

Framework and evaluation schedule for the inspections of services for children in need of help and protection, children looked after and care leavers

Reviews of Local Safeguarding Children Boards

This document sets out the framework for the inspection of services for children in need of help and protection, children looked after and care leavers.

These inspections are conducted under section 136 of the Education and Inspections Act 2006. They focus on the effectiveness of local authority services and arrangements to help and protect children, the experiences and progress of children looked after, including adoption, fostering, the use of residential care, and children who return home. The framework also focuses on the arrangements for permanence for children who are looked after and the experiences and progress of care leavers. The leadership, management and governance judgement addresses the effectiveness of leaders and managers and the impact they have on the lives of children and young people and the quality of professional practice locally.

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Section 1. Inspection of local authority children's services

Introduction

1. This document sets out the framework for the inspection of local authority children's services.
2. Her Majesty's Inspectors (HMI)¹ will carry out the inspections under section 136 (2) of the Education and Inspections Act 2006 (EIA). Her Majesty's Chief Inspector (HMCI) has the power to carry out inspections of certain local authority children's services functions as listed in section 135 of the EIA if he deems it appropriate. These inspections focus on the local authority functions with regard to the help, care and protection of children and young people.
3. This evaluation schedule remains subject to periodic review.

Frequency of inspection

4. All local authorities will be inspected under this framework within a three-year period.
5. Where a local authority is judged to be inadequate for overall effectiveness, a full inspection will take place within 18 to 24 months, unless otherwise directed by the Secretary of State for Education.
6. Where a Director of Children's Services holds the statutory responsibility as set out in the Children Act 2004 for more than one authority, the inspection of each authority will be concurrent wherever possible.

Notice period

7. All inspections will be announced at short notice.² The local authority will be notified that the lead inspector and a small team of inspectors will be arriving on site the following day to begin the inspection. The remainder of the team will arrive on site at the beginning of the week following the local authority case auditing of files. Further details can be found in the *Inspection handbook: inspection of services for children in need of help and protection, children looked after and care leavers*. The local authority will be asked to prepare the list of information included at Annex A.

¹ Or suitable qualified and approved associate or seconded inspectors.

² To plan inspections, Ofsted will maintain a list of the number and location of office addresses where arrangements for dealing with contacts, referrals and assessments are undertaken.

8. Inspections will only be deferred in exceptional circumstances. Staff absence, including the absence of the Director of Children's Services, is not a reason for deferral.

Report

9. We will publish a report on our website within 30 working days³ of the end of the on-site inspection. Where a review of the Local Safeguarding Children Board (LSCB)⁴ has been undertaken at the same time, this review will be part of the final report.⁵

Action plan

10. The local authority is required to prepare and publish a written statement of the action it intends to take in response to the report. It should send a copy of this statement to Ofsted at ProtectionOfChildren@ofsted.gov.uk within 70 working days of receiving the final report.⁶

Inspection team

11. Normally, seven suitably qualified and experienced HMI will carry out the inspection. Six inspectors will be experienced in both the delivery and inspection of social care; one will be experienced in the inspection of education provision. The inspection team will normally be on site for 11 working days. The size of the inspection team may be adjusted, for example to take account of the geography and demography of the local authority being inspected.

Sharing information with other inspectorates

12. Where inspection evidence suggests that there are weaknesses in multi-agency practice, the relevant inspectorates will be notified and may decide to inspect in accordance with their statutory powers. This will be clearly identified in the report and shared with the relevant inspectorate at pre-publication stage using section 149 and schedule 13, paragraph 8 of the EIA. If an authority is judged to be inadequate, the relevant inspectorate will be invited to attend the Ofsted-led improvement challenge seminar.

³ A full timeline can be found in the *Inspection handbook: inspection of services for children in need of help and protection, children looked after and care leavers*, Ofsted, 2013; www.ofsted.gov.uk/resources/120218.

⁴ Section 2, with details of the review of the Local Safeguarding Children Board, will be published in this framework in November.

⁵ Ofsted's power to combine reports is in section 152 of the Education and Inspections Act 2006; www.legislation.gov.uk/ukpga/2006/40.

⁶ The Education and Inspections Act 2006 (Inspection of Local Authorities) Regulations 2007; www.legislation.gov.uk/uksi/2007/462/contents/made.

The scope of the inspection

13. The children and young people⁷ within the scope of this inspection are:

- those children and young people at risk of harm (but who have not yet reached the 'significant harm' threshold) and for whom a preventative service would provide the help that they and their family need to reduce the likelihood of that risk of harm escalating and reduce the need for statutory intervention⁸
- those children and young people referred to the local authority, including those for whom urgent action has to be taken to protect them; those subject to further assessment;⁹ and those subject to child protection enquiries
- those who become the subject of a multi-agency child protection plan setting out the help that will be provided for them and their families to keep them safe and to promote their welfare
- those children and young people who have been assessed as no longer needing a child protection plan, but who may have continuing needs for help and support
- those children and young people who are receiving (or whose families are receiving) social work services where there are significant levels of concern about children's safety and welfare, but these have not reached the significant harm threshold or the threshold to become looked after
- those children and young people who are missing from education or being offered alternative provision
- those children and young people looked after either by being accommodated¹⁰ under section 20 or those 'in care' during or as a result of proceedings under section 31 of the Children Act 1989 and those accommodated through the police powers of protection and emergency protection orders
- those children aged 16 or 17 who are preparing to leave care and qualify as 'eligible';¹¹ those aged 16 or 17 who have left care and qualify as

⁷ This includes unborn children.

⁸ These children may be known by any person with a duty under section 11 of the Children Act 2004; section 40 of the Childcare Act 2006; section 175 or 157 of the Education Act 2002; section 55 of the Borders, Citizenship and Immigration Act 2009; a member of the Local Safeguarding Children Board; a person associated with a commissioned service, including local voluntary services.

⁹ This includes children subject to private fostering arrangements.

¹⁰ This includes children and young people who are detained; unaccompanied child migrants or asylum seekers.

¹¹ Defined in paragraph 19B of Schedule 2 to the Children Act 1989;

www.legislation.gov.uk/ukpga/1989/41/schedule/2, and regulation 40 of the Care Planning, Placement and Case Review (England) Regulations 2010; www.legislation.gov.uk/uksi/2010/959/contents/made.

'relevant';¹² those young people aged 18 and above and qualify as 'former relevant';¹³ and those young people aged 18 to 25 who qualify as 'former relevant children pursuing further education or training'¹⁴ including those children living in homes of multiple occupation

- those children and young people who have left care to return home, or are living with families under a special guardianship order, residence order or adoption order.

Inspection activity¹⁵

14. Inspectors will:

- evaluate and explore a sample of children's cases in order to judge the quality of front-line practice and management and the difference this makes to the lives of children, young people, their families and carers – this will include discussions with social work staff, including their managers and other professionals working with the child or young person
- test the decision-making at all stages of a child's journey: early help; referral and assessment; children in need; child protection planning; continuing support; the decision to remove a child from home; permanence planning; placement decisions, including work to support return home; leaving care
- meet with children, young people, parents and carers
- shadow staff in their day-to-day work, for example observing practice in the duty team, the work of social workers with children and families and the work of independent reviewing officers
- observe practice in multi-agency meetings such as child protection strategy meetings, child protection conferences, looked after children reviews and resource panels.

15. We will request specific information from the local authority to inform the inspection and inspection judgements as outlined in Annex A. Full details of the inspection methodology are available in the *Inspection handbook: inspection of*

¹² Defined in section 23A(2) of the Children Act 1989; www.legislation.gov.uk/ukpga/1989/41/section/23A.

¹³ Defined in section 23C(1) of the Children Act 1989; www.legislation.gov.uk/ukpga/1989/41/section/23C.

¹⁴ Defined in section 23CA(1) of the Children Act 1989 as a former relevant child in relation to whom the duties in 23C(2)(3) and (4) no longer apply, and s/he has informed the local authority that he wants to pursue or is pursuing a programme of education or training.

¹⁵ Full details of the inspection methodology can be found in the *Inspection handbook: inspection of services for children in need of help and protection, children looked after and care leavers*, Ofsted, 2013; www.ofsted.gov.uk/resources/120218.

services for children in need of help and protection, children looked after and care leavers.

The judgements inspectors will make

16. Inspectors will make the following judgements:

- the **overall effectiveness** of services and arrangements for children looked after, care leavers and children who need help and protection.

The overall effectiveness judgement is a cumulative judgement derived from:

- the experiences and progress of children who need help and protection
- the experiences and progress of children looked after and achieving permanence including graded judgements on:
 - adoption performance
 - the experiences and progress of care leavers
- leadership, management and governance.

Making judgements

17. The following paragraphs set out the characteristics of a good service for all judgements. Inspectors will use these criteria to evaluate the experiences of children, young people and families and the services they receive. Inspectors will make a judgement of 'good' where the characteristics set out are widespread and common practice and are demonstrably leading to improved outcomes. Inspectors will use professional judgement to determine the weight and significance of their findings. When considering the effectiveness and impact of arrangements to help, protect and care for children and young people, inspectors will use the descriptors of 'good' as the benchmark against which to grade performance. A judgement of 'good' will be made, where the inspection team concludes that the evidence overall sits most appropriately with a finding of 'good'. This is what Ofsted describes as 'best fit'.

18. Inspectors will make their judgements on a four-point scale:

- outstanding
- good
- requires improvement
- inadequate

19. In addition, they will identify areas of outstanding practice and priorities for improvement. For all children and young people the expectation is that help, care and protection are sensitive and responsive to age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation.

Grading judgements

20. One of the four performance grades described above will be assigned to each of the three key judgements and the two graded judgements. The overall effectiveness judgement is derived from performance in each of the three key judgements, taking account of performance in each of the graded judgements. Inspectors will use both evidence and their professional judgement to award the overall effectiveness grade. The experiences of children, young people, their families and carers, the extent to which their lives improve and the quality of professional practice, management and leadership will provide the most significant evidence for the judgements to be made.
21. Widespread or serious failure resulting in harm or continued risk of harm to children and young people, in either the arrangements to protect or look after them, will always result in an overall effectiveness judgement of inadequate. In most cases it is also likely that if either the effectiveness of child protection or the effectiveness of provision for looked after children is inadequate, the leadership judgement is likely to be judged inadequate.
22. In exceptional cases it may be possible for an overall judgement of inadequacy to be given where inspectors judge the quality of leadership, management and governance to be good or requiring improvement. In these instances, leaders and managers will have demonstrated sufficient understanding of the widespread or serious failure and will have also been effective in prioritising, challenging and making sustained improvement. This will be acknowledged and reported by inspectors, though the overall judgement will remain inadequate because of the limiting nature of inadequacy in protecting or looking after children. In these instances, Her Majesty's Chief Inspector will consider the evidence and moderate the leadership judgement accordingly.
23. The graded judgements describe significant and statutory aspects of provision for looked after children, care leavers and leadership. The performance and effectiveness of these services heavily influence the key judgement of which they are a part. For these judgements, however, inadequate performance, while unacceptable and serious, will not automatically limit (as is the case for the key judgements) the local authority to overall inadequacy. They will influence the key judgement to which they relate and in some instances where they are judged inadequate, the significance may be such that the key judgement is held at inadequate, thereby limiting the overall effectiveness judgement to inadequate.
24. Again in these instances, inspectors will use their professional judgement to determine the significance of inadequacy in the context of local authority performance across its span of responsibility for children, young people, carers and families. The factors that they will take into account will include the seriousness and extent of concerns and the number of children and young people on whom the poor performance has a direct and negative impact.

Overall effectiveness

25. In an **outstanding**¹⁶ local authority:

- Direct work with children, young people and families is of the highest quality and is delivering measurably improved outcomes. For some children and families, their progress exceeds expectations.
- Inspirational, confident, ambitious and influential leadership changes the lives of local children, young people and families, including children who are looked after and those who have left or who are leaving care. Leaders are visible and effective. They innovate and promote creative ideas to sustain the highest-quality services, including early help services, for all children and young people.
- Professional relationships between the local authority and partner organisations and commissioned service providers are mature and well developed. Accountabilities are embedded and result in confident, regular evaluation and improvement in the quality of help, care and protection that is provided.
- The local authority is proactive and accurate in identifying and responding to the changing needs of its local communities and the performance of its services and staff. Change and improvement are consistently and effectively implemented and reviewed for their impact. Children, young people and families clearly benefit from improvements that are made and the impact of their feedback is well evidenced.
- Effective and continuous learning improves professional practice. This is sustained over time. Professional challenge and leadership ambition inspire high-quality work with families that helps, protects and promotes the welfare of all children and young people, particularly those who are most vulnerable.
- The views and experiences of children, young people and their families are at the centre of service design and influence development and strategic thinking.

26. In a **good** local authority:

- Children and young people are protected, the risks to them are identified and managed through timely decisions and the help provided reduces the risk of, or actual, harm to them.
- Children and young people looked after, those returning home and those moving to or living in permanent placements outside of their immediate

¹⁶ The characteristics of a good local authority must be met **in addition** to those describing an outstanding one.

birth family have their welfare safeguarded and promoted.¹⁷ Children and young people are helped to live in permanent homes or families without unnecessary delay. The development of safe, stable and secure relationships with adults is central to planning for their futures and this supports the development of secure attachments that persist over time and wherever they are living.

- Young people leaving care or who have left care receive help and support tailored to their individual needs and comparable with that which their peers would receive from a reasonable parent. They are provided with opportunities, support and help to enable them to move successfully to adulthood.
- Leadership, management and governance arrangements deliver strong, strategic local leadership that measurably improves outcomes for vulnerable children. The local authority works with partners to plan and deliver early help, to protect children and young people, to improve educational attainment and narrow the gap for the most disadvantaged and it acts as a strong and effective corporate parent for children looked after and those leaving or who have left care.
- There is a clear and up-to-date strategy for commissioning and developing services and there are sufficient resources to meet the needs of children and young people in the local authority area. Leaders, both professional and political, drive continuous improvement so that the local authority is consistently effective as both the lead agency for the protection and care of children and as a corporate parent.

27. In a local authority that **requires improvement**:

- There are no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of looked after children is safeguarded and promoted. However, the authority is not yet delivering good protection, help and care for children, young people and families.

28. In a local authority that is **inadequate**:

- There are widespread or serious failures that create or leave children being harmed or at risk of harm and/or the welfare of looked after children is not safeguarded and promoted.
- A judgement of inadequate is likely to be made if **any of the following are judged inadequate**:
 - the experiences and progress of children who need help and protection

¹⁷ Children Act 1989, section 17; www.legislation.gov.uk/ukpga/1989/41/section/17.

- the experiences and progress of children looked after and achieving permanence
- leadership, management and governance.

Key judgement: The experiences and progress of children who need help and protection

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. Thresholds between early help and statutory child protection work are appropriate, understood and operate effectively. Records of action and decision 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.

29. A local authority is likely to be judged good if:

- Children and young people are listened to, practice is focused on their needs and experiences and influenced by their wishes and feelings or, where they cannot represent their view themselves, those advocated on their behalf. They are consistently seen and seen alone by social workers where statutory guidance requires that this should happen and it is professionally judged to be in the best interests of the child.
- Children, young people and families benefit from stable and meaningful relationships with social workers. They are engaged in all actions and decisions and understand the intentions of the help they receive. Where families refuse to engage there are continued attempts to help them to do so. However, where there are concerns about the safety and protection of children and parents do not engage, there is a full risk assessment and urgent involvement of a senior manager in all decisions about next steps.
- Children, young people and families are offered help when needs and/or concerns are first identified and, as a consequence of the early help offered, children's circumstances improve and, in some cases, the need for targeted services is lessened or avoided. The interface between early help and statutory child protection work is clearly and effectively differentiated.
- Information-sharing between agencies and professionals is timely, specific and effective and takes full account of the requirements set out in legislation and guidance about the need to obtain parental consent for enquiries to be made, except where in seeking that consent a child is likely to suffer significant harm or further harm.

- Children and young people in need of help and protection are identified by professionals, including those in adult services, and appropriate referrals are made to children’s social care. Social work expertise and advice is available to support other professionals in determining the best steps to take next. There is a timely and effective response to referrals,¹⁸ including out of normal office hours.
- Thresholds¹⁹ for intervention accord with the requirements of legislation, are appropriate, understood by partners, consistently applied, well embedded, reviewed and updated regularly. Drift and delay are avoided.
- Children and young people receive help that is proportionate to risk; children and families are not routinely subjected to formal child protection investigations if these are not necessary.
- Child protection enquiries are thorough and timely, informed by a decision made in a strategy meeting, except in emergencies where there must be evidence of immediate risk of harm to a child, and always led by a suitably qualified and experienced registered social worker. Findings in relation to significant harm are clear and result in urgent action to protect children and young people.
- Decision-making is undertaken by suitably qualified and experienced social workers and managers, with decisions, all actions and engagement with the family and other professionals clearly recorded.
- For children who need help and protection, assessments (including common or early help assessments) are timely, proportionate to risk, and informed by research and by the historical context and significant events for each case. They result in direct work with families, develop in response to that direct work, and they address all domains of the local framework for assessment. Senior managers have responsibility for authorising the recommended next steps.
- Assessments²⁰ (including children in need assessments) result in a direct offer of help to address any identified needs. Assessments and plans are dynamic and change in the light of emerging issues and risks. Authoritative action is taken where change is not secured and the risk to children intensifies or remains.
- Children in need have a plan setting out the help that is offered. Children and young people who need protection are subject to a child protection plan that clearly identifies the work that will be offered to help the family

¹⁸ This includes referrals to the Local Authority Designated Officer.

¹⁹ Children Act 1989; www.legislation.gov.uk/ukpga/1989/41/contents and *Working together to safeguard children*, Department for Education, 2013; www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children. This includes children covered by the Southwark Judgement.

²⁰ Assessments and local protocols for assessments should be in line with *Working together to safeguard children*.

and the necessary changes to be achieved within appropriate timescales for the child or young person. Social workers engage with the family who understand the help they will receive, what has to change and the options for the future.

- Plans and decisions are reviewed and alternative authoritative action is taken where the circumstances for children do not change and the risk of harm or actual harm remains or intensifies.
- Children and young people are protected through effective multi-agency arrangements. Case conferences, strategy meetings, core groups and multi-agency risk assessment conferences (MARAC)²¹ are attended by key participants and are effective forums for timely information-sharing, planning and risk-based decision-making.
- 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. Incidents are monitored and multi-agency responses are effective and coordinated between agencies, including management through MARAC.
- Children and young people who are missing from home, care²² or full-time school education²³ and those at risk of sexual exploitation and trafficking receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and minimised. Local authorities, schools and local police are aware of, and implement in full, the requirements of the statutory guidance for children and young people who are missing.²⁴ Comprehensive records are held and shared between agencies to help and protect children and young people. Together they take steps to ensure that all children, including those who are excluded from school, are safe and that 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.²⁵

²¹ Multi-agency risk assessment conferences (MARACs) are meetings where information about high-risk domestic abuse victims (those at risk of murder or serious harm) is shared between local agencies. By bringing all agencies together at a MARAC, a risk-focused, coordinated safety plan can be drawn up to support the victim and their child/ren.

²² This refers both to local authorities' responsibility for all of their own looked after children, whether they live within or out of the local area, **and** their responsibility as a host authority with a duty to safeguard and promote welfare for children and young people living in the local area.

²³ The 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.

²⁴ *Interim guidance on the management, recording and investigation of missing persons*, Association of Chief Police Officers, 2013; www.safecic.co.uk/news/348-misper and statutory guidance once published.

²⁵ Inspectors will make enquiries about local practice in respect of responses to children who are absent as well as those who are missing. Where this is not robust, consistent or focused on the need to protect children and young people, this will be evidenced in the inspection report and will directly influence the judgement.

- Children and young people who are privately fostered are identified by the local authority, in conjunction with partners. Once they are identified, the local authority discharges in full its statutory responsibility to ensure that they are safe and that their health and well-being are properly promoted.
- 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 is robust and effective.
- Practice is informed by feedback from children and their families about the effectiveness of the help, care or support they receive from the time it is first needed until it ends.
- Children, young people and families have timely access to, and use the services of, an advocate where appropriate.
- Help and protection for children and young people is sensitive and responsive to age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation.

Outstanding

- 'The experiences and progress of children who need help and protection' is likely to be judged outstanding if, 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 their 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.

Requires improvement

- 'The experiences and progress of children who need help and protection' is likely to 'require improvement' if there are no widespread or serious failures that create or leave children being harmed or at risk of harm. However, the authority is not yet delivering good help and protection for children, young people and families.

Inadequate

- 'The experiences and progress of children who need help and protection' is likely to be inadequate if there are widespread or serious failures which leave children being harmed or at risk of harm.

Key judgement: The experiences and progress of children looked after and achieving permanence

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 person's 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 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.

30. In making the 'children looked after and achieving permanence' judgement, inspectors will take into account their judgement on adoption performance and their judgement on the experiences and progress of care leavers.²⁶
31. A local authority is likely to be judged good if:
- Decisions to look after children and young people are timely and made only when it is in their best interests. Those decisions are based on clear, effective, comprehensive and risk-based assessments involving other professionals working with the family where appropriate.
 - There is evidence of the effective use of the Public Law Outline, including letters before proceedings, family group conferences and parallel

²⁶ The DfE Adoption Scorecard will inform lines of enquiry and inspection activity but it is not a limiting factor in making our judgement about the progress and experiences of children looked after and achieving permanence.

planning. Care is used only if this is in the child's best interests. Children and young people are safely and successfully returned home; where this is not possible for them, permanent plans are made for them to live away from the family home. Families are made aware of, and encouraged to access, legal advice and advocacy.

- Where the plan for a child or young person is to return home, there is evidence of purposeful work to help the family to change so it is safe for the child to return. Further episodes of being looked after are avoided unless they are provided as a part of a plan of support.
- Applications and assessments for care or other orders are accepted by the courts, minimise the appointment of experts and avoid unnecessary delay. The wishes and feelings of children and young people, and those of their parents, are clearly set out and contemporary. Viability assessments of members of the family are carried out promptly to a good standard and sequential assessments are avoided.
- Children and young people are seen by their social worker alone and understand what is happening to them. Professionals and carers, who know them well, develop positive relationships with them and are committed to protecting them and promoting their welfare. Children and young people are helped to understand their rights and the responsibilities that accompany those rights and legal entitlements. They understand how to complain and have access to an advocate and independent visitor. Complaints are treated seriously and result in a clear response, urgent action and improved services where that is required. Senior managers regularly review and act upon complaints from looked after children.
- Children and young people are protected or helped to keep themselves safe from bullying, homophobic behaviour and other forms of discrimination.
- Any risks associated with children and young people offending, misusing drugs or alcohol, going missing or being sexually exploited are known by the local authority and by adults who care for them. There are plans and help in place that are reducing the risk of harm or actual harm and these are kept under regular review by senior managers.
- Children and young people are in good health or are being helped to improve their health and their health needs are identified. Child and adolescent mental health provision, therapeutic help and services for learning or physically disabled children and young people are available when needed and for as long as they are required.
- Children and young people attend school or other educational provision and they learn. Accurate and timely assessments of their needs, as well as specialist support where it is needed, help them to make good progress in their learning and development wherever they live. They receive the same support from their carers as they would from a good

parent. The attainment gap between them and their peers is narrowing. The local authority maintains accurate and up-to-date information about how looked after children are progressing at school and takes urgent and individual action when they are not achieving well. All looked after children and young people attend a good school.

- Children and young people who do not attend school have access to 25 hours per week of good-quality registered alternative provision. They are encouraged and supported to attend the provision and there is regular review of their progress. Urgent action to protect children is taken where they are missing from school or their attendance noticeably reduces.
- The local authority holds clear records in respect of the numbers of children receiving alternative education and for those missing from education.
- Social workers, residential staff and carers support children and young people to enjoy what they do and to access a range of social, educational and recreational opportunities. Those adults have delegated authority to make decisions about children's access to recreation and leisure activities.
- Children and young people live in safe, stable and appropriate homes or families with their brothers and sisters when this is in their best interests. They move only in accordance with care plans, when they are at risk of harm or are being harmed. They do not live in homes that fail to meet their needs and they do not move frequently.
- Care plans comprehensively address the needs and experiences of children and young people. They are regularly and independently reviewed, involving as appropriate the child or young person's parents, kinship carers (connected persons), foster carers, residential staff and other adults who know them. This helps ensure that the placement and plans for their future continue to be appropriate as well as ambitious.
- Children and young people have appropriate, carefully assessed and supported contact with family and friends and other people who are important to them (*applies to adoption judgement*).
- Children and young people who live away from their 'home' authority have immediate access to education and health services that meet their needs as soon as they begin to live outside of their 'home' area. Placing authorities adhere to the requirements of the placement regulations including notifying the 'receiving' authority that a child is moving to the area and assessing the adequacy of resources to meet the child's need before the placement is made (*applies to adoption judgement*).
- The placement of children and young people into homes and families that meet their needs is effective because there is a comprehensive range and choice available (*applies to adoption judgement*).

- Family-finding strategies are informed by the assessed needs of children and young people. There is decisive action to find families and the avoidance of drift and delay is a priority. Respite care is only used when this is in the best interests of children and young people (*applies to adoption judgement*).
- The recruitment, assessment, training, support, supervision, review and retention of foster carers including kinship carers (connected persons) and, as appropriate, special guardians, ensures that families approved are safe and sufficient in number to care for children and young people with a wide range of needs. This enables children to be placed with their brothers and sisters and have contact with their birth family and friends when this is in their best interests.²⁷
- Children and young people whose care and support is provided through a 'social work practice' service receive the same high-quality help that they could expect from the social work service provided directly by a local authority.
- Early planning and case management results in appropriate permanent placements, including Special Guardianship or Residence Orders, that meet the needs of children and young people without delay or unnecessary moves (*applies to adoption judgement*).
- Well-trained and supported social workers engage effectively with the Children and Family Court Advisory Support Service (Cafcass), courts and other partners, including health professionals, to reduce any unnecessary delay in proceedings or in achieving permanence and to support arrangements once they are made (*applies to adoption judgement*).
- Children and young people are effectively prepared for, and carefully matched with, a permanent placement. Their wishes and feelings are understood and influence the decisions about where they live (*applies to adoption judgement*).
- Children and young people are helped to develop secure primary attachments with the adults caring for them. Social workers help them to understand their lives and their identities through life history work that is effective and provided when they need it. Therapeutic materials are made available to the child and their family when and wherever the child is placed (*applies to adoption judgement*).
- Plans to make permanent arrangements for children and young people are effectively and regularly reviewed by independent reviewing officers (IROs). IROs bring rigour and challenge to the care planning and monitor the performance of the local authority as a corporate parent, escalating issues as appropriate. They enable timely plans to be agreed to meet the needs of children and to ensure that their best interests

²⁷ Services should be delivered in accordance with the national minimum standards and regulations.

remain paramount. IROs engage with children's guardians and there is evidence that this is focused on what children need and how the plans for them can be properly progressed (*applies to adoption judgement*).

- Case records reflect the work that is undertaken with children and clearly relate to the plans for their futures. The style and clarity of records enhances the understanding that children and young people have about their histories and experiences.
- Children and young people are represented by a Children in Care Council or similar body which is regularly consulted on how to improve the support they receive.
- Children and young people receive care that is sensitive and responsive to age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation (*applies to adoption judgement*).

Outstanding

- 'The experiences and progress of children looked after and achieving permanence' is likely to be judged outstanding if, 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 their 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.

Requires improvement

- 'The experiences and progress of children and young people looked after and achieving permanence' requires improvement when there are no widespread or serious failures or unnecessary delays that result in the welfare of looked after children not being safeguarded and promoted. However, the authority is not yet delivering good help and care for looked after children and young people and families.

Inadequate

- 'The experiences and progress of children and young people looked after and achieving permanence' is likely to be 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.

Adoption performance

Suitable adoptive families are identified without delay for all children for whom adoption is in their best interests. The recruitment and assessment arrangements are aligned with national systems and enable potential adopters to consider and to be considered for a wide range of children for whom they may provide a home. Children are able to develop safe and secure relationships with their adoptive family that persist over time. When support is needed, children, young people, families and carers are able to access it for as long as it is needed, throughout their childhood and beyond.

32. Adoption is likely to be judged good if the criteria identified in the earlier judgement for looked after children (where adoption is being considered or is the plan) are met²⁸ and in addition:
- Adoption is considered for all children who are unable to return home or to their birth families and who need a permanent alternative home.
 - The local authority demonstrates a sense of urgency and care in all adoption work including the appropriate use of concurrent and parallel planning, the Adoption Register and Fostering for adoption, resulting in children being able to live at the earliest opportunity with an adoptive family who are able to meet their needs.
 - Recruitment, preparation, prompt assessment, training and support of adopters enables them to meet the needs of children and young people and to keep them safe. Those arrangements support the placement of children with their brothers and sisters where this is in their best interests and sufficient families are available to accommodate sibling groups, older children and children with complex needs.
 - The panel and agency decision-maker ensure that children are effectively matched with the most appropriate families and the panel promotes good practice through its work and regular reports to the local authority.
 - Children who are adopted, their adoptive families, their birth relatives and adopted adults are informed 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.

²⁸ These criteria are located in the looked after children judgement and are clearly labelled as applying to children where adoption is being considered or is planned.

Outstanding

- Adoption performance is likely to be judged outstanding if, in addition to meeting the requirements of a 'good' judgement, there is evidence that professional practice is creative, innovative and leads to success in finding permanent adoptive families for children, including those with complex needs. The adoption agency uses nationally available systems to help maintain the interest and availability of potential adopters. Sustained improvement in the lives of children, young people and their families is supported through highly effective adoption support.

Requires improvement

- Adoption performance requires improvement when there are no widespread or serious failures that result in children looked after who should be adopted not being adopted by a family who can meet their needs or within appropriate timescales. However, the characteristics of good are not in place.

Inadequate

- Adoption performance is likely to be inadequate if there are widespread or serious failures that result in children looked after who should be adopted not being adopted by a family who can meet their needs in a timescale that meets their best interests.

The experiences and progress of care leavers

Young people leaving care and 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.

33. When evaluating the experience and progress of care leavers, such as their successful transition to adulthood, inspectors will take into account the young person's development and achievements at the point they became looked after, the age they became looked after and the age they were when they became the responsibility of the authority being inspected.
34. The experiences and progress of care leavers is likely to be judged to be good if:
- Care leavers are safe and feel safe, particularly where they are living, and are helped to understand how their life choices will affect their safety and well-being. Any risks associated with offending, drug or alcohol misuse, going missing or with sexual exploitation are known by adults who have a responsibility for them and effective plans are in place to reduce the risk of or actual harm to them. Care leavers are supported to take responsibility for their behaviour.
 - Pathway planning is effective and plans (including transition planning for looked after children with learning difficulties and/or disabilities) address all young people's needs and are updated as circumstances change.
 - The health needs of care leavers are clearly assessed, prioritised and met. Child and adolescent mental health services, adult mental health provision, therapeutic help and services for learning or physically disabled young people and adults are available when they are needed.
 - Care leavers have access to and understand their full health history and are provided with all key documents they need to begin their lives as young adults, for example national insurance numbers, birth certificates and passports.
 - Care leavers develop the skills and confidence they need to maximise their chances of successful maturity to adulthood, including parenthood. This includes learning to budget, to live independently and to manage safe relationships and behaviour. Care leavers form and maintain relationships with carers and staff from the local authority and develop supportive relationships within the community, including where

appropriate contact with family and friends. They are confident that the local authority will act as a reasonable parent in supporting their transition into adulthood and providing practical, emotional and financial support until they are at least 21 and, where necessary, until they are 25. This will include the availability of a trusted and known adult (for example, the allocated personal adviser or their social worker) to support them.

- Care leavers succeed in their transition to greater independence and adulthood at a time that is right for them. Young people aged 16 and 17 are encouraged to remain looked after until their 18th birthday where (and this will usually be the case) this is in their best interest. They can remain in placements beyond their 18th birthday or, where more appropriate, live in permanent and affordable accommodation that meets their needs and those of their children, where relevant.
- Care leavers have access to appropriate education and employment opportunities, including work experience and apprenticeships. They are encouraged and supported to continue their education and training, including those aged 21 to 24 years. Care leavers are progressing well and achieving their full potential through life choices, either in their attainment in further and higher education or in their chosen career/occupation.
- Care leavers are positive about themselves. Their achievements are celebrated and the local authority shows they are positive and proud of their care leavers.
- Care leavers are helped to find housing solutions that best meet their needs. Risks of tenancy breakdown are identified and alternative plans are in place.
- Accommodation for care leavers is appropriate for each young person to safely develop their independence skills. Houses of multiple occupancy are only used when it is a young person's preferred option and it can demonstrably be shown to be in their best interests.
- Care leavers are provided with information (including through the care leaver's pledge) about their legal entitlements such as access to their records, assistance to find employment (including work experience), training, financial support and how to complain where necessary supported by an advocate.

Outstanding

- 'The experiences and progress of care leavers' is likely to be judged outstanding if, 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 their families. The local authority is ambitious and aspirational for its young people as they mature to adulthood. The

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. 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.

Requires improvement

- 'The experiences and progress of care leavers' requires improvement when there is no 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.

Inadequate

'The experiences and progress of care leavers' is likely to be inadequate if there is widespread or serious failure that results in care leavers not having their welfare safeguarded and promoted.

Key judgement: Leadership, management and governance

Leadership, management and governance arrangements comply with statutory guidance²⁹ and together establish an effective strategy and good-quality services for children, young people and their families. There is a clear and up-to-date strategy for commissioning and developing services delivered by a suitably qualified and experienced workforce that meets the needs of local children and young people and families. The Director of Children’s Services (DCS), the lead elected member and the senior management team have a comprehensive knowledge about what is happening at the ‘front line’ to enable them to discharge their responsibilities effectively. They know and understand the difference that help, care and protection are making. They oversee systematic performance management and monitoring that demonstrate rigorous and timely action in response to service deficiencies or new demands. The local authority works with partners to deliver early help, protect children and young people, improve educational attainment and narrow the gap for the children looked after and care leavers. It acts as a strong and effective corporate parent for children looked after and those leaving or who have left care. Leaders, both professional and political, drive continuous improvement so that the local authority is consistently effective as the lead agency for the protection and care of children and young people and as a corporate parent. Partnerships are supported by transparent and rigorous governance between the local authority and key statutory, private and voluntary organisations. Shared priorities are clear and resourced. There is effective engagement with the relevant local partnerships including the Health and Well-being Board. The DCS works closely with the LSCB chair and the chief executive holds the LSCB chair to account for the effectiveness of the LSCB.

35. Leadership, management and governance are likely to be judged good if:

- Local authority senior managers, leaders and elected members discharge their individual and collective statutory responsibilities. There are clear lines of accountability and governance with a clear distinction between political, strategic and operational roles. Leaders, including elected members and managers, have a comprehensive and current knowledge of what is happening at the ‘front line’ and how well children and young people are helped, cared for and protected.

²⁹ *Statutory guidance on the roles and responsibilities of the Director of Children’s Services and the lead member for children’s services*, Department for Education, 2012;
www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00034-2012.

- The local authority has detailed and relevant knowledge of its local communities, including looked after children and care leavers. Commissioned and in-house services respond to and meet the needs of local children, young people and families in need of help, care and protection. The local authority works effectively with other strategic bodies such as the LSCB, the Health and Well-being Board and Clinical Commissioning Groups to promote and secure a sufficient range of good-quality provision to meet local need. This should include services, placements and adoptive families for children and young people for whom the authority has a statutory responsibility and where necessary for vulnerable adults who are also parents.
- The joint strategic needs assessment and the sufficiency statements are aligned and set out clear local priorities and the range of available services that respond to and meet the needs of local children, young people and families in need of help, care and protection.
- The local authority is an active, strong and committed corporate parent that knows the children and young people it looks after well. It is an effective and successful champion of their progress (particularly in education and learning) and an ambitious corporate parent, ensuring that each child has every opportunity to succeed. It actively challenges and engages partners where appropriate to support children and young people, such as engaging the local authority strategic housing function.
- The DCS works closely with the LSCB chair. The Chief Executive, drawing on other LSCB partners and, where appropriate, the Lead Member will hold the chair to account for the effective working of the LSCB.
- The local authority, through performance management and monitoring, has an accurate and systematically updated understanding of its effectiveness. It demonstrates a track record of dealing rigorously and effectively with areas for development. Leaders, including elected members and managers, have a comprehensive and current knowledge of what is happening at the 'front line' and a track record of responding appropriately and quickly to service deficiencies or new demands
- Management oversight of practice, including practice scrutiny by senior managers, is established, systematic and demonstrably used to improve the quality of decisions and the provision of help to children and young people.
- The local authority knows itself well, is a learning organisation and can demonstrate evidence of practice that is informed, modified and sustainably improved by feedback, research and intelligence about the quality of services and the experiences of children, young people and families who use them. This may, for example, include feedback from the children in care council, change that arises from complaints that children and families make about their experiences or from successful or disrupted placements or adoption breakdown.

- Effective relationships with Cafcass, the health community, the family courts and the local Family Justice Board ensure that avoidable delay in care proceedings is reduced and children, young people and their families benefit from efficient and effective progress through legal proceedings.
- The local authority social care workforce is sufficient, stable, suitably qualified and competent to deliver high-quality services to children and their 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 professional development of social workers with reference to the employer standards,³⁰ and leaders provide the right environment for good social work to take place.
- Where a local authority delegates any of its statutory functions to a 'social work practice', commissioning and contract compliance ensures those children and young people receiving this service progress at least as well as those served by a good local authority.

Outstanding

- Leadership, management and governance are likely to be outstanding if, in addition to meeting the requirements of a 'good' judgement, there is evidence that leaders (both professional and political) and managers are inspirational, confident, ambitious and influential in changing the lives of local children, young people and families, including children who are looked after and those who have left or who are leaving care. They innovate and generate creative ideas to sustain the highest-quality services, including early help services, for all children and young people. They know their strengths and weaknesses well and can provide evidence of improvement over a sustained period of time. Professional relationships between the local authority and partner organisations are mature and well developed. Accountabilities are embedded and result in confident, regular evaluation and improvement of the quality of help, care and protection that is provided.

Requires improvement

- Leadership, management and governance require improvement when any widespread or serious failures have been identified by the local authority **and** are being effectively addressed, but the characteristics of good leadership are not in place.

³⁰ *Standards for employers and supervision framework*, Department for Education, 2012; www.education.gov.uk/swrb/a0074263/standards-for-employers-and-supervision-framework.

Inadequate

- Leadership, management and governance are likely to be inadequate if either of the two main judgements is inadequate and leaders and managers have not been able to demonstrate sufficient understanding of the failure. They have been ineffective in prioritising, challenging and making improvements.

Section 2: The effectiveness of the Local Safeguarding Children Board (LSCB)

36. Ofsted intends to undertake a review of the effectiveness of the Local Safeguarding Children Board at the same time as the inspection the local authority. This review will be conducted under 15(A) of the Children Act 2004.
37. Inspectors will make their judgements on a four point scale:
- outstanding
 - good
 - requires improvement
 - inadequate.
38. Inspectors will use these criteria to evaluate the effectiveness of the LSCB in meeting its statutory functions. Inspectors will make a judgement of 'good' where the characteristics set out in the description of 'good' are widespread and common practice. In addition, inspectors will consider how effectively the LSCB evaluates and monitors the quality and effectiveness of the local authority and statutory partners in protecting and caring for children, including the provision of improvement advice. Inspectors will deploy professional judgement to determine the weight and significance of their findings. When considering the effectiveness of the Local Safeguarding Children LSCB, inspectors will use the descriptors of 'good' as the benchmark from which to grade performance. A judgement of 'good' will be made where the inspection team concludes that the evidence overall sits most appropriately with a finding of 'good'. This is what Ofsted describes as 'best fit'.
39. A report of the review will be published on the Ofsted website. This will also be the case where the review does not take place at the same time as the single inspection of the local authority.
40. The LSCB must within 30 working days of receipt of the report, arrange for it to be published in such manner as the LSCB considers appropriate.³¹

³¹ The Local Safeguarding Children Boards (Review) Regulations 2013, section 4 ; <http://www.legislation.gov.uk/uksi/2013/2299/contents/made>.

The Local Safeguarding Children Board (LSCB) complies with its statutory responsibilities in accordance with the Children Act 2004³² and the Local Safeguarding Children Board Regulations 2006.³³ The LSCB is able to provide evidence that it coordinates the work of statutory partners in helping, protecting and caring for children in its local area and there are mechanisms in place to monitor the effectiveness of those local arrangements. Multi-agency training in the protection and care of children is effective and evaluated regularly for impact on management and practice. The LSCB checks that policies and procedures in respect of thresholds for intervention are understood and operate effectively and identifies where there are areas for improvement. Challenge of practice between partners and casework auditing are rigorous and used to identify where improvements can be made in front-line performance and management oversight. Serious case reviews, management reviews and reviews of child deaths are used by the local authority and partners as opportunities for learning and feedback that drive improvement. The LSCB provides robust and rigorous evaluation and analysis of local performance that influence and inform the planning and delivery of high-quality services.

41. The LSCB is likely to be judged to be good if:

- The governance arrangements enable LSCB partners (including the Health and Well-Being Board and the Children's Trust) to assess whether they are fulfilling their statutory responsibilities to help (including early help), protect and care for children and young people. The LSCB effectively prioritises according to local issues and demands and there is evidence of clear improvement priorities identified that are incorporated into a delivery plan to improve outcomes.
- Regular and effective monitoring and evaluation of multi-agency front-line practice to safeguard children³⁴ identifies where improvement is required in the quality of practice and services that children, young people and families receive. This includes monitoring the effectiveness of early help.
- Partners hold each other to account for their contribution to the safety and protection of children and young people (including children and young people living in the area away from their home authority), facilitated by the chair.

³² The Children Act 2004; <http://www.legislation.gov.uk/ukpga/2004/31/contents>.

³³ The Local Safeguarding Children Boards Regulations 2006; <http://www.legislation.gov.uk/uksi/2006/90/regulation/5/made>

³⁴ This applies to all children and includes having an understanding of the local safeguarding response to deaf and disabled children in all aspects of the LSCB functioning.

- Safeguarding is a priority for all of the statutory LSCB members and this is demonstrable, such as through effective section 11 audits. All LSCB partners make a proportionate financial and resource contribution to the main LSCB and the audit and scrutiny activity of any sub-groups.
- The LSCB has a local learning and improvement framework with statutory partners. Opportunities for learning are effective and properly engage all partners. Serious case reviews are initiated where the criteria set out in statutory guidance are met and identify good practice to be disseminated and where practice can be improved. Serious case reviews are published.
- The LSCB ensures that high-quality policies and procedures are in place (as required by *Working together to safeguard children*) and that these policies and procedures are monitored and evaluated for their effectiveness and impact and revised where improvements can be made. The LSCB monitors and understands the application of thresholds locally.
- The LSCB understands the nature and extent of the local issues in relation to children missing and children at risk of sexual exploitation and oversees effective information sharing and a local strategy and action plan.
- The LSCB uses case file audits including joint case audits to identify priorities that will improve multi-agency professional practice with children and families. The chair raises challenges and works with the local authority and other LSCB partners where there are concerns that the improvements are not effective. Practitioners and managers working with families are able to be involved in practice audits, identifying strengths, areas for improvement and lessons to be learned. The experiences of children and young people are used as a measure of improvement.
- The LSCB is an active and influential participant in informing and planning services for children, young people and families in the area and draws on its assessments of the effectiveness of multi-agency practice. It uses its scrutiny role and statutory powers to influence priority setting across other strategic partnerships such as the Health and Well-being Board.
- The LSCB ensures that sufficient, high-quality multi-agency training is available and evaluates its effectiveness and impact on improving front-line practice and the experiences of children, young people, families and carers. All LSCB members support access to the training opportunities in their agencies.
- The LSCB, through its annual report, provides a rigorous and transparent assessment of the performance and effectiveness of local services. It identifies areas of weakness and the causes of those weaknesses, and evaluates and where necessary challenges the action being taken. The

report includes lessons from management reviews, serious case reviews and child deaths within the reporting period.

Outstanding

- The LSCB is likely to be outstanding if, in addition to meeting the requirements for a good judgement, it provides evidence of being a highly influential strategic arrangement that directly influences and improves performance in the care and protection of children. That improvement is sustained and extends across multi-disciplinary practice with children, young people and families. Analysis and evaluation of performance is exceptional and helps the local authority and partners to properly understand the impact of services, the quality of practice and the areas for improvement. There is a comprehensive range of training for managers and practitioners that is directly related to multi-agency improvement priorities. The LSCB creates and fosters an effective learning culture locally that extends to front-line practitioners.

Requires improvement

- The LSCB is likely to require improvement if it is not yet demonstrating the characteristics of good.

Inadequate

- The LSCB is likely to be inadequate if it is not demonstrating that it has effective arrangements in place and the required skills to discharge its statutory functions set out in Working together to safeguard children, the Children Act 2004 and the LSCB regulations 2006. The LSCB does not understand the experiences of children and young people locally and fails to identify where improvements can be made.

Annex A. Identifying cases for tracking and sampling, including management and performance information

Introduction

This annex sets out a number of requirements for local authorities in respect of the inspection. It includes a request to provide child-level data so that the lead inspector can establish those that will be tracked and sampled.

In addition, the lead inspector will also require the most up-to-date performance information used by the local authority to manage services for looked after children and child protection (including early help for families).

Details of planned multi-agency meetings

The details of multi-agency meetings planned to take place during the fieldwork period – including initial and review child protection conferences, looked after children reviews, multi-agency risk assessment conferences (MARAC), core groups, planned strategy discussions and legal planning meetings – should be provided to the lead inspector, who may specify the geographical areas to be covered. These will be reviewed on a regular basis between the lead inspector and the local authority during the inspection.

Child-level data for the case sample and case tracking

When the lead inspector makes contact with the local authority, she/he will ask for a series of lists containing child-level data. These lists should be provided in an Excel spreadsheet format that is clearly set out with the agreed field names and provided to the lead inspector in accordance with the target date for each list. The lead inspector will confirm details of how the lists will be provided to them for their use.

Table 1 below provides details of the time period to be covered for each list and the submission date(s) required for each of the lists. Table 2, also below, confirms the information required within each list. This is supported by detailed guidance at field level for each list. The detailed guidance document is available at www.ofsted.gov.uk/resources/130216.

When providing the required lists please note that:

- We are asking the local authority to provide us with the best information they have available within the limited time they have available to provide the data requested and set out below. We fully recognise there are likely to be gaps in the information and that these will vary from one authority to another. Where data are unavailable the local authority will be asked to demonstrate in other ways how they have sufficient management oversight of the specific issue. The additional guidance includes examples of where we recognise that this may be the case.

- Many of the child-level data fields are in line with current statutory data returns to the Department for Education, but we are aware that some of the fields are not and, therefore, may take longer to complete. To allow for this we have provided the option of a two-stage submission for several of the lists.
- Stage 1 is for the reporting of those fields that should be more readily available because they are already in DfE data returns. It is anticipated that the majority of data will be provided in this stage. Where the local authority cannot meet this timescale, there is a stage 2 submission date. Within the detailed guidance for each of the lists, we have indicated which fields are aligned with the statutory returns and where we are requesting information that is not currently part of the statutory returns. We would encourage all local authorities to submit each list as soon as they are available to support the inspection process.
- It is accepted that some children may appear on more than one list. The consistent use of the child ID across the various lists will enable the lead inspector to recognise where this occurs.
- Some of the requested data – particularly in relation to list 1 ‘contacts’ and list 2 ‘early help assessments’ – are not necessarily recorded on the main ICT systems and, consequently, the local authority is free to use the solution that suits it best and that enables the local authority to provide the data in the timeframe requested. Whatever the format, the data should be clearly identifiable.
- For lists 3 to 10 please provide only one row for each unique child ID where possible.
- All lists may also be provided in hard copy, but this should be in addition to the Excel spreadsheets, which should be considered as the primary source for inspectors.
- Queries in respect of the child-level data should be sent to the social care data team mailbox (socialcaredata@ofsted.gov.uk). However, if you have any queries once you have been notified that an inspection is to take place, please contact the lead inspector rather than the social care data team mailbox.
- Ofsted has established secure means to enable local authorities to share the child-level lists and other sensitive information. The lead inspector will confirm details when a local authority is notified that an inspection will take place.

Table 1		
Child protection		
List	Submission date – stage 1	Submission date – stage 2
1. All those who have been the subject of a contact in the three months prior to inspection	Week 1 (Wednesday am)	Not applicable
2. All those who have been the subject of an early help assessment, a common assessment or a targeted intervention in the six months prior to inspection	Week 1 (Friday am)	Not applicable

3. All those who have been the subject of a referral in the three months prior to inspection	Week 1 (Wednesday am)	Not applicable
4. All those who have been the subject of a statutory assessment in accordance with section 17 or section 47 of the Children Act 1989 in the six months prior to inspection	Week 1 (Wednesday am)	Week 1 (end of Friday)
5. All those who have been the subject of a section 47 enquiry in the six months prior to inspection	Week 1 (Wednesday am)	Week 1 (end of Friday)
6. All those in receipt of services as a child in need at the point of inspection and those who ceased to receive services as a child in need in the three months prior to inspection	Week 1 (Wednesday am)	Week 1 (end of Friday)
7. All those who are the subject of a child protection plan at the point of inspection and those who ceased to be the subject of a child protection plan in the three months prior to inspection	Week 1 (Wednesday am)	Week 1 (end of Friday)
Children looked after and care leavers		
List	Submission date – stage 1	Submission date – stage 2
8. All those children looked after as at the point of inspection and all those children who ceased to be looked after in the six months prior to inspection	Week 1 (end of Wednesday)	Week 2 (end of Tuesday)
9. All those care leavers who are receiving leaving care services as at the point of inspection	Week 1 (end of Wednesday)	Week 2 (end of Tuesday)
10. All those children who have been adopted in the 12 months prior to inspection, those where the decision that the child should be placed for adoption has been made but they have not yet been adopted, and those who had an adoption decision which was subsequently reversed during the period.	Week 1 (end of Wednesday)	Week 2 (end of Tuesday)
11. All those individuals who in the last 12 months have had contact with the local authority adoption agency by having: (a) made an enquiry, received an information pack and attended a follow-up interview; and/or (b) had an enquiry or application in progress 12 months ago and have subsequently been approved/rejected; and/or (c) had a child placed with them in the last 12 months	Week 1 (end of Wednesday)	Week 2 (end of Tuesday)

TABLE 2	
Child protection	
List	Detail required
1. All those who have been the subject of a contact in the three months prior to inspection	<ul style="list-style-type: none"> ■ Child unique ID ■ Gender ■ Ethnicity ■ Date of birth ■ If unborn: expected date of birth ■ Age of child (years) ■ Date of contact ■ Contact source
2. All those who have been the subject of an early help assessment, a common assessment or a targeted intervention in the six months prior to inspection	<ul style="list-style-type: none"> ■ Child unique ID ■ Gender ■ Ethnicity ■ Date of birth ■ If unborn: expected date of birth ■ Age of child (years) ■ Assessment completion date ■ Organisation completing assessment
3. All those who have been the subject of a referral in the three months prior to inspection	<ul style="list-style-type: none"> ■ Child unique ID ■ Gender ■ Ethnicity ■ Date of birth ■ If unborn: expected date of birth ■ Age of child (years) ■ Date of the most recent referral ■ Referral source ■ Referral NFA? (Y/N) ■ Number of referrals in last 12 months ■ Date of the child's first referral ■ Allocated team ■ Allocated worker
4. All those who have been the subject of a statutory assessment in accordance with section 17 or section 47 of the Children Act 1989 in the six months prior to inspection	<ul style="list-style-type: none"> ■ Child unique ID ■ Gender ■ Ethnicity ■ Date of birth ■ If unborn: expected date of birth ■ Age of child (Years) ■ UASC within the last 12 months (Y/N) ■ Privately fostered (Y/N)

	<ul style="list-style-type: none"> ■ Does the child have a disability? (Y/N) ■ Does the child have a special educational need (school action plus or statement), education health and social care plan or additional special educational needs support? (Y/N) ■ Are there concerns about this child’s school place (or alternative provision), or their attendance? (Y/N) ■ Continuous assessment start date ■ Child seen during continuous assessment (Y/N) ■ Continuous assessment date of authorisation ■ Initial assessment start date ■ Child seen during initial assessment (Y/N) ■ Initial assessment date of authorisation ■ Core assessment start date ■ Child seen during core assessment (Y/N) ■ Core assessment date of authorisation ■ Allocated team ■ Allocated worker
<p>5. All those who have been the subject of a section 47 enquiry in the six months prior to inspection</p>	<ul style="list-style-type: none"> ■ Child unique ID ■ Gender ■ Ethnicity ■ Date of birth ■ If unborn: expected date of birth ■ Age of child (years) ■ UASC within the last 12 months (Y/N) ■ Privately fostered (Y/N) ■ Does the child have a disability? (Y/N) ■ Does the child have a special educational need (school action plus or statement), education health and social care plan or additional special educational needs support? (Y/N) ■ Are there concerns about this child’s school place (or alternative provision), or their attendance? (Y/N) ■ Section 47 enquiry start date ■ Number of section 47 enquiries in the last 12 months ■ Initial child protection conference not required (Y/N) ■ Date of initial child protection conference ■ Did the initial child protection conference result in a child protection plan? (Y/N) ■ Allocated team ■ Allocated worker
<p>6. All those in receipt of services as a child in</p>	<ul style="list-style-type: none"> ■ Child unique ID ■ Gender

<p>need at the point of inspection and those who ceased to receive services as a child in need in the three months prior to inspection</p>	<ul style="list-style-type: none"> ■ Ethnicity ■ Date of birth ■ If unborn: expected date of birth ■ Age of child (years) ■ UASC within the last 12 months (Y/N) ■ Privately fostered (Y/N) ■ Does the child have a disability? (Y/N) ■ Does the child have a special educational need (school action plus or statement), education health and social care plan or additional special educational needs support? (Y/N) ■ Are there concerns about this child's school place (or alternative provision), or their attendance? (Y/N) ■ CIN start date ■ Primary need code ■ Date child was last seen ■ CIN closure date ■ Reason for closure ■ Allocated team ■ Allocated worker
<p>7. All those who are the subject of a child protection plan at the point of inspection and those who ceased to be the subject of a child protection plan in the three months prior to inspection</p>	<ul style="list-style-type: none"> ■ Child unique ID ■ Gender ■ Ethnicity ■ Date of birth ■ If unborn: expected date of birth ■ Age of child (Years) ■ UASC within the last 12 months (Y/N) ■ Privately fostered (Y/N) ■ Does the child have a disability? (Y/N) ■ Does the child have a special educational need (school action plus or statement), education health and social care plan or additional special educational needs support? (Y/N) ■ Are there concerns about this child's school place (or alternative provision), or their attendance? (Y/N) ■ Child protection plan start date ■ Initial category of abuse ■ Latest category of abuse ■ Date of the last statutory visit ■ Child seen in accordance with the timescales specified within their plan, by the lead social worker? (Y/N) ■ Was the child seen alone? ■ Child protection plan end date

	<ul style="list-style-type: none"> ■ Subject to emergency protection/care/supervision order or protected under police powers in last six months (Y/N) ■ Number of previous child protection plans ■ Allocated team ■ Allocated worker
Children looked after and care leavers	
List	Detail required
8. All those children looked after as at the point of inspection and all those children who ceased to be looked after in the six months prior to inspection	<ul style="list-style-type: none"> ■ Child unique ID ■ Gender ■ Ethnicity ■ Date of birth ■ Age of child (Years) ■ UASC within the last 12 months (Y/N) ■ Does the child have a disability? (Y/N) ■ Does the child have a special educational need (school action plus or statement), education health and social care plan or additional special educational needs support? (Y/N) ■ Are there concerns about this child's school place (or alternative provision), or their attendance? (Y/N) ■ Reason not attending school (if applicable) ■ Date of admission to current school ■ Number of schools attended in the last two years ■ Is the child making the 'expected level of progress' at school? (Y/N) ■ Date started to be looked after ■ Child's category of need ■ Second or subsequent episode of being a looked after child within the last 12 months? (Y/N) ■ Child's legal status ■ Date of latest statutory review ■ Statutory review in time (Y/N) ■ Date of last social work visit ■ Date of latest care plan on record ■ Plan for child to be reunified with their family? (Y/N) ■ Date of last IRO visit/contact to the child ■ Date of last health assessment ■ Date of last dental check ■ Number of placements in the last 12 months ■ Date ceased to be looked after ■ Reason ceased to be looked after

	<ul style="list-style-type: none"> ■ Start date of most recent placement ■ Placement type ■ Placement provider ■ Name of provider ■ Placement name ■ Placement address ■ Placement postcode ■ Placement location ■ Latest Ofsted 'overall effectiveness' judgement for the provider ■ Date of authorisation by the nominated officer/DCS for placements out of local authority area ■ Local authority of placement ■ Number of episodes the child has been 'missing' from their placement in the last 12 months ■ Number of episodes the child has been 'absent' from their placement in the last 12 months ■ Allocated team ■ Allocated worker
<p>9. All those care leavers who are receiving leaving care services as at the point of inspection</p>	<ul style="list-style-type: none"> ■ Child unique ID ■ Gender ■ Ethnicity ■ Date of birth ■ Age of child (years) ■ Does the child have a disability? (Y/N) ■ Allocated team ■ Allocated worker ■ Eligibility category (relevant/former relevant/qualifying/other) ■ Local authority in touch ■ Type of accommodation ■ Suitability of accommodation ■ Activity status ■ Living in housing of multiple occupancy? (Y/N)
<p>10. All those children who have been adopted in the 12 months prior to inspection, those where the decision that the child should be placed for adoption has been made but they have not yet been adopted, and those who had an adoption</p>	<ul style="list-style-type: none"> ■ Child unique ID ■ Gender ■ Ethnicity ■ Date of birth ■ Age of child (years) ■ Does the child have a disability? (Y/N) ■ Does the child have a special educational need (school action plus or statement), education health and social care plan or additional special educational

<p>decision which was subsequently reversed during the period.</p>	<p>needs support? (Y/N)</p> <ul style="list-style-type: none"> ■ Date of decision that child should be placed for adoption ■ Date of matching child and prospective adopters ■ Date placed for adoption ■ Date of placement order ■ Date of adoption order ■ Date of decision that child should no longer be placed for adoption ■ Reason why child no longer placed for adoption ■ Date of fostering to adopt placement ■ Date of latest adoption support assessment
<p>11. All those individuals who in the last 12 months have had contact with the local authority adoption agency by having: (a) made an enquiry, received an information pack and attended a follow up interview; and/or (b) had an enquiry or application in progress 12 months ago and have subsequently been approved/rejected; and/or (c) had a child placed with them in the last 12 months</p>	<ul style="list-style-type: none"> ■ Reference ■ Type of individual ■ Date of first contact ■ Date of application ■ Date assessment started ■ Date assessment completed ■ Date of approval or refusal ■ Date referred to adoption register ■ Date placement made ■ Date order granted

Performance information required to support the inspection

The lead inspector will also ask for documented performance information to help understand the work of the local authority. It should not be all documents that the authority holds that refer to the topics listed below. This needs to be the local authority's **best**, and **most recent** evidence. The information provided should be the information that the local authority is currently using to understand and manage its own performance.

Each of the topics has been numbered sequentially. When the local authority provides the information to the inspection team they should include the number in the document name as a prefix. This will enable the easy identification and retrieval of information by the team and enable the local authority to link their evidence to the topic.

- **1.01 organisational structure** showing lines of reporting and accountability
- **1.02 arrangements for decision-making, workflow and case management**
- **1.03 monthly management information reports** for child protection and looked after children, at **both** team (locality) and departmental level
- **1.04 the workforce profile** for social care staff working with children in need, children subject to child protection plans, children looked after and care leavers (including: the number of qualified social workers and their post-qualifying experience; the number of vacancies for permanent staff; the number of locum/agency staff; the extent of staff turnover/stability and sickness levels; and average caseloads of staff by team)
- **1.05 the training and development strategy** for the workforce, including arrangements to accommodate **feedback from children and families** and **learning from case and serious case reviews**
- **1.06 social work caseload and supervision** policy
- **1.07 assessment and threshold criteria** for helping families, protecting children and looking after them
- **1.08 number of complaints and follow-up** activity
- **1.09 local strategic needs analysis**, including the number of children living in homes where there is a **parent/carer** known to be receiving treatment for **drug or alcohol misuse, known to be suffering from mental ill health and/or experiencing domestic abuse**. This should also include details of any commissioned services in support of children and families living in these circumstances. The number and needs of looked after children and care leavers should also be included in respect of the provision of **sufficient placements and choices** for care leavers.
- **1.10 details of findings from any peer review** type activity of child protection or services for looked after children within the last 12 months

Where a review of the LSCB is **not** undertaken at the same time as the single inspection, the local authority should provide documents 1.11 to 1.14 below. Where the LSCB review takes place concurrently to the local authority inspection please ignore items 1.11 to 1.14 and provide the more extensive list of documents shown later in this annex at 4.01 to 4.10.

- **1.11 LSCB annual report**
- **1.12 LSCB business plan**
- **1.13 LSCB minutes** from the last 12 months of meetings
- **1.14 the training strategy** from the **LSCB**

Children in need of help and/or protection

- **2.01 early help strategy and impact analysis**, including management information on **availability of services** (family support), **numbers of families receiving help** following an early help assessment or similar (CAF) in the last 12 months
- **2.02 sample practice audits, including some that are multi-agency** over the six months prior to inspection and associated **improvement/action plans**
- **2.03** a report on those children known to the local authority who are currently being **privately fostered**. This report should include for each child:
 - child unique ID, date of birth
 - date private fostering arrangement commenced
- **2.04 number of young people placed under secure accommodation welfare orders** (section 25 of the Children Act 1989)
- **2.05 number of children who are electively home educated** known to the authority
- **2.06** a report on children, for whom the local authority is responsible, who are of school age and **who are not in receipt of full-time school education** at the time of inspection. This report should include for each child:
 - child unique ID or UPN, date of birth
 - type of educational provision that they are receiving, including home tuition
 - number of hours provision per week (in particular whether they are receiving more or less than 25 hours per week)
 - type of exclusion (if the child has been excluded)
 - date when alternative provision commenced.

Children looked after and care leavers

- **3.01 strategic plan for looked after children, including corporate parenting objectives, education and housing priorities, planning for permanence and children's futures**
- **3.02 Child and Adolescent Mental Health Service (CAMHS) strategy**, including length of waiting time and average length of help offered
- **3.03 commissioning and sufficiency** strategy
- **3.04** annual report of the **Virtual Head Teacher**
- **3.05 sample practice audits, including some that are multi-agency** over the six months prior to inspection and associated **improvement/action plans**
- **3.06** management report of the **independent reviewing officer service**
- **3.07** evidence from **complaints and feedback** from **children and families**
- **3.08** evidence on **educational progress and outcomes**, including data on attainment, progress, attendance, exclusion, personal education plans, alternative educational provision, employment and training at age 16
- **3.09** the local family justice board minutes from the last six months
- **3.10** evidence of children's health, including data on health (physical, psychological and emotional) assessments and dental checks.

*Information required to support the LSCB review **where the review is being undertaken at the same time as the single inspection.***

(Where the review is not being undertaken at the same time please only provide the documents listed under 1.11 to 1.14).

- **4.01** minutes of LSCB meetings from the previous 12 months (including executive board meetings where applicable)
- **4.02** structure of the LSCB and sub-groups; names and contact details for LSCB members
- **4.03** sub-group minutes as requested by the lead inspector
- **4.04** any evaluation of multi-agency safeguarding training and the LSCB training strategy
- **4.05** any serious case review action plans
- **4.06** any recent auditing undertaken by the LSCB
- **4.07** the learning improvement framework
- **4.08** the Child Death Overview Process annual report
- **4.09** the LSCB business plan
- **4.10** the LSCB annual report.