

Children's services assessment for 2010

Arrangements and guidance for local authorities and their partners on Ofsted's annual assessment of children's services

The Education and Inspections Act 2006 charges Ofsted with the responsibility to assess annually the quality of children's services for each local authority. In 2009 Ofsted provided this assessment as one element of its contribution to the joint inspectorate Comprehensive Area Assessment (CAA). In May 2010, as part of the new Coalition's programme for government, Comprehensive Area Assessment was abolished. However, Ofsted's statutory duty to provide a children's services assessment remains.

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Background

1. The Education and Inspections Act 2006 charges Ofsted with the responsibility to assess annually the quality of children's services for each local authority. In 2009 Ofsted provided this assessment as one element of its contribution to the joint inspectorate Comprehensive Area Assessment. In May 2010, as part of the new Coalition's programme for government, the Comprehensive Area Assessment was abolished. However, Ofsted's statutory duty to provide a children's services assessment remains.
2. This guidance seeks to:
 - set out the **arrangements for the children's services assessment in 2010** in terms of the performance profile and the principles that will be applied in determining the assessment
 - reaffirm the **scope** of the annual children's services assessment
 - clarify the **reporting procedures** for the children's services assessment which will be sent to local authorities in 2010 at the conclusion of the process
 - set out the **practical arrangements for the 2010 children's services assessment process**, including communication with local authorities, quality assurance processes, appeals procedures and the overall timeline for the process, including publication dates.

Scope of assessment

3. Ofsted's annual assessment of the performance of children's services recognises the key role played by local authorities in ensuring that good or better quality services and settings improve outcomes for children and young people.
4. Children's services include the full range of services, from universal services such as education through to specialist services, for example those for looked after children. The local authority has a lead role in providing services for children and young people and works with its partner agencies and the private and voluntary sectors to improve outcomes for children and young people. In the majority of local authorities, children's services are working well and making a positive difference to children and young people's lives.
5. The children's services assessment will derive from Ofsted's performance profile. The performance profile reports on the quality of services and outcomes for children and young people from across Ofsted's inspection and regulation of the services and settings for which the local authority is strategically or operationally responsible, including services for safeguarding. In particular, the evidence contained in blocks A and B of the performance profile are regarded as the major factors in arriving at the assessment with less emphasis being placed on performance data (block C). This means that the annual children's

services assessment draws on a wide range of findings from front-line inspection and regulation, for example drawing on the direct observation of professional practice in schools, children's homes and safeguarding; the views of children and young people using these services; and interactions during inspection with managers and other stakeholders.

6. The assessment will take account of the mix and balance of performance across different areas of inspected services and settings, it will also take account of the performance of services commissioned by the local authority that are located within the area and those located outside.
7. Ofsted will apply a set of principles to the evidence in the performance profile in order to arrive at the assessment. Further details of the assessment principles can be found later in this document and in Annex F.

Reporting

8. In 2010 the children's services assessment letter will have two parts. The **first part** will be the overall children's services assessment, including a short explanatory text explaining the assessment based on the performance profile.
9. The **second part** of the letter will be a wider commentary on the quality of services provided by the local authority and its partners, outcomes achieved by children and young people and prospects for improvement. More information about the children's services assessment letter can be found later in this guidance.

Communication, quality assurance and timeline

10. This guidance sets out the practical arrangements for the 2010 children's services assessment process including arrangements for undertaking factual accuracy and appeals work and arrangements for contact and communication between Ofsted and local authorities.
11. Key 2010 dates and activities are set out below.

22 June	Performance profile update published
16 July	Deadline for receipt of information about commissioned places. Deadline for receipt of the children and young people's plan and/or review of the plan
August	Performance profile update published in new format
September	Final social care data published
4 October	Draft children's services assessment letter sent to local authorities
5–22 October	Factual accuracy checks and contact with local authorities
25 October	Notification of appeals to Ofsted

17 November	Local authorities notified of outcome of appeals
3 December	Pre-publication version of the children's services assessment letter sent to local authorities
9 December	Publication of children's services assessment

Children's services assessment 2010

The performance profile

12. The performance profile established in 2009 sets out the quality of services and outcomes for children and young people in each local authority. It draws together relevant findings from across Ofsted's inspection and regulation of education, care and skills and puts this evidence alongside the relevant Every Child Matters indicators from the National Indicator Set.
13. For 2010 the core structure of the performance profile remains the same. Evidence in the performance profile continues to be arranged into three main blocks:
 - block A: the findings from regular and ongoing inspection and regulation of services, settings and institutions
 - block B: findings from the safeguarding and looked after children services inspections; unannounced inspection of contact, referral and assessment arrangements for children in need and children who may be in need of protection; evaluations of serious case reviews; and, if a full inspection of safeguarding and looked after children services has not taken place, the findings from the joint area review inspections¹
 - block C: performance against Every Child Matters indicators from the National Indicator Set.
14. The performance profile has five tiers or layers. This enables local authorities and Ofsted to review a summary of performance at layer one and also to scrutinise performance in more detail as required.
15. The upper three tiers of the performance profile aggregate all data to local area level, for example they give information about the proportion of primary schools in the area judged good or better for overall effectiveness in their most recent inspection. The fourth and fifth tiers provide data at individual setting or service level, for example it gives information about all the judgement grades awarded to individual primary schools following their most recent inspection (Annex D provides details).

¹ Where the full inspection of safeguarding and looked after children services has not taken place inspectors will consider the evidence of the joint area review where it took place after 1 April 2007 (joint area review blocks 12 to 21).

16. For 2010 the way evidence is presented, organised and evaluated within the performance profile has been revised. The changes that have been made seek to present evidence in ways that are more comprehensive and better balanced. They also make the application of the assessment principles easier, fairer and more transparent. The main changes are set out in more detail in the sections below. A visual display of layer 1 of the August 2010 performance profile for a fictitious local authority is set out in Annex A.
17. Although not included in the performance profile, any substantiated complaints received by Ofsted, including through whistleblowing, will also be considered alongside block B evidence in determining the assessment. Where there are no issues of confidentiality, local authorities will have been advised of these complaints.

Block A: inspected and regulated services, settings and institutions

Groupings of settings and services

18. Block A of the performance profile gives details of the judgements made about the quality of services, settings and institutions inspected and regulated by Ofsted. The number of inspection groups into which services, settings and institutions are placed has increased from 19 to 22. This increase in the number of groups enables inspection findings which have not previously been included in the performance profile to be taken into account for the children's services assessment.
19. The main changes since 2009 are, for block A:
 - the inclusion of children's centres
 - the inclusion of the Early Years Foundation Stage judgement from primary schools within the nursery line
 - the inclusion of a separate line for Academies and City Technology Colleges
 - a separate post-16 section which includes school sixth form judgements
 - although not directly under local authority control, the inclusion of private and voluntary fostering and adoption services and private and voluntary children's homes to reflect the broader responsibility of local authorities for children and young people placed in such settingsand for block B
 - the inclusion of the inspection and regulation of private fostering arrangements.
20. In a few local authorities major restructures of schools, colleges and other settings has taken place through closure, amalgamation or federation. It is still important to assess the quality of provision experienced by children and young

people in these settings. For this purpose, the overall effectiveness judgement prior to the restructure will be taken into account, even if it does not appear in layer 1 of the performance profile, until the new provision is inspected.

21. For the purpose of analysis, the 22 groups of inspected services and settings have been amalgamated into seven larger super groups with the colours indicating which of the 22 have been included in each of the seven super groups (see annex A and the table 1 below).

Table 1: groups of inspected services and settings

Seven super groups	Twenty two groups of inspected services and settings
Early years and childcare	Childminders Childcare – domestic Childcare – non-domestic Children’s centres
Nursery and primary schools	Nursery and primary early years foundation stage Primary schools
Secondary schools	Local authority maintained secondary schools Academy and city technology colleges
Post-16	Secondary sixth forms General further education and tertiary colleges Sixth form colleges Independent specialist colleges
Special schools and pupil referral units	Local authority maintained special schools Non-local authority and independent special schools Secondary special sixth forms Pupil referral units Residential special schools
Fostering and adoption	Local authority fostering agency Local authority adoption agency Private and voluntary fostering and adoption agencies
Children’s homes	Local authority children’s homes Private and voluntary children’s homes

22. The first four super groups in table 1 above are designated universal services and the remainder designated as targeted services. These super groups have been structured to provide reasonable equivalence in terms of service provision for children and young people. They will enable local authorities and Ofsted to form a balanced and reasonable overview of the quality of provision. They will also enable a simpler and fairer application of the revised assessment principles, especially where the number of settings can be very small.

Time periods covered

23. The performance profile gives information about findings from Ofsted inspection and regulation across multiple years as well as showing year-on-year trends. This provides a more comprehensive view of the quality of services and settings overall than reporting on those services, settings or institutions inspected during the past year. Many inspection cycles are three years in length. While it is recognised that services and settings will have drawn up plans and undertaken actions to bring about improvements, the impact cannot be confirmed until a subsequent inspection has taken place.
24. Where a setting, service or institution has been inspected more than once in the full period, the most recent inspection finding is included in the summary page. However it is also possible to see earlier judgement grades in the lower layers of the performance profile, for example for the six-monthly inspections of children's homes, to assess how well services have improved while considering any overall trend (see Annex D).
25. The data in the August 2010 performance profile will normally be the cut-off point for the 2010 children's services assessment. However, like last year Ofsted will consider evidence up to the point of publication of the assessment at the beginning of December 2010 especially where there are any concerns regarding safeguarding. For example, if an autumn inspection of safeguarding and looked after children or the unannounced inspection of contact, referral and assessment arrangements raises concerns, then these would be reflected in the annual assessment for 2010.

Performance bands

26. Block A of the performance profile uses a set of four fixed performance bands to summarise the performance of inspected and regulated services, settings and institutions. The bands are applied to the proportions of services, settings or institutions judged to be good or better for **overall effectiveness** over the period covered in the profile. Block A also provides details of the proportion of settings or services judged adequate or inadequate and the number of inspections undertaken.
27. All children and young people should have access to good or better quality services and be well cared for by good providers. The inclusion of performance bands in the performance profile reflects Ofsted's commitment to helping improve outcomes for all children and young people and acknowledges the impact that good or better services have on children and young people's well-being.
28. The cut-off points for the bands derive from analyses of the national proportions of providers, settings or services judged to be outstanding, good, adequate or inadequate following their most recent Ofsted inspection. The application of the four performance bands to the findings of inspection and

regulation assists analysis and interpretation. For 2010 the cut-off points will remain as they were for 2009 (see table 2 below). Ofsted will continue to review where the cut-off points are set to ensure they are achievable but continue to drive improvement.

Table 2: Performance bands

80% of services, settings and institutions judged good or better	Dark green
65–79% judged good or better	Light green
51–64% judged good or better	Amber
50% or less judged good or better	Red

Block B: Safeguarding and looked after children inspections, unannounced inspections of contact, referral and assessment arrangements, private fostering arrangements and serious case reviews

29. Reflecting their importance as key services, block B of the performance profile sets out the findings of the annual unannounced inspections of contact, referral and assessment arrangements for children in need and for children who may be in need of protection; the findings of full inspections of safeguarding and looked after children services and the evaluations of serious case reviews.
30. In some local authorities, the annual unannounced inspection of contact, referral and assessment arrangements that took place between November 2009 and March 2010 identified one or more areas for priority action. Subsequently Ofsted has written to each local authority to clarify the impact of this inspection outcome on the children’s services assessment. This means that local authorities should therefore know whether the identified areas for priority action are of a sufficiently serious nature to limit the overall judgement.
31. Where an unannounced inspection of contact, referral and assessment arrangements has taken place since April 2010² and identified one or more areas for priority action the annual children’s services assessment is likely to be ‘performs poorly’.
32. The overall effectiveness judgement of the full inspection of safeguarding and looked after children services usually overrides findings from the annual unannounced inspection of contact, referral and assessment arrangements. Where the judgement of the full inspection of safeguarding is inadequate the annual children’s services assessment is likely to be ‘performs poorly’.

² Revised criteria circulated to local authorities April 2010.

33. Ofsted began reporting on the evaluation of the quality of serious case reviews in 1 April 2007. In considering evidence from such evaluations, Ofsted will give greater emphasis to the most recent.
34. Where the full inspection of safeguarding and services for looked after children have not taken place, the joint area review that took place after 1 April 2007 (blocks 12 to 21) remains the best evidence of the quality of services as it is based on first-hand observation by inspectors.³
35. The performance profile published in August 2010 will contain evidence drawn from the inspection and regulation of private fostering arrangements in block B.

Block C: The National Indicator Set

Grouping indicators from the National Indicator Set

36. Block C of the profile groups the relevant indicators from the National Indicator Set under the five Every Child Matters headings:
 - being healthy
 - staying safe
 - enjoying and achieving
 - making a positive contribution
 - achieving economic well-being.
37. The performance profile includes the latest validated data available to Ofsted. Availability varies according to the timetables operated within each government department for collecting, quality-assuring and publishing the data. Ofsted has agreed that the latest unvalidated data for 2010 will be taken into account as far as is possible, for example to explain recent significant changes in educational attainment or to comment on prospects for improvement.

Additional indicators to aid interpretation

38. This section of the performance profile also shows a small number of relevant context indicators to aid interpretation of the National Indicator Set indicators. The majority of these indicators are concerned with children and young people whose circumstances may make them vulnerable and they are included to provide more context to the available national indicators. They will not be used to make judgements in isolation. These context indicators are available already

³ For some local authorities in 2010, there will not be evidence from the new inspections of safeguarding and services for looked after children nor evidence from a recent joint area review. However, for these local authorities, evidence will be available from inspections of services such as fostering and adoption services, unannounced inspection of contact, referral and assessment arrangements and serious case reviews, especially those conducted over the past year.

through existing collections made by the Department for Education and the Information Centre for Health and Social Care and are listed in Annex C.

Comparing performance with statistical neighbours and national figures

39. In the August 2010 performance profile, for the majority of National Indicator Set indicators in block C, the performance profile evaluates performance against the national average or against comparator groups of similar areas (statistical neighbours).
40. The general principles used to determine the children's services assessment will focus on only the most appropriate comparator for each index. For the indicators that show a strong correlation with the Income Deprivation Affecting Children Index score, the statistical neighbours' comparator is used. Where no strong socio-economic relationship exists, the national comparison is used. This approach aims to recognise the effect of social and economic factors in the local authority's performance. The specific comparators used for each indicator are shown in Annex B.
41. In block C the local authority figure is analysed to see if performance is above, in line or below when compared against similar areas or all local authorities nationally. Fixed performance bands will not be applied to the Every Child Matters indicators from the National Indicator Set within block C in 2010.
42. A proportion of indicators do not show a comparator or 'band' as this method is either inappropriate or adds little value. For example, for some indicators the range of values across authorities is too narrow to offer any insight whereas other indicators record actual school numbers which makes banding impractical.

Updating the performance profile

43. Ofsted updates the performance profile four times a year (usually in February, April, June and August) to take account of new findings from inspection and regulation. The National Indicator Set indicators are available annually but at different times of the year. The performance profile will contain the most up-to-date available validated national indicators.

Changes to the performance profile over time

44. The content of the performance profile will continue to be reviewed annually as new findings become available and as additional analysis becomes possible, such as in relation to evaluating progress over time.
45. For queries that relate to any of the data in the profile or if you experience difficulties accessing the profile please email the csteam@ofsted.gov.uk.

Using the performance profile to produce the assessment

General principles underlying the children's services assessment

46. In 2009 Ofsted applied a small number of tests or principles to the performance profile to help arrive at the assessment, exercising inspector judgement as required. These principles have been revised for the 2010 assessment in order to be simpler, more transparent and easier to apply. As in 2009, meeting the minimum requirements alone does not define the grade. The assessment will involve the application of inspector judgement.
47. The assessment principles will cover all three blocks. As a general rule, all assessment principles have to be met before the assessment is allocated. However, performance in terms of overall effectiveness within block A and block B will have the most impact on the overall assessment. Performance in block C is used to supplement the judgement arising from applying the principles in blocks A and B. In addition, in block A, performance in the staying safe and enjoying and achieving outcome areas will be given particular consideration. For full details of the assessment principles please see Annex F.
48. When assessing attainment, the key indicators in block C which will be taken into account include outcomes in the Early Years Foundation Stage, results at Key Stage 2 and GCSE as well as qualifications at Levels 2 and 3 at age 19. Please see Annex B for further information on the relevant National Indicator Set indicators.
49. The 'Closing the gap' indicators are those for the lowest achieving 20% in the Early Years Foundation Stage, pupils with special educational needs at key stages 2 and 4, and achievement of children on free school meals at key stages 2 and 4 as well as inequalities in achievement of Level 3 qualifications age 19. Please see Annex B for further information on the relevant National Indicator Set indicators.

Calculating the super groups

50. If a local authority does not have seven super groups, because, for example, there are no children's homes in the area, the calculation will be adjusted to ensure fair application of the principles. In this instance inspection outcomes for any children's homes located outside the area but where the local authority commissions places will be taken into account as part of the assessment.
51. A consistent approach has been used to calculate the good and better percentage for the new super groups in the August 2010 performance profile. The method calculates the percentages using the actual number of providers within each group. Using this method, each individual provider is weighted equally within the performance profile.

52. For each individual group of inspected services that contributes to a super group, the number of outstanding providers are added together to produce a single outstanding figure for that super group (the same is done for good, satisfactory and inadequate providers). These figures are then used to calculate the percentages that appear in the super group section of the performance profile. This process is applied to each of the super groups in the new performance profile. It is important to note that while there are other ways of calculating the figures that weight different aspects of the performance profile; each method has its strengths and weaknesses. However, Ofsted has agreed on this single approach to ensure consistency.

Assessment labels

53. The annual assessment will use the assessment labels set out below.

Performs excellently	4	An organisation that significantly exceeds minimum requirements
Performs well	3	An organisation that exceeds minimum requirements
Performs adequately	2	An organisation that meets only minimum requirements
Performs poorly	1	An organisation that does not meet minimum requirements

User and stakeholder views

54. All Ofsted inspection frameworks and evaluation schedules give high importance to seeking the views of children and young people and their families or carers who are supported or who make use of settings or services. These views are reflected in the inspection judgements.
55. In line with this principle, Ofsted takes account of the views of users, children and young people, parents and carers in all its inspections. Through these inspections, Ofsted assesses the extent to which views about service satisfaction, in particular, are taken into account in reviewing and improving these services.

The children's services assessment letter

56. In 2010 Ofsted is seeking to improve the usefulness of the children's services assessment letter by providing more explanation for the assessment awarded. To this end, the proposed format will be as set out below:

Section 1: Children's service's assessment drawn from data in the local authority's performance profile

Paragraph 1: Quality of services and outcomes drawn from block A

Paragraph 2: Quality of services and outcomes drawn from block B

<p>Paragraph 3: Quality of services and outcomes drawn from block C</p> <p>Key areas for further development: up to 4 bullet points drawn from across the profile.</p>
<p>Section 2: Ofsted's wider commentary on outcomes for children and young people and a commentary on prospects for improvement</p>

Arrangements for 2010

Contact between Ofsted and local authorities

57. Ofsted is committed to improving its communication with local authorities to ensure prompt response to queries and the creation of opportunities for dialogue about the assessment arrangements and outcomes. Directors of children's services or their representatives have commented on and contributed to the assessment arrangements set out in this document. At the same time, Ofsted is mindful of the need to minimise the burden of inspection on local authorities and avoid as far as possible unnecessary meetings and additional requests for documentation.

Role of the link HMI

58. Ofsted has designated an HMI as a link inspector for each local authority to act as the single point of contact. The link HMI will ensure that local authorities are kept up to date with Ofsted's work and meet with local authority managers as requested up to three times each year. Inspectors carrying out the children's services assessment will receive the link HMI's 'note of visit' and will have occasional discussions about emerging themes and issues from recent Ofsted inspection and regulatory work. However, the link HMI is not formally involved in the analysis and evaluation processes that determine the children's services assessment.

Children's services assessment links with local authorities

59. The analysis of available evidence leading to the judgements about the quality of children's services in an area is one that Ofsted will conduct without necessarily needing discussions with local authority officers or an on-site visit. Local authorities are invited to provide their views about the services they and their partners provide and the impact of these on outcomes for children and young people through their review of the children and young person's plan.

60. Nevertheless Ofsted is committed to facilitating contact with local authorities where needed and also:
- at anytime, if the local authority has a query or wishes to talk to an inspector about the children's services assessment and/or
 - after receipt of their draft children's services assessment letter on 4 October 2010, the local authority can contact Ofsted to request a visit or to ask questions and resolve any factual inaccuracies or other issues at an early stage. Where a visit is agreed this will take place between 4 October 2010 and no later than 22 October 2010
 - where a local authority requests a meeting with Ofsted, arrangements will be made for both the link HMI and the children's services HMI to visit the local authority together as far as possible. A brief record of the visit will be kept and sent to the local authority.

In all cases for queries regarding the children's services assessment work, local authorities should email csteam@ofsted.gov.uk or telephone Sue Leaver on 020 7421 6666 who will keep a record of all requests and ensure an appropriate response is provided.

Quality assurance

61. Quality assurance is the action taken to provide confidence that the assessment process and the evidence used is of the quality needed and expected by users and providers, and indeed by Ofsted itself. As part of this, Ofsted will ensure inspectors are suitably trained and experienced. Each inspector is responsible for ensuring that the assessment is conducted according to the agreed procedures and to a good standard. This establishes quality assurance firmly throughout the assessment process.
62. Rigorous quality assurance procedures will secure a consistent and secure approach across all assessments. Relevant procedures will include stages of critical reading, moderation, consistency and challenge panels involving peer inspectors, directors, managers and senior inspectors with an appropriate range of expertise.

Factual accuracy check and appeals

63. The local authority will have five working days to check the children's services assessment letter for factual accuracy. Any concerns regarding factual accuracy should be raised as soon as possible and no later than 5.00pm on 11 October 2010 by contacting csteam@ofsted.gov.uk.
64. In most circumstances, queries about the assessment can be dealt with without recourse to the appeals stage. Where queries are not resolved in this way, local authorities may decide to lodge a written appeal against the children's services assessment grade.

65. All appeals against the children's services assessment grade should be made in writing. Appeals must be received by 5.00pm on 25 October 2010 and sent to Sue Leaver who can be contacted at sue.leaver@ofsted.gov.uk or 020 7421 6666.
66. Local authorities may send an accompanying statement in support of their appeal. This should be sent at the same time as the appeal letter. The statement should focus on any perceived inaccuracies in the evidence used in support of the assessment or the significance afforded to the evidence. It is not an opportunity for the local authority to enter new evidence. Statements should not exceed 2000 words.
67. If a local authority decides to make an appeal the process will be as follows:
- Each appeal and any accompanying statement will be scrutinised by an independent evaluator. This evaluator will be one of Her Majesty's Inspectors who has not taken part in the assessment process for the particular local authority under consideration.
 - The scrutiny will consist of a consideration of the statement against the available evidence that has been used in arriving at the draft assessment grade.
 - The evaluator will report their findings to a panel of senior managers within Ofsted. Members of the panel will read and evaluate the statement from the local authority in the light of the evidence and the response of the independent evaluator. A final judgement on the assessment grade will be made and the local authority will be notified of the outcome of any appeal no later than Wednesday 17 November 2010.
68. Following the consideration of any appeals, the final children's services assessment for all local authorities will be approved by Her Majesty's Chief Inspector of Education, Children's Services and Skills or a nominated representative.
69. Should the local authority remain unhappy with the outcome of the appeal or the appeals process they have the opportunity to make a complaint. Where this is the case the Ofsted complaints procedure should be followed. More details of the complaints procedure, which sets out how providers or users can complain, are available at: www.ofsted.gov.uk/publications/070080.

Publishing the children's services assessment

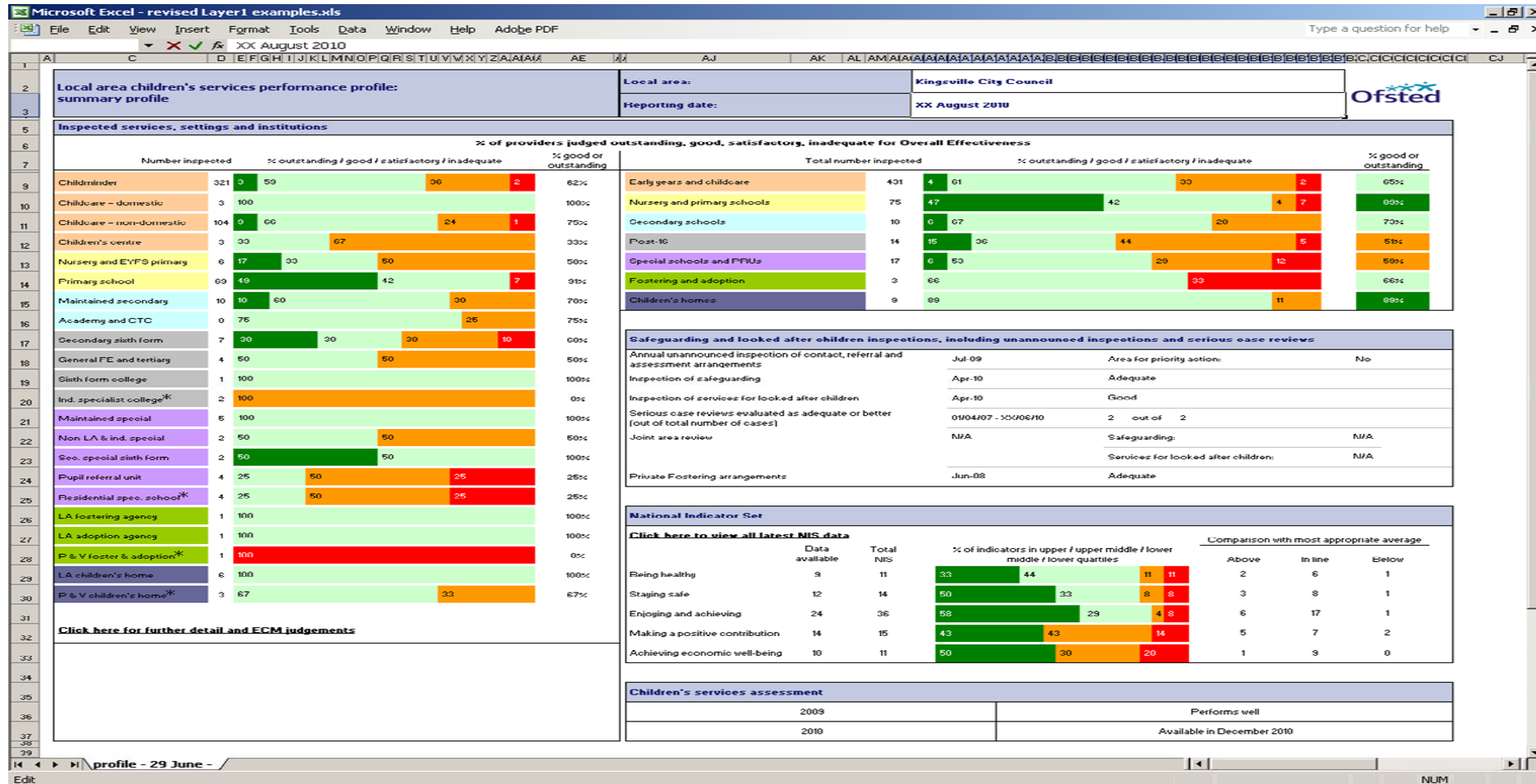
70. The children's services assessment letter for each local authority will be published on 9 December 2010 on the Ofsted website.

Further information

71. These arrangements will be reviewed for 2011.

72. We hope that you find this guidance useful. If you have any queries about the children's services assessment please contact sue.leaver@ofsted.gov.uk or 020 7421 6666.

Annex A. Layer 1 example of the performance profile



Annex B. The National Indicator Set and comparators

Please note some indicators are relevant to more than one outcome, but are only displayed in one outcome within the profile.

The appropriate comparator used for each national indicator

Gap national indicators

Educational national indicators

National indicator	Appropriate comparator
Being healthy	
NI 50 Emotional Health of Children	National
NI 51 Effectiveness of child and adolescent mental health (CAMHS) services	National
NI 52 Take up of school lunches - Primary	Similar Areas
NI 52 Take up of school lunches - Secondary	Similar Areas
NI 53a Prevalence of breastfeeding at 6 – 8 weeks from birth	National
NI 53b Prevalence of breastfeeding at 6 – 8 weeks from birth	National
NI 54 Services for disabled children	National
NI 55 Obesity among primary school age children in Reception Year	Similar Areas
NI 56 Obesity among primary school age children in Year 6	Similar Areas
NI 57 Children & Young People Participation in High Quality PE & Sport	National
NI 58 Emotional and Behavioural health of Children in Care	National
NI 199 Children and young people's satisfaction with parks and play areas	National

The appropriate comparator used for each national indicator

Gap national indicators

Educational national indicators

National indicator	Appropriate comparator
Staying Safe	
NI 48 Children killed or seriously injured in road traffic accidents	National
NI 69 Children who have experienced bullying	Similar Areas
NI 70 Hospital admissions caused by unintentional and deliberate injuries to children and young people	National
NI 71 Children who have run away from home/care	National
NI 68 Referrals to children's social care going on to initial assessment	National
NI 59 Initial assessments for children's social care carried out within 7 working days of referral	National
NI 60 Core assessments for children's social care that were carried out within 35 working days of their commencement	National
NI 64 Child protection plans lasting 2 years or more	National
NI 65 Children becoming the subject of a Child Protection Plan for a second or subsequent time	National
NI 67 Child protection case which were reviewed with required timescales	Not Banded
NI 61 Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption	National
NI 62 Stability of placements of looked after children: number of placements	National
NI 63 Stability of placements of looked after children: length of placement	National
NI 66 Looked after children cases which were reviewed within required timescales	National

The appropriate comparator used for each national indicator

Gap national indicators

Educational national indicators

National indicator	Appropriate comparator
NI 109 Sure Start Centres (currently not in the profile as no data yet available)	Not banded
Enjoying and Achieving	
NI 72 Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	Similar Areas
NI 92 Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	Not Banded
NI 93 Progression by 2 levels in English between Key Stage 1 and Key Stage 2	Similar Areas
NI 94 Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	Similar Areas
NI 73 Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)	Similar Areas
NI 76 Achievement at level 4 or above in both English and Maths at KS2 (Floor)	Not banded
NI 99 Children in care reaching level 4 in English at Key Stage 2	National
NI 100 Children in care reaching level 4 in Maths at Key Stage 2	National
NI 104 The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Gypsy Roma Traveller Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Any Other White Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Black Caribbean Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - White and Black Caribbean Group	Not banded

The appropriate comparator used for each national indicator

Gap national indicators

Educational national indicators

National indicator	Appropriate comparator
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Black African and White & Black African Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Any Other Black Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Pakistani Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - White British Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Irish Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - White and Asian Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Any Other Mixed Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Indian Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Bangladeshi Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Any Other Asian Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Chinese Group	Not banded
NI 107 Key Stage 2 attainment for Black and minority ethnic groups - Any Other Ethnic Group	Not banded
NI 102 Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2	Not banded
NI 102 Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4	Not banded
NI 75 Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths	Similar Areas

The appropriate comparator used for each national indicator

Gap national indicators

Educational national indicators

National indicator	Appropriate comparator
(Threshold)	
NI 78 Achievement of 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths (Floor)	Not banded
NI 101 Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths) (currently not in the profile as no data yet available)	National
NI 105 The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSE inc. English and Maths	Not banded
NI 84 Achievement of 2 or more A*-C grades in Science GCSEs or equivalent	Similar Areas
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Gypsy Roma Traveller Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Any Other White Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Black Caribbean Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - White and Black Caribbean Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Black African and White & Black African Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Any Other Black Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Pakistani Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - White British Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Irish Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - White and Asian Group	Not banded

The appropriate comparator used for each national indicator

Gap national indicators

Educational national indicators

National indicator	Appropriate comparator
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Any Other Mixed Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Indian Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Bangladeshi Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Any Other Asian Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Chinese Group	Not banded
NI 108 Key Stage 4 attainment for Black and minority ethnic groups - Any Other Ethnic Group	Not banded
NI 85 Post-16 participation in physical sciences (A Level Chemistry)	Not banded
NI 85 Post-16 participation in physical sciences (A Level Maths)	Not banded
NI 85 Post-16 participation in physical sciences (A Level Physics)	Not banded
NI 90 Take up of 14-19 learning diplomas	Not banded
NI 86 Secondary schools judged as having good or outstanding standards of behaviour	Not banded
NI 87 Secondary school persistent absence rate	Similar Areas
NI 88 Number of extended schools (currently not in the profile as no data yet available)	Not banded
NI 89a Reduction of number of schools judged as requiring special measures	Not banded
NI 89b Improvement in time taken to come out of special measures category	National
NI 103a Special Educational Needs – statements issued within 26 weeks	National
NI 103b Special Educational Needs – statements issued within 26 weeks	National

The appropriate comparator used for each national indicator

Gap national indicators

Educational national indicators

National indicator	Appropriate comparator
Making a Positive Contribution	
NI 110 Young people's participation in positive activities	Similar Areas
NI 112 Under 18 conception rate	National
NI 113 Prevalence of Chlamydia in under 25 year olds	National
NI 115 Substance misuse by young people	Similar Areas
NI 111 First time entrants to the Youth Justice System aged 10–17	Similar Areas
NI 19 Rate of proven re-offending by young offenders	National
NI 43 Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody	Similar Areas
NI 44 Ethnic composition of offenders on Youth Justice System disposals - Asian and Asian British	Not banded
NI 44 Ethnic composition of offenders on Youth Justice System disposals - Black or Black British	Not banded
NI 44 Ethnic composition of offenders on Youth Justice System disposals - Chinese or other ethnic group	Not banded
NI 44 Ethnic composition of offenders on Youth Justice System disposals - Mixed	Not banded
NI 44 Ethnic composition of offenders on Youth Justice System disposals – White	Not banded
NI 45 Young offenders engagement in suitable education, employment or training	National
NI 46 Young offenders access to suitable accommodation	National
NI 114 Rate of permanent exclusions from school	National

The appropriate comparator used for each national indicator

Gap national
indicator

Education
national
indicator

National indicator	Appropriate comparator
NI 116 Children in Poverty (currently not in the profile as no data yet available)	Not Banded
Achieving economic well being	
NI 118 Take up of formal childcare by low - income working families	National
NI 91 Participation of 17 year-olds in education or training	Similar Areas
NI 117 16 to 18 year olds who are not in education, training or employment (NEET)	Similar Areas
NI 148 Care leavers in employment, education or training	National
NI 79 Achievement of a Level 2 qualification by the age of 19	Similar Areas
NI 82 Inequality gap in the achievement of a Level 2 qualification by the age of 19	Similar Areas
NI 80 Achievement of a Level 3 qualification by the age of 19	Similar Areas
NI 81 Inequality gap in the achievement of a Level 3 qualification by the age of 19	Not banded
NI 106 Young people from low income backgrounds progressing to higher education	Not banded
NI 147 Care leavers in suitable accommodation	National

Annex C. Additional indicators

The additional indicators can be viewed under the most relevant national indicators. These are shown in brackets. Some of this additional information is pertinent to more than one national indicator; in these cases the data are displayed more than once in the profile.

Being healthy

Percentage of looked after children aged 0–4 whose child health surveillance or child health promotion checks were up-to-date (NI 62, 66)

Percentage of looked after children who had their annual health assessment during the year (NI 62, 66)

Staying safe

Number of core assessments of children in need per 10,000 population aged under 18 (NI 59, 60, 68)

Children subject of a child protection plan per 10,000 population aged under 18 (NI 64, 65, 67)

Children who became the subject of a child protection plan per 10,000 population aged under 18 (NI 64, 65, 67, 68)

Ratio of proportion of children subject to a child protection plan from minority ethnic groups to the proportion of children in the local population from minority ethnic groups (NI 64, 65, 67)

Children whose child protection plans were discontinued per 10,000 population aged under 18 (NI 64, 65, 67)

Percentages of initial conferences that led to child protection plan (NI 64, 65, 67)

Social workers and managers working specifically for children's social care per 10,000 population under 18 (NI 59, 60, 62, 63, 64, 65, 66, 67, 68)

Number of assessed social work practice learning days per whole time equivalent social worker for employees working in children's services (NI 59, 60, 62, 63, 64, 65, 66, 67, 68)

Operational staff working specifically for children's services per 10,000 population under 18 (NI 59, 60, 62, 63, 64, 65, 66, 67, 68)

Children looked after per 10,000 population aged under 18 (NI 62, 66)

Ratio of looked after children from minority ethnic groups to children in the local population from minority ethnic groups (NI 62, 66)

Percentage of looked after children (10–15) in foster placements or placed for adoption (NI 61, 62, 63, 66)

Percentage of children newly looked after in the year, and still looked after at 31 March, placed more than 20 miles from their home (NI 62, 66, 71)

Enjoying and achieving

Percentage of looked after children with a statement of special educational need (NI 54, 58, 99, 100, 101, 103, 104, 105)

Percentage of looked after children permanently excluded from school (NI 62, 66, 99, 100, 101)

Percentage of looked after children who missed at least 25 days of schooling for any reason (NI 62, 66, 99, 100, 101)

Percentage of looked after children who were pupils in Year 11 who were eligible for GCSE (or equivalent) examinations who sat at least one GCSE or equivalent examination (NI 101)

Contextual value added measure Key Stage 2 to GCSE/equivalents (NI 75, 78, 101)

Percentage of pupils with statements of special educational need placed in special schools (NI 54, 103, 104, 105)

Making a positive contribution

Percentage of fixed term and permanent exclusions in relation to the number of pupils in secondary phase (NI 75, 78, 86, 114)

The percentage of fixed term exclusions for pupils with statements of special educational need in mainstream schools (broken down into primary and secondary phase) (NI 114)

Percentage of permanent exclusions in relation to the number of pupils in special schools (NI 54, 103, 104, 105)

Percentage of fixed term exclusions of more than one day in relation to the number of pupils in special schools (NI 54, 103, 104, 105)

Percentage of looked after children aged 10+ convicted or subject to a final warning/reprimand during the year (NI 62, 66)

Achieving economic well-being

Percentage of looked after children formerly in Year 11, now in education, employment or training (NI 101)

Education, training and employment – proportion of supervised juveniles in full-time education, training or employment (NI 79, 80, 81, 82, 90, 91)

Number and proportion of 16–19-year-olds not in education, employment or training (NI 80, 81, 82, 90, 91, 115, 117, 148)

Proportion of 16–19-year-olds whose current activity is not known (NI 80, 81, 82, 90, 91, 115, 117, 148)

16–19-year-olds joining the ‘not in education, employment or training’ group (NI 79, 80, 81, 82, 117)

16–19-year-olds leaving the ‘not in education, employment or training’ group to re-engage in employment, education or training (NI 79, 80, 81, 82, 117)

Proportion of young people completing Year 11 who continue in learning (NI 79, 80, 81, 82, 90, 91, 117)

National vocational qualification success rate for all work-based learners living in the area and aged under 19 at the start of their programme (split by learning programme, gender, ethnicity and disability) (NI 90, 91)

Increase in the number of young people completing an apprenticeship (NI 79, 80, 81, 82, 90, 91)

Annex D. Tiers of information included in the performance profile

Tier	Local authority or provider level data	Block A: Inspected services	Block B: Looked after children and safeguarding, joint area reviews and serious case reviews	Block C: Every Child Matters outcomes (National Indicator Set)
1 – Summary profile	Local authority level	Overall effectiveness grades for full period, based on latest grade for each provider and super group(see Annex B for periods)	Inspection outcomes: <ul style="list-style-type: none"> ■ annual assessment and referral visits ■ looked after children and safeguarding ■ joint area reviews ■ outcomes from evaluations of serious case reviews ■ private fostering arrangements 	Summary of the National Indicator Set indicators relating to children’s services, grouped under Every Child Matters outcomes
2 – Latest data for the local area	Local authority level	Overall effectiveness and Every Child Matters grades for full period, based on latest grade for each provider (see Annex B for periods)	n/a	National Indicator Set data for the most recent period available to Ofsted By September this will be 2008–09 data where possible (see Annex A for list of National Indicator Set)
3 – Historical data for the local area	Local authority level	Overall effectiveness and Every Child Matters grades for the individual financial years within the full period (see Annex B for periods). Some providers may be included more than once if inspected more than once in the	n/a	National Indicator Set data for each year or period individually Additional indicators displayed for context under National Indicator Set indicators (see Annex A for list of National Indicator Set and additional

		period. Includes closed providers		indicators)
4 – Provider, setting or service level data	A list of each provider, setting or service inspected in the area, with the relevant grade	Overall effectiveness and Every Child Matters grades for the full period (see Annex B for periods) Some providers may be included more than once if inspected more than once within the period. Includes closed providers	n/a	n/a
5 – Individual inspection reports	Provider, setting or service	Link to published reports for each provider	n/a	n/a

Annex E. Evidence used for the children's services assessment

- Ofsted performance profile
- The Children and Young People's Plan, and/or most recent review and any existing self-evaluation
- Notes of Ofsted link HMI visits
- Information from substantiated complaints received by Ofsted, including through whistle blowing
- Judgements and evidence from surveys
- The Audit Commission School Survey 2009 – England
- The TellUs survey
- Inspection evidence from the other inspectorates, for example, Her Majesty's Inspectorate of Probation inspections of youth offending services; the Public Health Report
- Information, for example local scrutiny reports and consultation arrangements from the local authority website
- Local Strategic Partnership data and information where available; for example, local area agreement monitoring information, progress against local targets, in-year data or National Indicator Set data not yet available through the national collections and relevant financial data

Annex F. Summary of the assessment principles

General principles underlying the children's services assessment

- These principles aim to be simple, transparent and easy to apply.
- Outlined below are the minimum requirements for each grade which cover all three blocks. Meeting, or not meeting, the minimum requirements alone do not define the grade. The assessment will involve the application of inspector judgement.
- The assessment will take account of the mix and balance of performance across different areas of inspected services and settings, it will also take account of the performance of services commissioned by the local authority that are located within the area and those located outside.
- Performance within block A⁴ and block B⁵ will have the most impact on the overall assessment. However, where a local authority has been judged inadequate for safeguarding as a result of a full inspection or received an area for priority action as a result of an unannounced inspection of contact, referral and assessment arrangements, it is likely that the overall judgement for children's services will be performs poorly.
- Performance in block C⁶ is used to supplement the judgement arising from the assessment based on blocks A and B. Performance in staying safe and learning outcomes for young children to those aged 19 will be given particular consideration.
- Many inspection cycles are three years in length, and sometimes longer. Although it is recognised that services and settings will have drawn up plans and undertaken actions to bring about improvements, the impact of these cannot be confirmed until a subsequent inspection has taken place and, therefore, the most recent inspection judgement is used in making the assessment.
- It should be noted that:
 - very large majority means 80% or more
 - large majority means 65%–79%
 - majority means 51%–64%
 - minority means 50% or less.

⁴ The outcomes of inspected services and settings

⁵ Inspections of safeguarding and services for looked after children, annual unannounced inspections, relevant joint area reviews and findings from serious case reviews

⁶ The national indicator set

Performs excellently

Block A
Performance, in terms of overall effectiveness, is in one of the top two bands (that is rated good or outstanding) for at least six out of the seven super groups of inspected services and settings and none is likely to be in the red band. <i>and</i> The very large majority of the 22 inspection groups of services and settings is likely to be in one of the top two bands for each of the enjoying and achieving and staying safe outcome areas.
Block B
The most recent annual unannounced inspection of contact, referral and assessment arrangements for children in need identifies no area(s) for priority action. ⁷ Where a full inspection of safeguarding and looked after children has taken place ⁸ (or a joint area review post-April 2007), whether before or after any unannounced inspection of contact, referral and assessment arrangements, the judgement for safeguarding must be adequate or better.
Block C
(This will supplement the judgement arising from the assessment based on blocks A and B.)
Performance is at least in line with the appropriate comparator for a very large majority of national indicators across the five <i>Every Child Matters</i> outcome areas. <i>and either</i> Performance indicators show that gaps ⁹ in educational attainment for key vulnerable groups have narrowed between the most recent and previous years. <i>or</i> A very large majority of performance indicators for educational attainment ¹⁰ and progress are at least in line with appropriate comparators.

⁷ An area for priority action is identified as a result of an unannounced inspection of safeguarding where the safety of children in need is not assured.

⁸ Where a recent full inspection of safeguarding has not taken place, consideration will be given to the post 2007 joint area review grade for safeguarding.

⁹ Gap indicators are NI92, NI104, NI102 (Key Stages 2 and 4), NI105, NI81.

¹⁰ Educational attainment indicators are N72, NI93, NI94, NI73, NI99, NI100, NI75, NI101, NI84, NI79, NI82, NI80.

Performs well

<p>Block A</p> <p>Performance, in terms of overall effectiveness, is in one of the top two bands for at least four out of the seven super groups of inspected services and settings and this must include at least two out of the four blocks for universal provision.¹¹</p> <p><i>and</i></p> <p>The large majority of the 22 inspection groups of services and settings are likely to be rated in one of the top two bands for each of the enjoying and achieving and staying safe outcome areas.</p>
<p>Block B</p> <p>The most recent unannounced inspection of contact, referral and assessment arrangements for children in need identifies no area(s) for priority action.</p> <p>Where a full inspection of safeguarding and looked after children has taken place¹² (or a joint area review post-April 2007), whether before or after any unannounced inspection of contact, referral and assessment arrangements, the judgement for safeguarding must be adequate or better.</p>
<p>Block C</p> <p>(This will supplement the judgement arising from the assessment based on blocks A and B.)</p> <p>Performance is at least in line with the appropriate comparator for a large majority of national indicators across the five <i>Every Child Matters</i> outcome areas.</p> <p><i>and either</i></p> <p>Performance indicators show that gaps in educational attainment for key vulnerable groups have narrowed between the most recent and previous years.</p> <p><i>or</i></p> <p>A large majority of performance indicators for educational attainment are at least in line with appropriate comparators.</p>

¹¹ Universal services include the inspection groupings for early years, nursery/primary, secondary and post-16.

¹² Where a recent full inspection of safeguarding has not taken place, consideration will be given to the post 2007 joint area review grade for safeguarding.

Performs adequately

Block A
Performance in terms of the overall effectiveness judgement is in one of the top two bands for at least three out of the seven super groups of inspected services and settings which must include at least two out of the four blocks for universal provision. <i>and</i> The majority of the 22 inspection groups of services and settings are likely to be rated at least good for enjoying and achieving and staying safe.
Block B
The most recent unannounced inspection of contact, referral and assessment arrangements of children in need identified no area(s) for priority action. Where a full inspection of safeguarding and looked after children has taken place ¹³ (or a joint area review post-April 2007), whether before or after any unannounced inspection of contact, referral and assessment arrangements, the judgement for safeguarding must be adequate or better.
Block C (This will supplement the judgement arising from the assessment based on blocks A and B.)
Performance is at least in line with the appropriate comparator for a majority of national indicators across the five Every Child Matters outcome areas. <i>and either</i> Performance indicators show that gaps in educational attainment for key vulnerable groups have narrowed between the most recent and previous years. <i>or</i> A majority of performance indicators for educational attainment are at least in line with appropriate comparators.

¹³ Where a recent full inspection of safeguarding has not taken place, consideration will be given to the post 2007 joint area review grade for safeguarding.

Performs poorly

Block A
Performance in terms of the overall effectiveness judgement is in one of the top two bands for no more than two of the seven super groups of inspected services and settings. It is likely that three of the four super groups for universal services are not better than adequate. <i>and</i> It is likely that two or more of the seven super groups of inspected services and settings will be in the red band.
Block B
The most recent unannounced inspection of contact, referral and assessment arrangements for children in need identified one or more area(s) for priority action. <i>or</i> Where a full inspection of safeguarding and looked after children has taken place ¹⁴ (or a joint area review post-April 2007) and the judgement for safeguarding is inadequate.
Block C (this will supplement the judgement arising from the assessment based on blocks A and B)
Performance is below the appropriate comparator for a majority of national indicators across the five Every Child Matters outcome areas. <i>and</i> Performance indicators show that gaps in educational attainment for key vulnerable groups have not narrowed between the most recent and previous years.

¹⁴ Where a recent full inspection of safeguarding has not taken place, consideration will be given to the post 2007 joint area review grade for safeguarding.