategy and this is driving our activity. We use evidence of the impact of our multi-agency working to revise and improve our strategy and approach.”

- 2.15 The implication is that multi-agency working has been adopted, and it is making a difference to the way the agencies works. The difference between the midpoint and “integrated and high quality” is the breadth of the coverage and the way it feeds back into service improvement.
- 2.16 Table 1.1 (page 3) shows a summary of the commonalities in the descriptors across practices and questions to give an understanding of what midpoint looks like.
- 2.17 Throughout the report, there will be comparisons between mean scores given by different groups, or in different practices. Such is the size of the sample that almost any observable difference between two groups in any of the presentations below is statistically significant.
- 2.18 However, a difference of 0.01 in the mean score given by two different sectors (for instance) in a certain practice may be of statistical significance but not practical significance. In effect, such a difference could be that one person in a hundred answered the question giving a 4 rather than a 3. There is nothing significant to conclude from such a finding.
- 2.19 Conversely, a difference of 0.2 would suggest that one in five respondents would give a 4 rather than a 3 in a particular practice. We would consider this to be important, although ultimately it is a matter of judgement.

3. Overall findings

- 3.1 This section looks at the overall, national level findings. It analyses the combined results of all 59 questions.
- 3.2 The first table looks at the overall distribution of average (mean) scores across Children’s Trusts. The outer practices show the number of Children’s Trusts above or below 0.5 points of the midpoint (3), in other words scores of at least 3.5 or less than 2.5. These are followed by the number of Children’s Trusts with mean scores notably above or below, but within 0.5 points, of the midpoint. (0.2 points is considered to be a notable difference). Finally, the middle two practices show the number of Children’s Trusts with mean scores converged around the midpoint (within 0.2 points). The final column, in grey, shows the number and proportion of Children’s Trusts with scores at or above the midpoint (the sum of the previous three columns).

Table 3.1 – Distribution of mean scores across Children’s Trusts

Number of Children’s Trusts (percentage in brackets) with mean scores						Children’s Trusts at or above midpoint
Below 2.5	2.5 and up to 2.8	2.8 and up to 3.0	3.0 and up to 3.2	3.2 and up to 3.5	3.5 and above	
4 (3%)	23 (15%)	41 (27%)	46 (31%)	31 (21%)	5 (3%)	82 (55%)

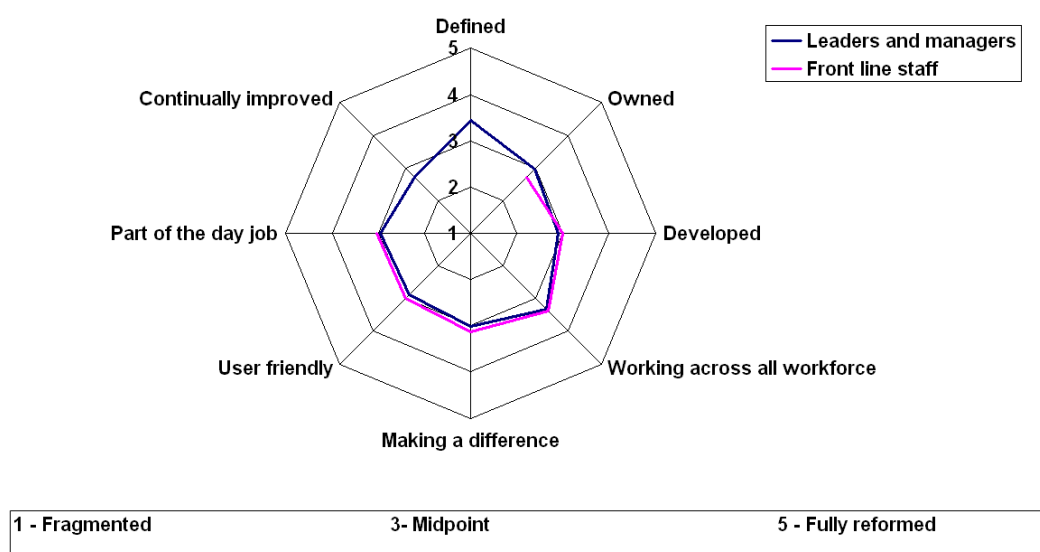
- 3.3 82 of 150 Children’s Trusts (55 per cent) had a mean score above the midpoint. Of these, 36 (24 per cent) scored above 3.2 and five (3 per cent) scored above 3.5.
- 3.4 Over half of Children’s Trusts (87 in total, 58 per cent) had an average score of between 2.8 and 3.2. This indicates a high level of clustering around the midpoint.
- 3.5 The highest score of any Children’s Trust was 3.62 which means that there were no Children’s Trusts who felt they were closer to the end of the process (a score of 5, indicating integrated and high quality) than the midpoint.
- 3.6 The lowest average score was 2.07. This means that no Children’s Trust, on average, felt that it was closer to the beginning of the process (a score of 1, indicating fragmented) than the midpoint.
- 3.7 Table 3.2 looks at responses from the total workforce. It shows the number of respondents who gave a score from 1 to 5 broken down by audience group. Figures are rounded to the nearest 1,000.

Table 3.2 – Overall responses by audience type

	Leaders and managers	Front line staff	Total	Results as proportion of total
1 - fragmented	16,000	23,000	38,000	9%
2	35,000	35,000	70,000	16%
3 - midpoint	60,000	64,000	125,000	29%
4	30,000	33,000	63,000	15%
5 - integrated and high quality	20,000	28,000	49,000	11%
Not applicable	8,000	14,000	22,000	5%
Don't know	21,000	36,000	57,000	14%
Average point score	3.02	3.05	3.04	
Total responses	191,000	233,000	424,000	
Of which scores given	161,000	183,000	345,000	
Proportion with scores	84%	79%	81%	
Proportion not applicable or don't know	16%	21%	19%	

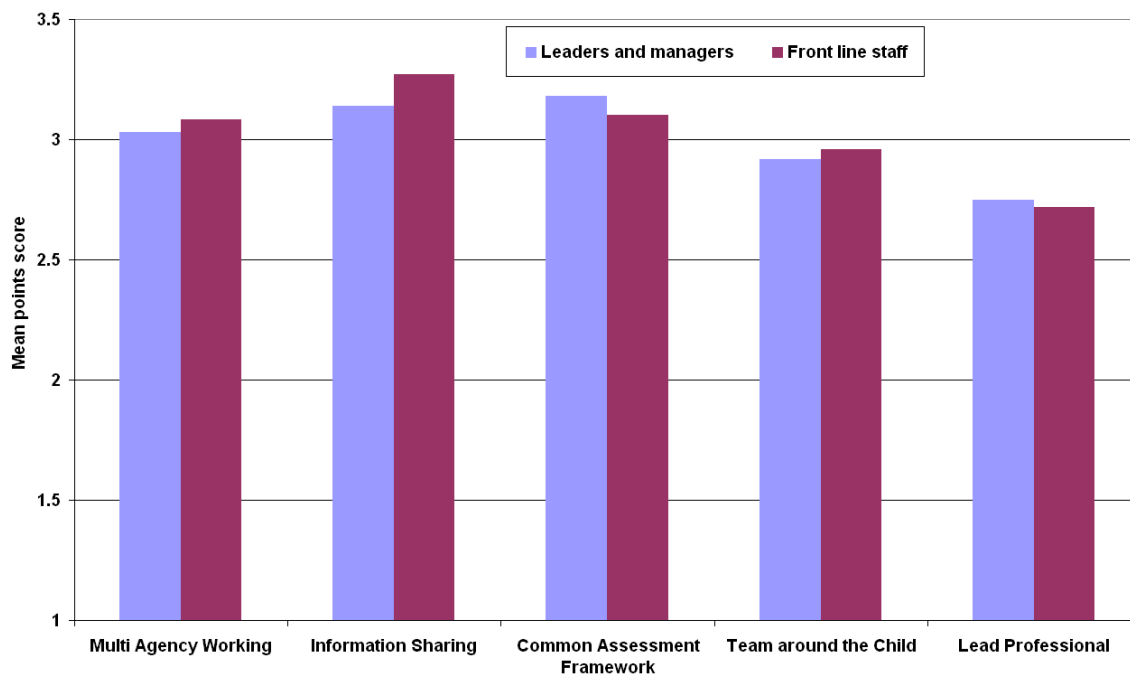
- 3.8 The average point scores for leaders and managers and front line staff were very similar to each other at 3.02 and 3.05. Essentially, both scores are at the midpoint of the distribution, indicating that some progress has been made, but services are not yet integrated and high quality. This difference is statistically significant. Practically, though, the difference is too small to draw any conclusions from.
- 3.9 In fact the midpoint of 3 is by some margin the most commonly chosen score, accounting for over one third of total scores (once missing values are removed). While more respondents answered with a 2 (just below the midpoint) than a 4 (just above), more respondents answered with a 5 (integrated and high quality) than a 1 (fragmented).
- 3.10 The number of missing responses (either because the respondent felt the question was not applicable or they did not know how to answer) varied between audience types. Around one fifth of responses from front line staff were “missing” compared to around one in six for leaders and managers.
- 3.11 Graph 3.3 shows the distribution of average point scores across the eight stages for each of the two audience types.

Graph 3.3 – Overall results by stage and audience type



- 3.12 The graph shows the average scores for each stage on a spider diagram. Put simply, the closer the coloured lines are to the edge of the octagon, the more integrated and high quality and integrated the service. The closer the lines are to the centre, the more fragmented the service.
- 3.13 Front line staff did not answer all of the questions relating to the definition and continual improvement stages, so the diagram omits these points.
- 3.14 The diagram shows two things clearly. Firstly, on average, the audience types gave very similar scores with the possible exception of the second stage, around ownership of the process. For this stage, the blue line is clearly to the outside of the pink line, meaning that front line staff gave a lower average score than leaders and managers.
- 3.15 Secondly, the diagram shows that services had made the most progress on defining what was needed and the least on continually improving the process. This is perhaps unsurprising, as these two stages sit at opposite ends of the spectrum – definition comes first, and the final thing to do is improve the process once it is working.
- 3.16 Respondents from both audience types scored the working across all the workforce stage higher than average as well.
- 3.17 Graph 3.4 shows the results by practice and audience type

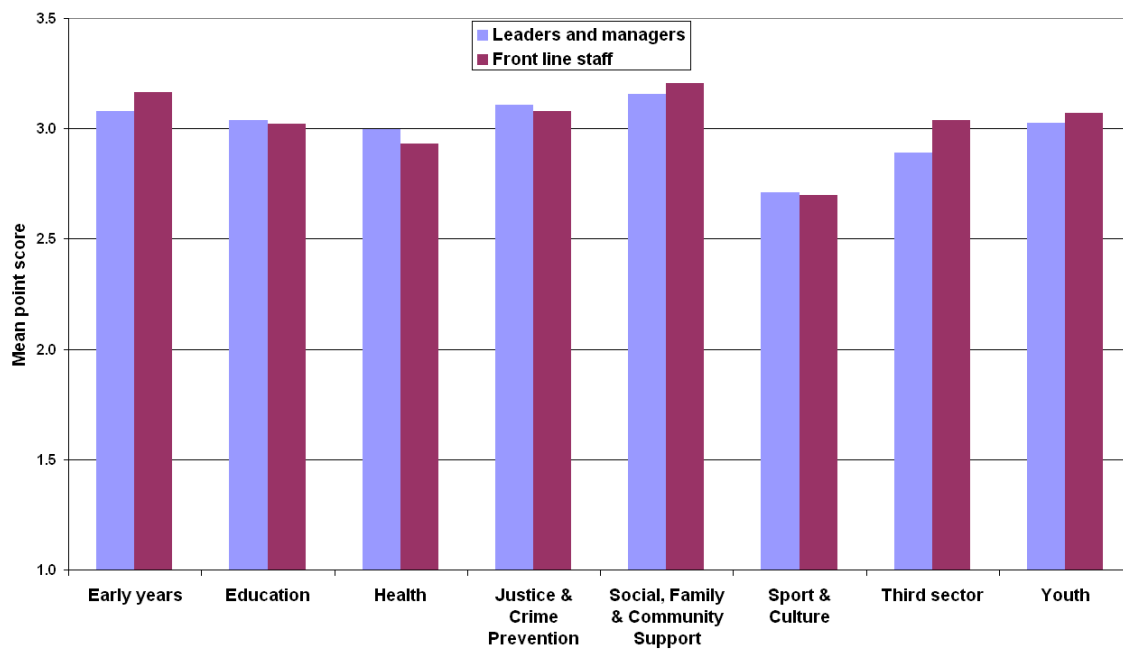
Graph 3.4 – Mean point score by integrated working practice and audience type



3.18 The highest average scores overall are for the information sharing practice (mean score of 3.21). The lowest are for lead professional (mean score of 2.73). Among leaders and managers, the mean score was actually highest for the common assessment framework.

3.19 Graph 3.4 shows the overall average point scores by sector and audience type.

Graph 3.5 – Mean point scores by sector



3.20 Among many sectors average scores are quite similar. Social, family and community support and justice and crime prevention have the highest average scores. Sport and culture has the lowest average for both audience types.

3.21 The differences between sectors are much larger than the differences within sectors (differences by audience type). The difference between social, family and community support and sport and culture is almost half a point.

4. Findings by practice – multi-agency working

- 4.1 This section looks at the responses within the multi-agency working practice. In this practice there were 13 questions in total.
- 4.2 Table 4.1 shows the distribution of average scores across Children’s Trusts for this practice.

Table 4.1 – Distribution of mean scores across Children’s Trusts

Number of Children’s Trusts (percentage in brackets) with mean scores						Children’s Trusts at or above midpoint
Below 2.5	2.5 and up to 2.8	2.8 and up to 3.0	3.0 and up to 3.2	3.2 and up to 3.5	3.5 and above	
2 (1%)	15 (10%)	46 (31%)	49 (33%)	33 (22%)	5 (3%)	87 (58%)

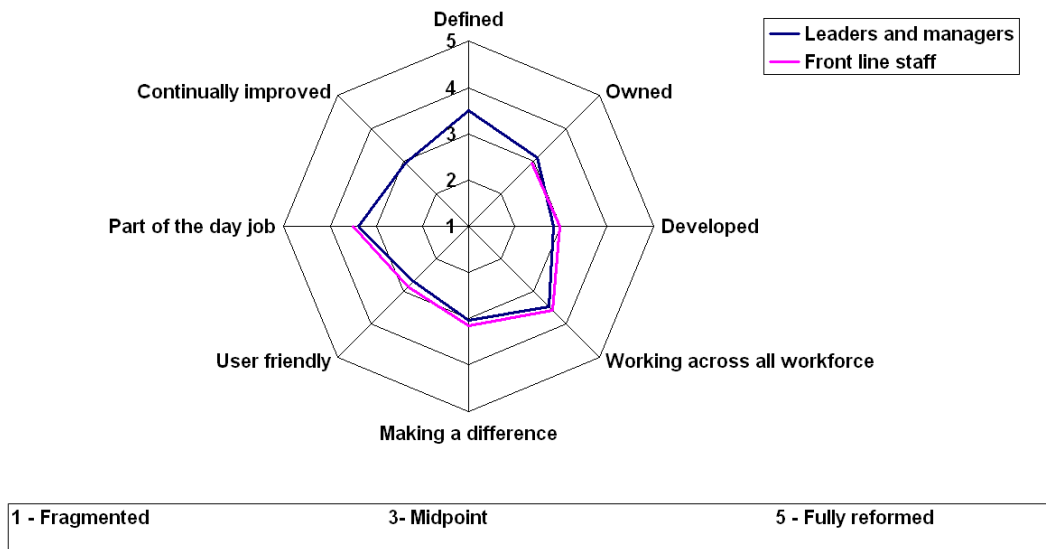
- 4.3 87 of 150 Children’s Trusts (58 per cent) had a mean score above the midpoint. Of these, 38 (25 per cent) scored above 3.2 and five (3 per cent) scored above 3.5.
- 4.4 Over half of Children’s Trusts (95 in total, 64 per cent) had an average score of between 2.8 and 3.2.
- 4.5 The highest score of any Children’s Trust was 3.62 which means that there were no Children’s Trusts who felt they were closer to the end of the process (a score of 5, indicating integrated and high quality) than the midpoint.
- 4.6 The lowest average score was 2.37. This means that no Children’s Trust, on average, felt that it was closer to the beginning of the process (a score of 1, indicating fragmented) than the midpoint.
- 4.7 The distribution of this practice is quite close to the overall distribution across all practices. Most Children’s Trusts average above the midpoint, no Children’s Trusts are right at the beginning of the process and no Children’s Trusts are completely integrated. Multi-agency working is, in effect, the average practice.
- 4.8 Table 4.2 looks at responses from the total workforce. It shows the number of respondents who gave each score from 1 to 5 broken down by audience type.

Table 4.2– Overall responses by audience type

	Leaders and managers	Front line staff	Total	Results as proportion of total
1 - fragmented	3,000	5,000	8,000	8%
2	9,000	9,000	18,000	19%
3 - midpoint	15,000	17,000	32,000	33%
4	8,000	9,000	17,000	18%
5 - integrated and high quality	4,000	7,000	11,000	11%
Not applicable	1,000	2,000	3,000	3%
Don't know	2,000	5,000	8,000	8%
Mean point score	3.03	3.08	3.06	
Total responses	43,000	54,000	97,000	
Of which scores given	40,000	46,000	86,000	
Proportion with scores	92%	86%	89%	
Proportion not applicable or don't know	8%	14%	11%	

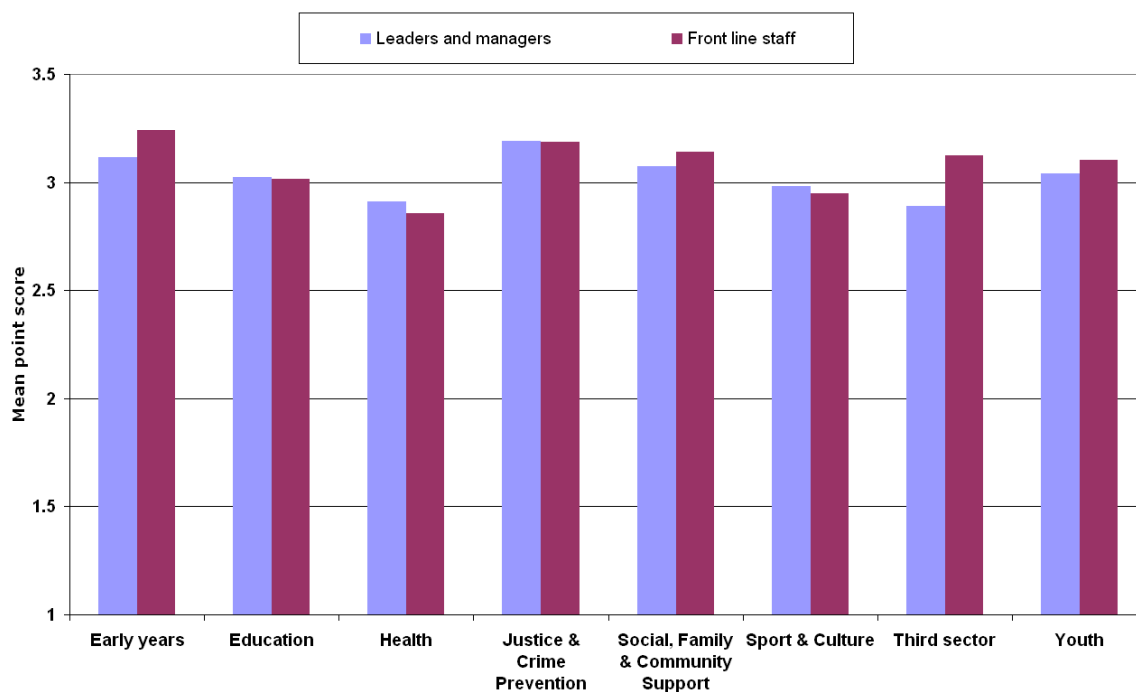
- 4.9 The average point scores for both audience types were above the midpoint of 3. Scores were, on average, higher for front line staff (3.08) than leaders and managers (3.03) though not by much.
- 4.10 Eight per cent of responses indicated that services were still fragmented. 11 per cent indicated that they were integrated and high quality. One third indicated that services were at the midpoint.
- 4.11 The proportion of missing answers was somewhat higher for front line staff (14 per cent) than for leaders and managers (8 per cent).
- 4.12 Graph 4.3 shows the average scores by audience group across the eight stages.

Graph 4.3 – Mean scores for multi-agency working by stage and audience type



- 4.13 As we observed with the overall means, mean scores for multi-agency working are higher for the defining stage. In addition, scores are also above the midpoint for working across all workforce and part of the day job.
- 4.14 The average scores for the user friendly practice were below the midpoint, and were lower than for the continually improved stage
- 4.15 Across all stages, the responses for the two audience types match each other quite closely.
- 4.16 Graph 4.4 looks at average scores across all practices by sector.

Graph 4.4 – Mean scores for multi-agency working by sector and audience type



4.17 The distribution of mean scores across sectors is quite uniform. Justice and crime prevention appear to score slightly higher than others and health slightly lower. All sectors' mean scores are quite close to the midpoint of 3, however.

5. Findings by practice - information sharing

- 5.1 This section analyses the responses to the questions on information sharing. There were 11 questions in this practice. Table 5.1 shows the distribution of mean scores across Children's Trusts for this practice.

Table 5.1 – Distribution of mean scores across Children's Trusts

Number of Children's Trusts (percentage in brackets) with mean scores						Children's Trusts at or above midpoint
Below 2.5	2.5 and up to 2.8	2.8 and up to 3.0	3.0 and up to 3.2	3.2 and up to 3.5	3.5 and above	
2 (1%)	7 (5%)	22 (15%)	45 (30%)	57 (38%)	17 (11%)	119 (79%)

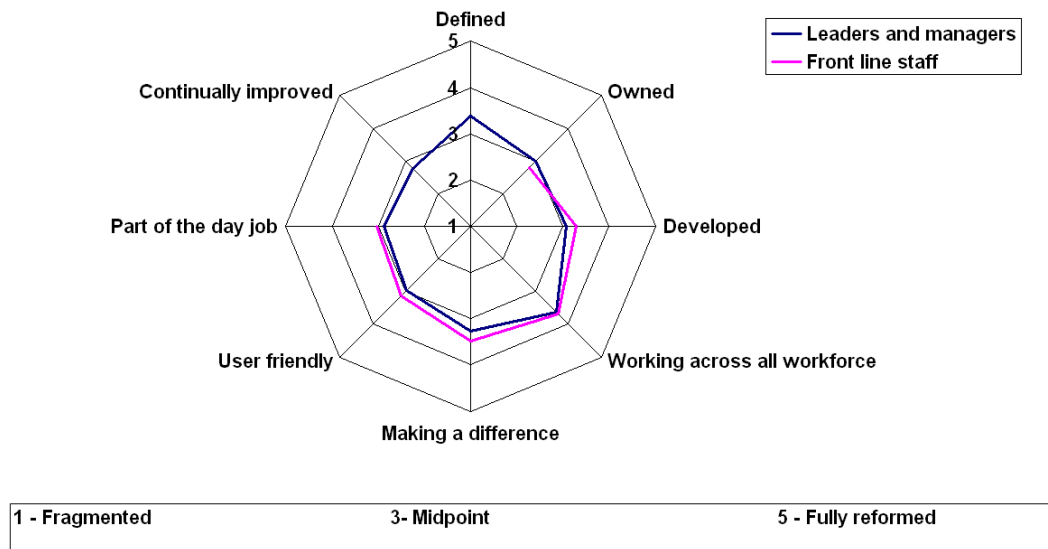
- 5.2 119 of 150 Children's Trusts (79 per cent) had a mean score above the midpoint. Of these, 74 (49 per cent) scored above 3.2 and 17 (11 per cent) scored above 3.5.
- 5.3 The overall distribution is much higher than for other practices, and much less clustered around the midpoint. Fewer than half the Children's Trusts scored between 2.8 and 3.2 on average.
- 5.4 The lowest mean score was 2.40. This means that no Children's Trust, on average, felt that it was closer to the beginning of the process (a score of 1, indicating fragmented) than the midpoint.
- 5.5 The highest score of any Children's Trust was 3.83 which means that there were no Children's Trusts who felt they were closer to the end of the process (a score of 5, indicating integrated and high quality) than the midpoint.
- 5.6 So, even though the overall average is relatively high, there are still no Children's Trusts who have completely integrated their services in this practice.
- 5.7 Table 5.2 looks at responses from the total workforce. It shows the number of respondents who gave each score from 1 to 5 broken down by audience type.

Table 5.2 – Overall responses for information sharing practice by audience type

	Leaders and managers	Front line staff	Total	Results as proportion of total
1 - fragmented	3,000	3,000	6,000	7%
2	7,000	6,000	13,000	16%
3 - midpoint	12,000	13,000	25,000	32%
4	7,000	8,000	15,000	19%
5 - integrated and high quality	5,000	8,000	12,000	16%
Not applicable	1,000	1,000	2,000	2%
Don't know	2,000	4,000	6,000	8%
Mean point score	3.14	3.27	3.21	
Total responses	36,000	43,000	78,000	
Of which scores given	33,000	38,000	71,000	
Proportion with scores	92%	89%	90%	
Proportion not applicable or don't know	8%	11%	10%	

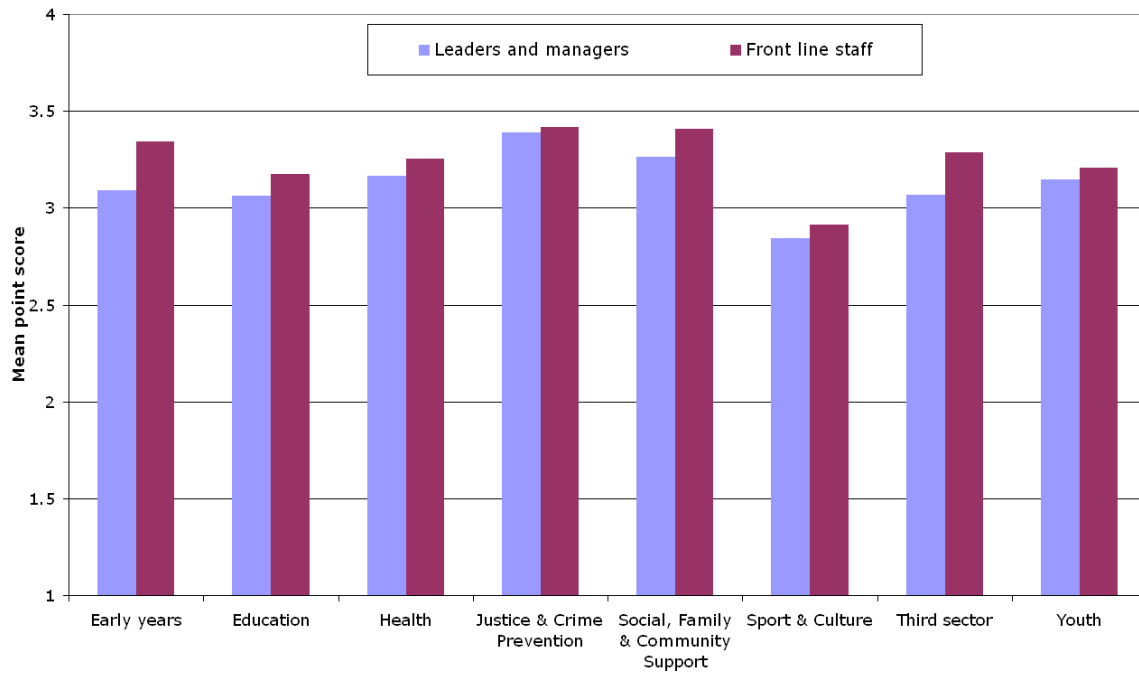
- 5.8 On average, scores for this practice were higher than for any other practice. Front line staff gave higher mean scores (3.27) than leaders and managers (3.14).
- 5.9 7 per cent of responses indicated that services were still fragmented. Over twice as many (16 per cent) indicated that services were integrated and high quality. Around one third said that services were at the midpoint.
- 5.10 In total, 10 per cent of answers in this practice did not give a score. This is the lowest rate of non response of any of the five practices.
- 5.11 Graph 5.3 shows the mean scores across the eight stages

Graph 5.3 - Mean scores for information sharing by stage and audience type



- 5.12 This diagram is of a slightly different shape to the comparable diagram for the whole workforce (in Chapter 3, Graph 3.3, above). In particular, the mean scores for working across all workforce are higher, closer to 4 than the midpoint of 3. The scores for making a difference are also relatively high. These two stages account for the overall higher mean score for this practice.
- 5.13 The only stage where the mean score is below the midpoint of 3 is continually improved, something we observed when looking at the overall mean.
- 5.14 Graph 5.4 looks at the distribution of mean scores across sectors.

Graph 5.4 - Mean scores for information sharing by sector and audience type



- 5.15 The range of mean scores is slightly wider for this practice than is the case for some other practices. The difference between the highest mean score, for justice and crime prevention, and lowest, for sport and culture, is around 0.5 points.
- 5.16 There does, though, appear to be pattern emerging. Those sectors with the highest and lowest mean scores are the same sectors who were at the ends of the distribution for multi-agency working.

6. Findings by practice - common assessment framework

- 6.1 This section analyses the responses to the questions on the common assessment framework. There were 14 questions in this practice. Table 6.1 shows the distribution of mean scores across Children's Trusts for this practice.

Table 6.1 – Distribution of mean scores across Children's Trusts

Number of Children's Trusts (percentage in brackets) with mean scores						Children's Trusts at or above midpoint
Below 2.5	2.5 and up to 2.8	2.8 and up to 3.0	3.0 and up to 3.2	3.2 and up to 3.5	3.5 and above	
6 (4%)	21 (14%)	19 (13%)	41 (27%)	48 (32%)	15 (10%)	104 (69%)

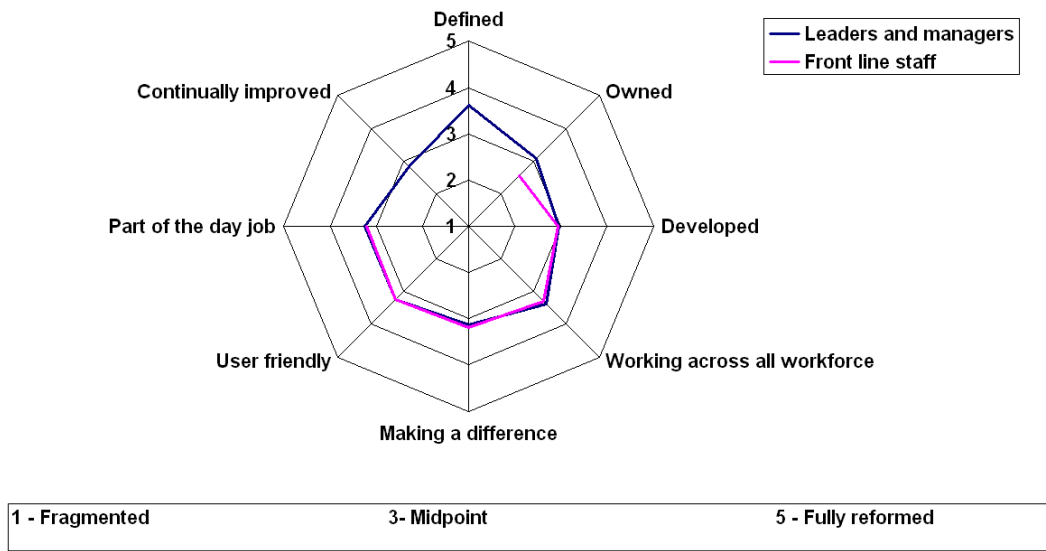
- 6.2 Over half the Children's Trusts in the self assessment - 104 of 150 Children's Trusts (69 per cent) had a mean score above the midpoint. Of these, 63 (42 per cent) scored above 3.2 and 15 (10 per cent) scored above 3.5.
- 6.3 60 Children's Trusts (40 per cent of the total) had an average score between 2.8 and 3.2.
- 6.4 One Children's Trust had an average score of 1.89, the lowest of any Children's Trusts and the only one to average below 2. This means that this Children's Trust was closer to being fragmented than being at the midpoint.
- 6.5 The highest score of any Children's Trust was 3.79 which means that there were no Children's Trusts who felt they were closer to the end of the process (a score of 5, indicating integrated and high quality) than the midpoint.
- 6.6 Table 6.2 looks at responses from the total workforce. It shows the number of respondents who gave each score from 1 to 5 broken down by audience type.

Table 6.2 – Overall responses for common assessment framework practice by audience type

	Leaders and managers	Front line staff	Total	Results as proportion of total
1 - fragmented	3,000	5,000	8,000	8%
2	7,000	8,000	14,000	14%
3 - midpoint	14,000	16,000	30,000	29%
4	7,000	8,000	15,000	15%
5 - integrated and high quality	6,000	8,000	14,000	13%
Not applicable	2,000	4,000	6,000	6%
Don't know	5,000	9,000	14,000	13%
Mean point score	3.18	3.10	3.14	
Total responses	45,000	57,000	102,000	
Of which scores given	38,000	44,000	82,000	
Proportion with scores	84%	78%	81%	
Proportion not applicable or don't know	16%	22%	19%	

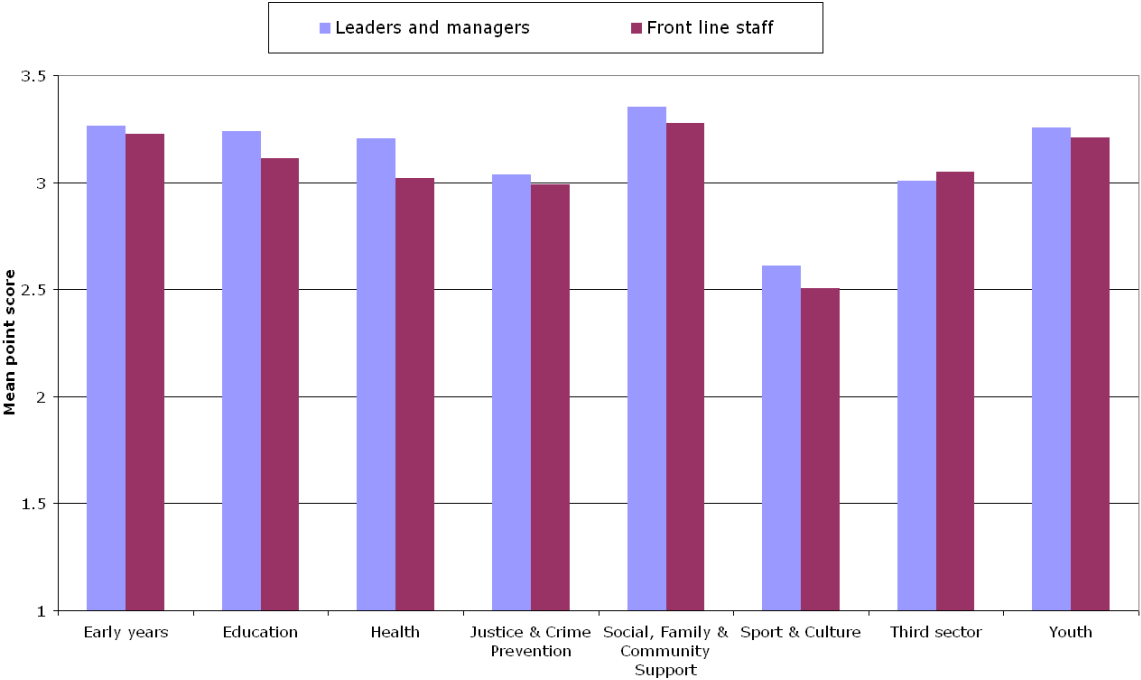
- 6.7 Mean scores for this practice were, at 3.18 for leaders and managers and 3.10 for front line staff, higher than the mean for all practices and the second highest practice average, after information sharing.
- 6.8 8 per cent of responses indicated that services were still fragmented, 13 per cent that they were integrated and high quality and 29 per cent that services were at the midpoint.
- 6.9 Around 19 per cent of responses had missing answers. As before, the proportion of missing answers was higher for front line staff than leaders and managers.

Graph 6.3 - Mean scores for common assessment framework by stage and audience type



- 6.10 This spider diagram follows a pattern we have seen before – high mean score for defining, lower for continual improvements but with one major difference. There is a notable gap in the perception of how widely this practice is owned across the workforce.
- 6.11 Among front line staff, the mean score is 2.53, whereas for leaders and managers, it is 3.07. Given the overall narrow spread of scores, it is worth noting.

Graph 6.4 - Mean scores for common assessment framework by sector and audience type



6.12 For all sectors other than sport and culture, both leaders and managers and front line staff gave an average score of at least 3. In the case of social, family and community support, the mean score was closer to 3.5 for both groups.

6.13 However for sport and culture, and this reflects other findings, the mean point score was 2.56 which is below the midpoint.

7. Findings by practice - team around the child

7.1 This section analyses the answers to the section on team around the child. There were ten questions in this practice. Table 7.1 shows the distribution of mean scores across Children's Trusts for this practice.

Table 7.1 – Distribution of mean scores across Children's Trusts

	Number of Children's Trusts (percentage in brackets) with mean scores						Children's Trusts at or above midpoint
	Below 2.5	2.5 and up to 2.8	2.8 and up to 3.0	3.0 and up to 3.2	3.2 and up to 3.5	3.5 and above	
Average score	17 (11%)	42 (28%)	25 (17%)	31 (21%)	32 (21%)	3 (2%)	66 (44%)

7.2 Under half the Children's Trusts in the self assessment - 66 of 150 (44 per cent) - had a mean score above the midpoint. This is in contrast to the three previous integrated working practices.

7.3 More Children's Trusts (17, 11 per cent of the total) averaged under 2.5 than averaged over 3.5 (3 Children's Trusts, 2 per cent of the total).

7.4 The lowest mean score was, though, just above 2 (2.02), so even though the overall distribution of scores is lower than for some other practices, no Children's Trusts were nearer to a fragmented service than they were to the midpoint.

7.5 The highest score of any Children's Trust was 3.68. There were no Children's Trusts who felt they were closer to the end of the process than the midpoint.

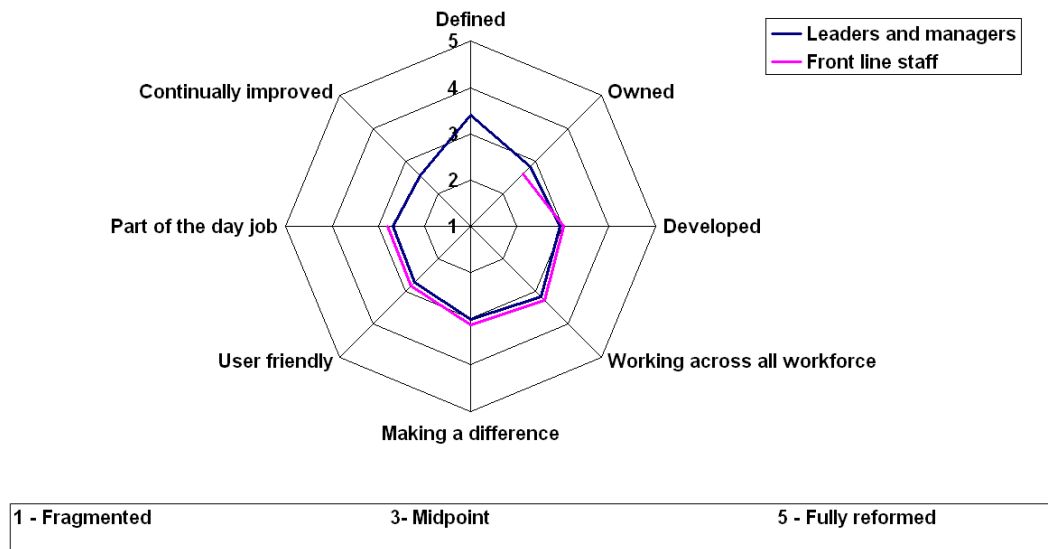
7.6 Table 7.2 looks at responses from the total workforce. It shows the number of respondents who gave each score from 1 to 5 broken down by audience type

Table 7.2 – Overall responses for team around the child practice by audience type

	Leaders and managers	Front line staff	Total	Results as proportion of total
1 - fragmented	3,000	4,000	7,000	10%
2	6,000	5,000	11,000	16%
3 - midpoint	9,000	9,000	18,000	26%
4	4,000	5,000	9,000	13%
5 - integrated and high quality	3,000	4,000	7,000	10%
Not applicable	2,000	3,000	5,000	7%
Don't know	5,000	8,000	12,000	18%
Mean point score	2.92	2.96	2.94	
Total responses	32,000	38,000	69,000	
Of which scores given	25,000	27,000	52,000	
Proportion with scores	79%	72%	75%	
Proportion not applicable or don't know	21%	28%	25%	

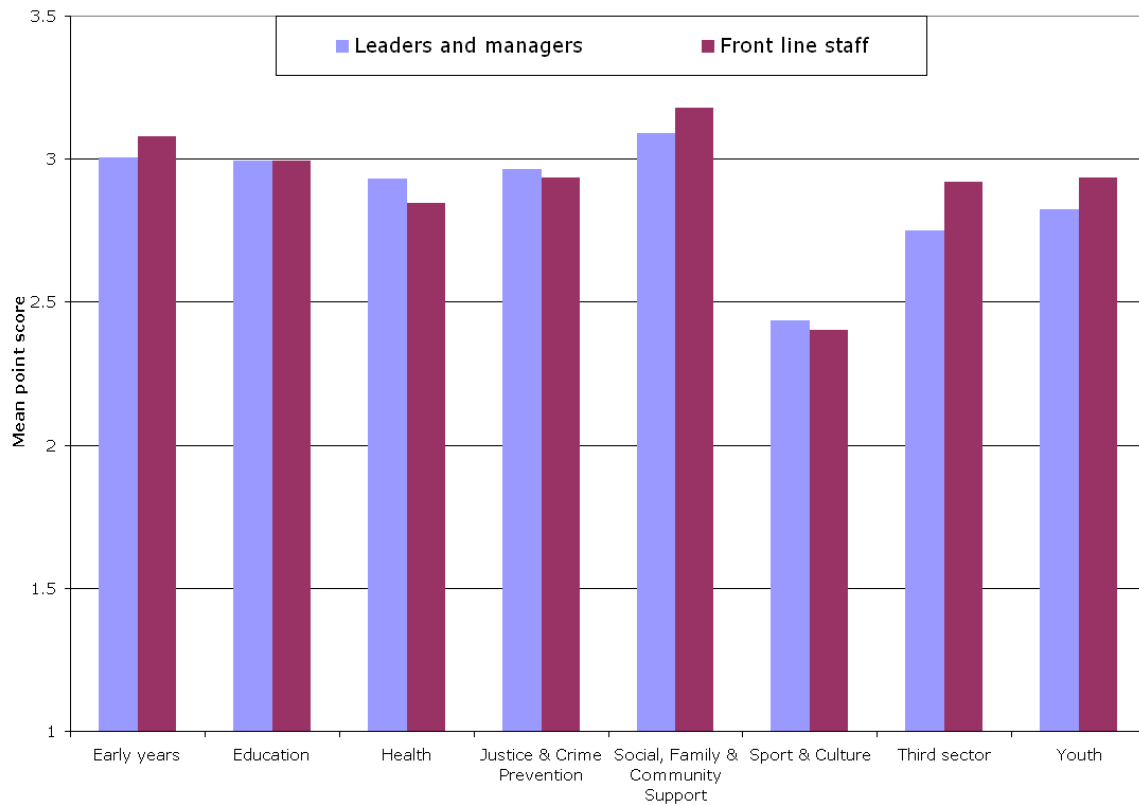
- 7.7 As previously, the mean scores for different audience types were quite similar at 2.92 for leaders and managers and 2.96 for front line staff. These scores, slightly below the midpoint, were the second lowest of the five practices in the self assessment.
- 7.8 The overall spread of results was slightly broader for this practice than other practices that were assessed. One in ten responses indicated that services were still fragmented. The same proportion indicated that services were integrated and high quality. Around one quarter (26 per cent) indicated that services were at the midpoint.

Graph 7.3 - Mean scores for team around the child by stage and audience type



- 7.9 As the results above suggest, mean scores are lower than the midpoint for several stages, notably the user friendly, part of the day job and continually improved stages.
- 7.10 Mean scores by stage are very similar for both audience types. The only noticeable difference is for ownership, where, as we have seen previously, leaders and managers perceive more progress than front fine staff.
- 7.11 Scores are highest for the defined stage and lowest for continually improved.

Graph 7.4 - Mean scores for team around the child by sector and audience type



7.12 The variation by sector in this practice is quite substantial. Early years, education and social, family and community support are at or slightly above the midpoint of 3 for both audience types. The mean score for sport and culture is below 2.5 for both audience types.

8. Findings by practice - lead professional

- 8.1 This section analyses the final set of questions, those on the lead professional. There were 11 questions in this practice. Table 8.1 shows the distribution of mean scores across Children's Trusts for this practice.

Table 8.1 – Distribution of mean scores across Children's Trusts

	Number of Children's Trusts (percentage in brackets) with mean scores						Children's Trusts at or above midpoint
	Below 2.5	2.5 and up to 2.8	2.8 and up to 3.0	3.0 and up to 3.2	3.2 and up to 3.5	3.5 and above	
Average score	40 (27%)	50 (33%)	35 (23%)	18 (12%)	7 (5%)	0 (0%)	25 (17%)

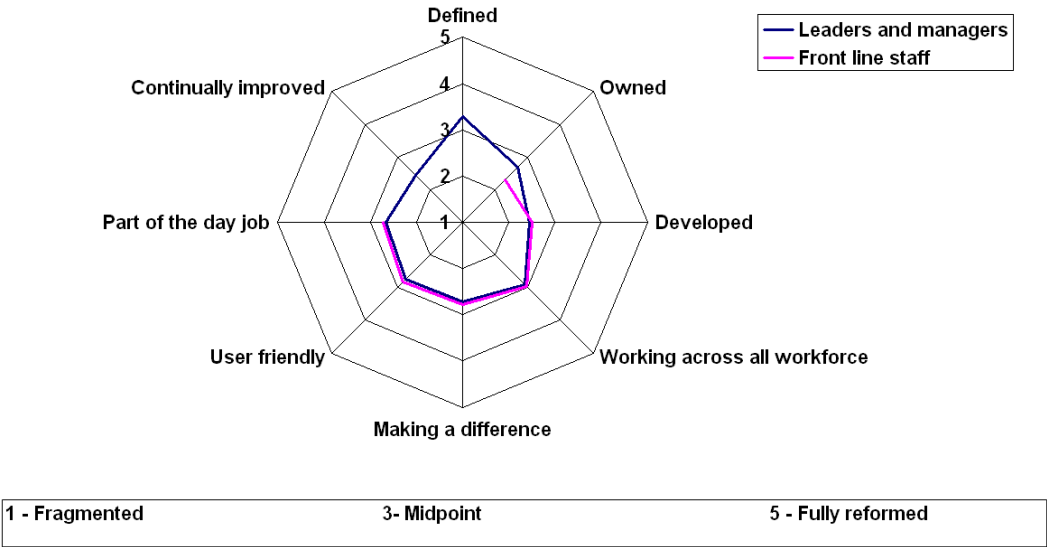
- 8.2 Only around one in six Children's Trusts in the self assessment (25 in total, 17 per cent) had a mean score above the midpoint. This is by far the lowest of the five practices.
- 8.3 More Children's Trusts (40, 27 per cent of the total) averaged under 2.5 than averaged over 3 (25 Children's Trusts, 17 per cent of the total). Not one Children's Trust scored above 3.5.
- 8.4 The lowest mean score was 1.60. Three Children's Trusts had an average score below 2, meaning they were, on average, closer to a fragmented service than to the midpoint.
- 8.5 The highest score of any Children's Trust was 3.43. There were no Children's Trusts who felt they were closer to the end of the process than the midpoint.
- 8.6 Table 8.2 looks at responses from the total workforce. It shows the number of respondents who gave each score from 1 to 5 broken down by audience type

Table 8.2 – Overall responses for lead professional practice by audience type

	Leaders and managers	Front line staff	Total	Results as proportion of total
1 - fragmented	4,000	5,000	9,000	12%
2	7,000	6,000	13,000	17%
3 - midpoint	9,000	9,000	19,000	24%
4	3,000	4,000	7,000	9%
5 - integrated and high quality	2,000	3,000	5,000	7%
Not applicable	2,000	4,000	6,000	8%
Don't know	7,000	11,000	18,000	23%
Mean point score	2.75	2.72	2.73	
Total responses	35,000	42,000	77,000	
Of which scores given	26,000	28,000	53,000	
Proportion with scores	74%	66%	69%	
Proportion not applicable or don't know	26%	34%	31%	

- 8.7 The mean scores for this practice are the lowest of the five in the drill down tool. Both leaders and managers and front line staff gave an average score below the midpoint – 2.75 in the case of leaders and managers and 2.72 for front line staff.
- 8.8 Whilst the midpoint of 3 was again the most common response, the distribution is definitively skewed towards the lower end. More responses were given a 1 (fragmented) than either a 4 or a 5.
- 8.9 No other practice got as high a proportion of 1s as this practice (12 per cent). No other practice gets as low a proportion of 5s (7 per cent).
- 8.10 Moreover, the number of missing answers is, at 31 per cent, very high. A very high proportion of these are people replying “don’t know”, rather than “not applicable”.

Graph 8.3- Mean scores for lead professional by stage and audience type



- 8.11 We have already noted that the mean scores for this integrated working practice are low. This is reflected in almost every stage of the practice. Only the defined stage has a mean score above the midpoint.
- 8.12 Continual improvement and ownership score notably below the midpoint. For front line staff, the mean score for ownership is actually closer to 2 than 3.

Graph 8.4 - Mean scores for lead professional by sector and audience type



- 8.13 On average, no sector scores above the midpoint of 3 for either audience group in this practice - the low scoring is consistent.
- 8.14 Once the overall low scores are taken into account, the pattern is similar to previous practices. Social, family and community support scores highest on average and sport and culture lowest.

9. Conclusion

- 9.1 The 2009 integrated working drill down exercise was able to capture the perceptions of members of the children's workforce nationally. They represented eight sectors of the workforce as defined by the 2020 Children and Young People's Workforce Strategy² and included both leaders and managers and frontline staff. The data was able to be analysed against each of these sectors and audience groups.
- 9.2 The national mean score against all questions was just over 3 (3.04), suggesting that overall there is a perception of progress against all areas of integrated working.
- 9.3 Further analysis of mean scores between sectors and audience groups show a variation in scores, for example frontline staff tend to score higher than leaders and managers (3.05, 3.02) which may suggest slightly stronger positive perceptions of change in this group.
- 9.4 When sectors are compared there is a greater variation in scores. Social, family and community support have a mean score of 3.2 compared with sport and culture with a mean of 2.7, a variation of 0.5, which may be significant. Sport and Culture consistently score lower than any other sector against all practices, suggesting less engagement or understanding in this sector of integrated working practices.
- 9.5 When collective Children's Trusts scores are considered, 55 per cent have assessed themselves at the midpoint or above, again suggesting a strong perception of progress against the implementation of integrated working practices in general.
- 9.6 When individual integrated working practices are considered, 79 per cent of Children's Trusts assess information sharing as at midpoint or above, and 69 per cent assess the common assessment framework at the same point.
- 9.7 The lowest scoring practice was the lead professional, for which only 17 per cent reached the same conclusions. Such variations suggest that some practices are less well embedded in the workforce as a whole.
- 9.8 There is general evidence of positive perception of progress across all of the sectors for individual integrated working practices. There was a consistency of answers from leaders and managers and frontline staff with some variation between individual practices, which may reflect the progress of the roll out of particular practices at different levels of the workforce.

² Sectors based on the children and young people's workforce diagram in the *2020 Children and Young People's Workforce Strategy* page 14
http://publications.everychildmatters.gov.uk/eOrderingDownload/CYP_Workforce-Strategy.pdf

9.9 The table below summarises, for each practice, which stages and sectors are notably above or below the midpoint value of 3. In this context, a 'notable' difference is one of 0.2 points on the mean score.

Table 9.1- Sectors and practices above and below the midpoint

Practice	Sectors above midpoint	Sectors below midpoint	Stages above midpoint	Stages below midpoint
Multi-agency working	Justice Early years	None	Defined Working across workforce Part of the day job	User friendly
Information sharing	Justice, Early years Health Social, family and community support	None	Defined Working across workforce Making a difference	Continually improved
Common assessment framework	Early years Health Social, family and community support Youth	Sport and culture	Defined Working across workforce User friendly	Owned Continually improved
Team around the child	None	Sport and culture Third sector	Defined Working across workforce	Owned Part of day job Continually improved
Lead professional.	None	All except Social, family and community support	Defined	Owned Developed Part of day job Making a difference User friendly Continually improved
Overall	Social, family and community support	Sport and culture	Defined, Working across workforce	Continually improved

9.10 The variation between stages is quite striking. The definition stage, the first stage, always scores above the midpoint, even in the lead professional practice. In contrast, the final stage, continual improvement, scores below the midpoint for all practices apart from multi-agency working.

9.11 This does not mean, though, that integrated working is seen or experienced as a process from definition to continual improvement passing each stage in between in turn. Scores for ownership are generally below the midpoint, but scores for working across the workforce are generally above.

- 9.12 When mean score and distributions are considered, multi-agency working, information sharing and the common assessment framework all have scores above the midpoint (3.06, 3.21, 3.14), supporting an overall perception of good progress.
- 9.13 Team around the child and lead professional score lower (2.94, 2.73) although as noted, all scores from Children's Trust levels up are closer to the midpoint than the endpoints suggesting an overall favourable perception.
- 9.14 The variation between individual practices might reflect the extent to which practice, processes and information have been implemented across the workforce.
- 9.15 This may also be reflected in the numbers of respondents selecting "not applicable" or "don't know" answers to questions rather than rating their response. Whilst it is to be expected that some respondents might select these answers to account for staff not yet trained, or using integrated working practices in their work consistently, this variation is not consistent across all practices.
- 9.16 For the lead professional, 31 per cent of all questions elicited non scoring responses (34 per cent frontline staff). For team around the child it was 25 per cent (28 per cent frontline staff). For other practices these scores were lower; multi-agency working generated an 11 per cent non scoring response rate and information sharing 10 per cent.
- 9.17 This evidence again suggests that some practices are more embedded across the whole workforce, enabling respondents to provide more confident answers for multi-agency working and information sharing, which have both had very high visibility.
- 9.18 Overall this analysis has demonstrated that there continues to be a high level of engagement with integrated working practices, with Children's Trusts nationally consistently demonstrating a positive perception of change within the workforce. Implementation is not consistent across all practices and sectors, however there are no sectors not engaged to some level and no practice is viewed unfavourably by respondents on the whole.

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