

Annual performance assessment: handbook of procedures for 2007

Guidance on each stage of annual performance assessment process for:

- annual performances inspectors
- Ofsted managers
- local authorities and their partners.

Audit Commission
Healthcare Commission
HM Crown Prosecution Service Inspectorate
HM Inspectorate of Constabulary
HM Inspectorate of Prisons
HM Inspectorate of Probation
Ofsted

Age group: children and young people

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A. An overview of the process

Background information on annual performance assessment (APA) can be found in the document *Arrangements for annual performance assessment 2007*, published on the Ofsted website (www.ofsted.gov.uk).

Key changes from 2006

Key changes from 2006 include:

- a shorter process for local authorities
- the withdrawal of a separate self-assessment, but use of the review of the children and young people's plan (CYPP) or the revised plan
- taking account of the views of children and young people, and of schools
- a review of the way the data are presented in order to help analysis
- improved guidance materials and process maps
- better alignment between the APA and joint area reviews (JAR)
- more streamlined coordination within the new Ofsted, and with local authorities and their partners, to secure better briefings and local information
- greater involvement of other inspectorates, government departments and Ofsted inspectors
- the removal of a separate children's social care judgement.

Grades awarded in 2007

In 2007, grades are awarded for the:

- council's children's services overall and the specific contributions they make to improving outcomes for children and young people
- contribution that these services make towards improving each of the five Every Child Matters outcome areas (being healthy, staying safe, enjoying and achieving, making a positive contribution, and economic well-being)
- council's capacity to further improve these services.

The focus on judging the council's own services rather than the contribution of wider partnership activity is necessary in order to provide a grade for the children and young people's block of the Audit Commission's comprehensive performance assessment (CPA) in 2007.

Annual performance assessments are an integral element of the improvement cycle for performance managing local authorities and their strategic partners. Not only are they of themselves a vehicle to drive change, they also give a position statement in

relation to the council's children's services that is considered in annual priorities meetings with the Department for Education and Skills (DfES) children's services advisers in the regional Government Offices and helps to focus ongoing support and challenge.

Grading scale

All judgements are made using the following four point scale:

- Grade 4: outstanding
- Grade 3: good
- Grade 2: adequate
- Grade 1: inadequate

The APA process

The 2007 assessment will be undertaken by two Ofsted inspectors with background in education and social care. Up to 10 days per inspector are allocated to the process as follows:

- two days in July/August to scrutinise the review of the CYPP, or the revised plan, briefings and supporting information
- one day in early September for APA inspectors to liaise with colleagues within Ofsted, or in other inspectorates/government departments, to clarify information and discuss emerging themes or issues
- two further days in September/early October to analyse the dataset, the Tellus2 survey and the school survey (undertaken by the Audit Commission)
- one day in September/October for the on-site visit to local authorities
- four days for writing the letter, completing the APA notebook, undertaking quality assurance activities, sharing the draft letter with the local authority and responding to comments.

There will be no separate APA process for JAR blocks 10 and 11. For JAR blocks 12 to 15, slightly different arrangements will be in place (see Section E). For other local authorities that have had a JAR in the previous 12 months, the 2007 APA will concentrate on progress since that time. In these cases, the APA will not revisit all the JAR judgements, although new data and surveys information will be scrutinised in order to confirm a grade for APA and CPA purposes. The APA process map summarises the stages for 2007¹.

¹ The APA process map is included on page 8 of this handbook

Key judgements

The APA is based on a set of key judgements (see *Arrangements for annual performance assessment 2007*) that are common with the JAR set and supported by data and indicators.

Admissible evidence

A range of supporting admissible evidence, based on information already in the public domain, or previously shared with local authorities, is available to APA inspectors².

The review of the CYPP or the revised plan

Crucial evidence is also provided by the council's review of its CYPP or the revised plan for 2007–08 and the needs assessment on which this plan is based. Details on the content of this document can be found in the DfES guidance *Annual review of the Children and Young People's Plan*. Further information is also provided in Section C of this document.

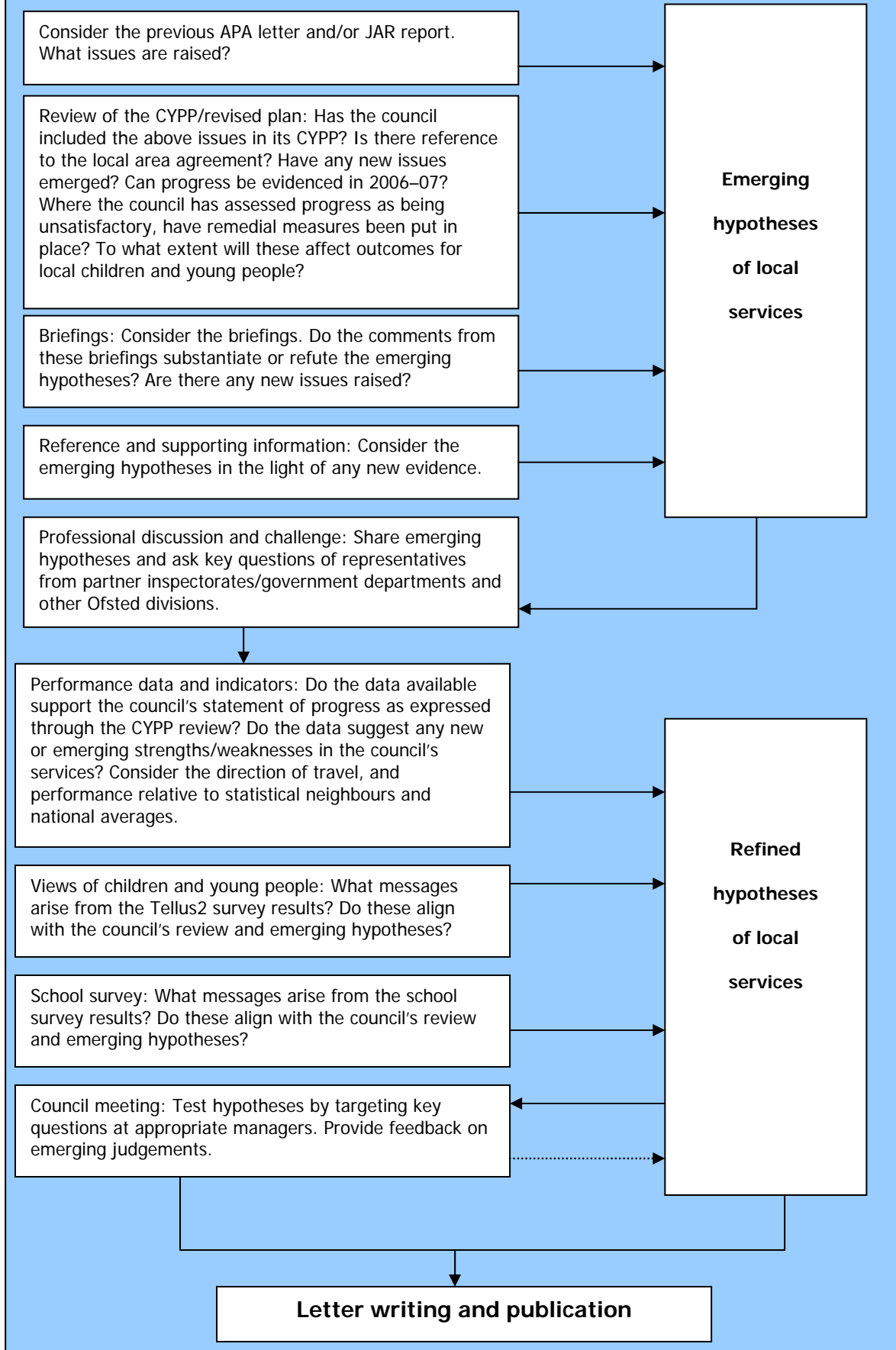
² Please refer to Section C of this handbook

Timeline

	For all authorities, excluding JAR blocks 10 to 15	JAR blocks 12 to 15
Setting up	<p>On 14 May, Ofsted sends a request to authorities for their review of the CYPP and for information on a small set of specific indicators.</p> <p>By 14 June, the authority provides its review of the CYPP, or its revised plan, and other inspectorates/government departments provide their briefings.</p>	<p>Inspectorates/ government departments provide their briefings by the agreed JAR dates.</p> <p>Lead inspectors negotiate directly with local areas about the arrangements for the review of the CYPP.</p>
Scrutiny of evidence	<p>This stage takes place between July and October.</p>	<p>Block 12: 12–20 April 2007 and w/b 10 September 2007</p> <p>Block 13: 4–8 June 2007 and w/b 17 September 2007</p> <p>Block 14: 9–13 July 2007 and w/b 10 September 2007</p> <p>Block 15: w/b 24 September 2007.</p>
Discussion with the authority	<p>The discussion takes place following the scrutiny of evidence. The focus is on the CYPP, gathering any necessary further information, recognising strengths, considering areas for development, exploring any gaps in evidence and sharing the evidence base for emerging judgements.</p>	<p>The discussions with the authority will take place during the JAR analysis week; any subsequent contact will be by email or telephone.</p>
Issuing draft letter and grades	<p>Following the on-site visit, a draft letter summarising the strengths and areas for improvement, and making clear judgements about the effectiveness of the council's contribution to improving outcomes for children and young people, will be sent to the council for factual accuracy checking.</p>	<p>The same principles apply for these JAR councils.</p>
Final consistency check and agreement of grades	<p>All letters will be presented to a central consistency panel for final checking; grades awarded will be formally agreed by HMCI</p>	
Representation	<p>The council then has an opportunity to make a representation against any aspect of the children's services judgements.</p>	<p>The same process applies for all APAs.</p>
Final reporting	<p>The final letter, and grades, will be published on 26 November 2007.</p>	<p>The same date applies for all APAs, except those in JAR block 15 (28 November 2007).</p>

Note: Blocks 10 and 11 are not subject to a separate APA process; for the purpose of comprehensive performance assessment, the JAR grades will be reviewed in the light of newly validated data during September/October 2007. Where, in exceptional circumstances, a change is made to the JAR grade, the authority will be provided with a statement outlining the reasons.

APA 2007 process map



B. The information provided

Background and administrative information for inspectors

1. A spreadsheet containing:
 - inspector contact details
 - link officer contact details for each authority
 - names of directors of children's services for each authority
 - names of Government Office children's services advisers for each authority
2. A timeline indicating the scheduling of APA blocks

Documentation provided by the beginning of July

1. *Annual performance assessment: handbook of procedures for 2007*
2. *Arrangements for annual performance assessment 2007*
3. Previous APA letter/JAR report
4. DfES guidance on reviewing a CYPP
5. The authority's review of progress against its CYPP or its revised plan
6. An authority's self-evaluation of grades for each of the five Every Child Matters outcomes, for children's services overall and for its capacity to improve
7. Minutes of the authority's Local Safeguarding Children Board
8. Briefing papers and information from Ofsted and other inspectorates/ government departments
9. Other reference/supporting documents
10. An APA notebook for completion

In addition, the children's services dataset will be available to authorities and to Ofsted analysts for an initial scrutiny in August.

Documentation provided by the beginning of September

1. The final children's services dataset for the authority
2. Audit Commission school survey for 2007
3. Tellus2 survey

C. Admissible evidence

The APA is a desk-based process and no fieldwork is undertaken. The following range of admissible evidence is considered by inspectors during the scrutiny process, and forms the basis on which judgements are made. The APA on-site visit is the final opportunity for gathering/supplying new admissible evidence. Normally, no new information will be considered by inspectors beyond this point. However, should significant new evidence that relates to the performance year in question, such as the outcome of a serious case review, come to light following the on-site visit, Ofsted will take it into account.

i. The briefings

These briefings provide key information for APA inspectors and should be reviewed in the scrutiny process.

Source	Contents
<p>1. Ofsted – commentary on school inspection performance across the local area, including schools causing concern</p>	<p>For all authorities:</p> <ul style="list-style-type: none"> • data and information on the numbers and proportions of schools in each of the Ofsted categories of concern as at April 2006, compared with statistical neighbours and national proportions • where relevant, a summary of the effect of local authority support to schools causing concern, taken from HMI's monitoring letters • an overview of the outcomes of recent school inspections • relevant information taken from meetings and discussions with the local authority. <p><i>The content of the briefing will be shared with the authority in advance of the APA.</i></p>
<p>2. Ofsted – 14–19 briefing</p>	<p>Ofsted will provide evidence and judgements about the quality of 14–19 provision and progress with local 14–19 developments, using an aide-memoire. Information and judgements will be based on meetings with local authorities and the local Learning and Skills Council, and on national data and supplemented through discussion between inspectors.</p> <p>The aide-memoire will cover: 14–19 strategy; structures enabling collaboration; progress towards diplomas; participation and progression; curriculum; achievement (including work-based learning); quality assurance; employer engagement; and barriers to change.</p> <p><i>The aide-memoire will be shared with the local authority.</i></p>

<p>3. Ofsted – early years information</p>	<p>This briefing will be based on summarised key messages, using data about local provision as well as local knowledge and information to develop hypotheses about the outcomes for children.</p> <p>Being healthy</p> <p>The extent to which early years settings promote healthy lifestyles for children in their care and whether or not it is a strong feature of early years provision in the area. (Using inspection actions relating to health, food and drink, and the outcome of the physical development area of learning where applicable.)</p> <p>Staying safe</p> <p>The extent to which early years settings safeguard children in their care, provide safe environments, and whether or not it is a strong feature of early years provision in the area. (Using inspection actions relating to physical environment, equipment, safety, child protection and suitable person.)</p> <p>Enjoying and achieving</p> <p>The extent to which early years settings promote the learning and development of the children in their care, including those with special needs. (Using inspection actions relating to care, learning and play; judgements on overall quality for nursery education and other childcare provision; specific funded nursery education inspection judgements relating to quality of teaching, and leadership and management.)</p> <p>Making a positive contribution</p> <p>The extent to which early years settings support the social and emotional development of children in their care and promote positive behaviour and contribution to the community. (Using inspection actions relating to equal opportunities, behaviour, partnership with parents and carers, and special needs; specific funded nursery education inspection judgements for personal, social and emotional development, and partnerships with parents.)</p> <p>Achieving economic well-being</p> <p>The quality of new early years provision and any notable features of change in the type and extent of early years provision. (Using inspection actions relating to new provision and change in early years providers and places.)</p> <p>Emerging hypotheses and suggested lines of enquiry will be noted, as will any key issues to pursue.</p> <p><i>The content of the briefing will be shared with the local authority in advance of the APA.</i></p>
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<p>4. Government Office children's services advisers</p>	<p>A commentary in relation to the Every Child Matters outcomes, based on a range of evidence from DfES/Government Office field forces, the Strategic Health Authority and national strategies, including:</p> <ul style="list-style-type: none"> • summaries of information from meetings held with councils to monitor and discuss progress on performance improvement • local contextual information in relation to the council's provision of children's services • detailed interpretation of data, revealing trends or patterns in performance • specific reference, where relevant, to safeguarding, looked after children, and children and young people with learning difficulties and/or disabilities; to equalities and diversity issues, and to service management • commentary on the progress made in implementing the Change for Children programme locally. <p><i>The content of the briefing will be shared with the local authority in advance of publication to Ofsted.</i></p>
<p>5. Youth Justice Board – youth offending teams</p>	<p>Contextual and performance information based on the youth justice plan, quarterly performance data and the effective practice quality assurance submission, covering:</p> <ul style="list-style-type: none"> • outcomes: referrals to child and adolescent mental health services; substance misuse; education, training and employment; prevent offending; reduce re-offending • funding from statutory partners, the Youth Justice Board and others • the role of the steering group • practice issues. <p>The report includes commentary on youth offending teams' performance and funding issues from the Youth Justice Board.</p> <p><i>The report will have been seen by the local authority and validated by the Youth Justice Board regional manager.</i></p>

<p>6. Commission for Social Care Inspection/Ofsted</p>	<p>In February 2007, the Commission for Social Care Inspection will prepare a handover briefing to cover the aspects listed below; if necessary, information in this briefing will be updated by Ofsted social care area inspectors in May:</p> <ul style="list-style-type: none"> • evidence from routine business meetings held with councils to monitor and discuss progress on performance improvement, including any progress on issues identified through the 2006 APA process and recent JARs • information about new or existing serious case reviews, including where recommendations have been monitored or inspected • information about other serious incidents concerning children and young people that are not yet the subject of a serious case review • information from regulated services work, including: emerging themes; significant ongoing issues being monitored; specific issues relating to council-owned services; the inspection of children's homes and other regulated services, including matters relating to registration, enforcement and complaints. <p><i>All comments will be drawn from information already in the public domain or previously raised with the local authority.</i></p>
<p>7. Healthcare Commission</p>	<p>The Healthcare Commission will provide a briefing based on the information provided by its annual health check. Where relevant, it will make specific reference to services for children and young people, such as child and adolescent mental health services or health provision for very young children.</p> <p><i>All comments will be drawn from information already in the public domain.</i></p>

ii. Surveys

1. School survey information	<p>The 2007 outcomes for each local authority area will be available for inspectors to consult.</p> <p>The survey provides an indication of the views of responding schools, which is best used to prompt exploration rather than as firm evidence.</p>
2. Tellus2 survey	<p>This provides information on the views of children and young people in a sample of schools compared with national and statistical neighbour data. Again, it should be used to prompt exploration, although findings that are significantly above, or below, national outcomes for the same question might be quoted as evidence in the APA.</p>

iii. Reference or supporting documents

Scrutiny of these documents is not an essential element of the APA process, although reference to some of them may be helpful or necessary in order to seek clarification of points.

Document	The evidence it provides
Contextual information from the Audit Commission	<p>This includes the most recently available data and information on the population of the area and the context in which the council is operating.</p>
Monitoring letters from Ofsted on schools in formal categories of concern; letters following survey visits	<p>Monitoring letters provide more detailed information about issues facing schools, their progress in addressing these and the quality of the support provided by the local authority. Where information is available about a number of schools, there may be emerging themes that demonstrate the authority's approach to identification, intervention and support.</p> <p>Letters following survey visits can give useful information on the quality of subjects and other work in schools. They can also demonstrate how well the local authority supports schools and coordinates good practice.</p>
Monitoring information from the Youth Justice Board – secure estate	<p>Youth Justice Board secure estate performance monitors will prepare a briefing on each young offender institute, secure training centre and secure children's home in their region. This will provide a commentary on those services within the establishments for which the local authority is</p>

	<p>responsible. It should be noted that not all local authorities have such institutions within their boundaries.</p> <p>The briefing will provide information from a youth justice perspective, giving an overview of local authorities' involvement in the end-to-end management of young offenders between the community and custody. It will draw on the latest risk assessment that the Youth Justice Board, as commissioners for the secure estate, completes for every establishment, based on its seven key performance indicators and cross-referenced to the Every Child Matters outcomes.</p> <p><i>The briefing will have been seen by the establishment and the local authority, and validated by the Youth Justice Board regional manager.</i></p> <p><i>Reports of these inspections are also available to APA inspectors</i></p>
<p>The latest Audit Commission annual audit letter for the authority and relevant information from the use of resources service block of the previous year's comprehensive performance assessment</p>	<p>A report on the work of the council in relation to accounts, financial aspects of corporate governance and performance management. It makes a judgement on whether best value is being delivered, looks at the implementation of government policy and identifies failing services where remedial action may be necessary.</p> <p>For APA purposes, this may provide some useful background information on the way the council works, its priorities for improvement and the context within which services for children and young people operate.</p>
<p>Education financial information (Audit Commission)</p>	<p>This information has been drawn from the latest Chartered Institute of Public Finance and Accountancy data for 2006–07 and outlines school and local authority funding for education, for each area, against similar and national data.</p>
<p>The latest corporate assessment report for the authority</p>	<p>This report assesses community leadership and corporate arrangements, and capacity to support services in delivering improvements.</p> <p>For the APA, it will set a baseline on the council's approach to identifying and achieving its priorities. It also provides some clear contextual details about the authority, which will offer valuable background information.</p>
<p>The council's latest corporate plan or council plan</p>	<p>This plan sets out the council's priorities, targets and service objectives for the current year.</p> <p>For the APA, it provides background information</p>

	demonstrating the priority placed on services for children and young people. It may also show how services are working together to achieve positive outcomes.
The 2006 comprehensive performance assessment rating for the authority	This will provide information on the council's performance in 2006 and should be used as background information only.
The latest JAR report	This will not be relevant to all authorities, but where it is available, it will provide up-to-date key information about the performance of children's services. The APA process will interrogate progress since this review, especially in meeting the recommendations.
The 2006 APA letter	Except where a JAR has taken place more recently, this letter provides the baseline for the 2007 APA. Progress since last year will be a key factor in making the 2007 judgements, especially in relation to identified areas for improvement.
National Healthy Schools Programme	Information about the number of schools participating in the National Healthy Schools Programme and details about the levels and status awarded.

iv. The dataset

The children's services dataset is presented under the five outcomes for children and young people and service management. In 2007, data collection will be undertaken largely by the DfES. Information on a small number of indicators, not included in or available from other collections by the required date, will be requested by Ofsted on 14 May for the authority to return by 14 June.

An initial set of children's services, data that includes some of the social care indicators for 2006–07, will be sent to authorities during August; at the same time, analysts in Ofsted will begin to prepare initial summary documents for inspectors. The final set of validated data will be sent to authorities in September and will be available to APA inspectors for their scrutiny process. This will support authorities and inspectors in planning for the APA on-site visit and discussions.

At the same time, inspectors and local authorities will also be provided with an analysis of inspection ratings and information about social care regulatory services. This will include some background information about the area and will be similar to

the information available to authorities in 2006 through the local authority marketing analysis (known as LAMA).

The children's services dataset aligns with the list published in the *Arrangements for annual performance assessment 2007*, in March 2007; the dataset includes the full list of data and information used for JARs and APAs. The way in which this data should be used, and interrogated, for APA purposes is set out later in this Handbook, and a list of performance indicators is included at Annex 2.

Authorities will also have access to a range of local data and indicators that relate to the achievement of their priorities and targets. These should be referenced in authorities' review of their CYPP or the revised plan and inspectors will take full account of them when reaching their judgements about progress. Any provisional test and examination data for 2007 that are available for the on-site meeting will also be considered by inspectors, although comparisons with similar authorities and with a national picture will not be made at this stage.

v. The local authority's review of the children and young people's plan or its revised plan

For the purposes of the 2007 APA, authorities are asked to submit the following by 14 June:

- the review of the CYPP and/or the revised plan plus its associated needs analysis
- a self-evaluation of grades for children's services and for the capacity of the council to improve these services
- minutes of the Local Safeguarding Children Board for the previous 12 months.

Local authorities have received guidance from the DfES on the statutory requirement to produce a revised plan or to carry out a review of their CYPP (*Annual review of the Children and Young People's Plan*). This review of the CYPP, or the revised plan, should include a detailed assessment of progress and improvement. It will be used for both the APA and the JAR in place of the previous self-assessment, and a separate written document will not be required. Where a revised plan is submitted, the needs analysis leading to this plan being developed and an indication of progress made in the previous 12 months should also be included.

The guidance for reviewing the CYPP makes it clear that no specific format or length is required. However, it does note that the review should be concise and clear. Local areas can develop their own review model or they may wish to consider adapting the template provided for the 2006 APA self-assessment.

The guidance also offers some suggestions about what should be included in the review in relation to each of the five Every Child Matters outcomes, and these suggestions are compatible with advice offered for completing the self-assessment

for APA and JAR in previous years. Key features for the CYPP review, which will be particularly helpful for APA and JAR, include:

- an emphasis on analysis and evaluation rather than description, and on outcomes and impact rather than processes
- the opportunity to take stock of key strengths and weaknesses and to note any barriers to improvement
- the ongoing involvement of key partners in evaluating the plan
- the inclusion of information about actions taken to address issues from the last APA and JAR
- an emphasis on the involvement of children and young people and their families to ensure their views and experiences are taken into account and they receive feedback on decisions made as a result of their involvement
- evidence that the strategies and actions are securing equality of opportunity for all children and young people
- evidence that all services are active in promoting and respecting diversity
- the impact on delivering outcomes of new or joint approaches to service delivery and partnership working
- any changes in the resources available to deliver the CYPP and the impact on priorities
- arrangements in place to develop the workforce to manage change
- improvements in the provision and outcomes for vulnerable or underachieving groups.

Exceptionally, an authority may present supplementary material for the purpose of the APA or the JAR, such as an internal review.

D. The scrutiny of evidence

The scrutiny days are spent considering all available admissible evidence, including the authority's revised CYPP and/or its review. Where necessary, inspectors will discuss any relevant emerging issues with other inspectorates. They will also make an on-site visit to the authority to engage in a discussion about the progress demonstrated in the review of the CYPP, or the revised plan, and to share emerging judgements and hypotheses.

Inspectors work together to undertake and complete the APA process, but for each APA, one will be nominated as the lead inspector responsible for seeing the APA through to completion.

In most cases, the lead inspector is likely to be the local managing inspector (LMI). Most tasks will be shared and negotiated between the two APA inspectors, but it is likely that the person acting as the lead will:

- make initial contact with the authority through the link officer and confirm the date for the on-site discussion
- ensure that notes are kept of meetings held on that day
- ensure that any amendments made to the final letter are agreed with colleagues and with the authority
- submit the letter for clearance and publication on the Ofsted website.

By the end of the scrutiny days, inspectors should have formed clear hypotheses and judgements. These will be entered into the APA notebook³. An initial letter will be drawn up in preparation for final drafting following quality assurance activities.

Inspectors might usefully spend some of the early scrutiny days working separately, coming together later to share evidence gathered, agree emerging judgements and identify areas for discussion with the local authority. The following programme is suggested.

Scrutiny

Days 1 to 3

Before you start, review the range of supporting documentation that will be available, so you know where you might find specific details or associated information when needed. Do not attempt to read everything at this stage.

³ Please refer to Section G of this handbook

Consider or review:

- the previous APA letter/JAR report and any issues raised
- the layout and overall content of the grade descriptors
- the analysis guidance document used in the APA training.

Then:

- **read and scrutinise** the revised CYPP and/or the review of progress presented by the authority to support the APA process
- **consider** the authority's self-evaluated grades
- **read and note** the evidence presented in the briefings from other inspectorates and government departments
- **read** the minutes of the Local Safeguarding Children Board for the previous 12 months and note any emerging issues and questions
- **refer** to any necessary supporting information to help secure your hypotheses
- **liaise with other inspectorates and Ofsted colleagues** to discuss any emerging issues, gaps or contradictions; this might take place through prearranged 'round table' events.

As you undertake these tasks, note any significant evidence and hypotheses in the APA notebook.

Scrutiny guidance

As you analyse the evidence, use the training materials (especially the analysis guidance) to help you make well-supported judgements. Use the training materials to help you consider the full range of evidence available in relation to each outcome or to specific key judgements, particularly in more complex areas. However, remember it is not anticipated that inspectors will work their way through the guidance in a systematic manner. Rather, it is intended to be used to check that judgements are rigorous, sufficient and comprehensive. Have the guidance beside you as you read and interrogate information and note where there are significant gaps or inconsistencies in the available evidence.

The revised CYPP and/or the review of progress presented by the local authority

Where an authority has a current CYPP in place, then an annual review must be undertaken. Where a one-year CYPP was in place, then a revised plan, securely based on an analysis of needs, must be written. The revised CYPP and/or its associated review of progress are central pieces of admissible evidence. DfES statute and guidance provide an outline of the aspects to be covered; although there is no imposed template, authorities might choose to use, or amend, the APA template used in 2006 when undertaking their self-review exercise in 2007. However, where local areas are reviewing their previous plan, they are encouraged to take a flexible approach by developing their own review model. Inspectors should carefully consider, and interrogate, the CYPP and/or review of progress, developing emerging hypotheses that can later be sharpened and focused ready for discussion with the authority.

When considering the CYPP and/or its review, the following questions should be considered:

- Has the authority used an accurate needs analysis in undertaking its review and/or in developing the revised CYPP? Are there identified areas of strength and weakness? Are there any key areas that do not appear to have been addressed?
- To what extent have issues identified in the last APA or JAR been addressed and how much improvement is demonstrated?
- What evidence is there that the strategies for improvement undertaken in the past year have been effective, and have resources been effectively deployed?
- Does the revised CYPP/review clearly demonstrate how the authority's services make, or are intended to make, an impact?
- Are there any key areas where risks are high and improvement is slow or hindered? Are any barriers to improvement noted? If so, what is planned to address these?
- Is there evidence that the council's children's services are working together with other services and partners?
- Is there evidence that the authority has continued to involve children and young people and their families, taken their views into account, and provided feedback to them?
- What evidence is there that the authority's actions successfully promote equality of opportunity and diversity?
- Have there been improvements in the provision and outcomes for vulnerable groups, particularly for those with learning difficulties and/or

disabilities and for looked after children?

- What evidence does the authority provide that it has capacity for further improvement?

Note your hypotheses in the APA notebook.

The briefings

These briefings have either been shared with the authorities or contain information that is already published and available to them. Some may contain the author's views on quality and performance. These views are given as information for the APA inspectors to consider alongside other evidence; they should not be simply transmuted into an APA judgement.

The following steps are suggested.

Consider the briefings:

- What do they tell you about the authority – do they help to confirm your emerging judgements? If not, what issues do they raise for further investigation?
- What areas have been identified as priorities in the briefings? Do they confirm or expand those identified from the analysis of data?
- What evidence is there that services are working together effectively?

Discuss these questions in the light of your previous work, refer to the analysis guidance, refine your emerging hypotheses and note your trail of evidence in the APA notebook.

The minutes of the Local Safeguarding Children Board

The Local Safeguarding Children Board (LSCB) minutes provide valuable insight into leadership of the LSCB and the extent to which local partners cooperate and are actively engaged in progressing the wider safeguarding agenda.

Minutes for the previous 12 months should be scrutinised to cover the following:

- the LSCB constitution, its specific area of delegated decision making, how it relates and reports to the wider Children's Trust Board or other governance arrangement, its constituent management group and any sub-groups that progress its agenda
- the LSCB budget and the extent and equity of respective contributions from partner agencies both in terms of financial and human resources
- work priorities for the year and how the LSCB is monitoring them. The LSCB minutes should contain a detailed outcome-related strategic action

plan that clearly synchronises with the current Staying Safe outcome priorities in the CYPP, including:

- clarification of thresholds for engagement of all partner agencies
- recruitment and relevant checking processes
- investigation of allegations
- private fostering arrangements
- cooperation with neighbouring authorities and sub-regional arrangements
- procedures that ensure a coordinated response to unexpected child deaths
- the coordination of an authority-wide safeguarding promotion plan
- effectiveness of the link between the LSCB, the Local Domestic Abuse Forum and the broader objectives of the Local Safer Communities partnership
- a clear and comprehensive LSCB training plan
- sub-group monitoring arrangements for child protection, and safeguarding practice that is rigorous and ensures random and thematic oversight
- effective management of serious case reviews and other practice giving rise to lesser but nonetheless serious concerns.

Review the emerging hypotheses and update the APA notebook as needed.

Supporting information

A range of other background and supporting information is provided. Consideration of this material is not mandatory but should be undertaken if there is any doubt about judgements, any conflict emerging from other admissible evidence, or any unresolved gap in this evidence. Use all the admissible evidence to secure your hypotheses and to agree those aspects for discussion with the authority.

When considering additional information and reaching your emerging judgements, the following steps are suggested:

- consider whether the additional information clarifies areas where there is conflicting evidence or gaps in your knowledge
- consider whether these documents and sources of information confirm your emerging judgements. If not, determine what other information you require about the authority, list these
- list your queries, and the other information you require, and use them to inform the agenda for your meeting with the authority.

Review the emerging hypotheses and update the APA notebook as needed.

The 'round table' meetings

These will be held regionally and chaired by APA quality assurance managers. In addition to the APA inspectors, meetings will include, where possible, representatives from Ofsted's Children's Directorate and Learning and Skills Directorate, the Audit Commission, the Youth Justice Board, the Healthcare Commission and/or the Strategic Health Authority.

The days will be planned so that groups of representatives will meet to consider, and test out, the emerging hypotheses across a number of authorities (up to five at a time). In this way, the expertise and knowledge of different inspectors and inspectorates/commissions can be marshalled and taken into account as hypotheses are formed.

You may, for example, require:

- clarification about a briefing
- additional information about specific details that the authority has provided in its CYPP review or its revised plan
- discussion about any apparently contradictory messages emerging from the admissible evidence reviewed thus far
- discussion about emerging themes or issues.

All inspectorates and commissions have agreed that they will either attend a 'round table' event on 5 September or will be contactable by telephone at a later date. Where an authority has within its area a young offender institution or prison attended by young people under the age of 18, Her Majesty's Inspectorate of Prisons will discuss relevant information with APA inspectors during July or August. Contact details will be provided.

Questions for consideration:

- What are the emerging judgements? Do they reflect the views of all contributors?
- If there are differences in views, what are the bases for these? Can these be resolved through discussion? Are there any mitigating circumstances that explain the differences? Are there questions that should be asked of the authority in order to clarify the position?
- Do the views of the participants alter the emerging hypotheses? If so, can these changes be supported by clear and admissible evidence?

In the light of the discussions, review the emerging hypotheses, noting in the APA notebook the key evidence that forms the basis for any changes.

Days 4 and 5

The children's services dataset

The data will help inspectors to test views of the outcomes being achieved by children and young people and to establish firm hypotheses. Flowcharts supporting the data have been set out to aid a consistent approach to analysis. In addition, summary sheets of the indicators that might be used as a starting point for analysis in each of the outcome areas have been added to the front of the dataset. These additional documents are intended to help authorities, and inspectors, secure a route through the indicators and are not intended to replace the need for scrutiny of the whole dataset. It is important that, by the end of this scrutiny stage, all the data have been considered in the light of contextual information and other admissible evidence.

Alongside this national dataset, inspectors should also consider any local data presented through the authority's revised CYPP or its review. Such data will give a clear picture of the progress that authorities, and their partners, are making in relation to local priorities and targets. In addition, recent local performance data should also be considered, even where they are not yet validated against similar authorities or national figures.

When reviewing the data and performance information, issues for consideration might include:

- what they tell you about the authority
- what they do not tell you about the authority
- how far they provide a reliable picture of standards and achievements, especially where there are no national comparative data
- how far they show an emerging pattern or trend
- how the other evidence you have scrutinised widens the perspective that the data and performance information provide.

The following steps are suggested:

- analyse the dataset to establish the profile it provides of the outcomes achieved by children and young people in the area
- in doing so, consider overall standards, improvement trends and consistency of evidence
- consider whether the indicators show incidence at least in line with national and/or statistical neighbour averages, and whether they show a trend of improvement
- consider performance against the key threshold indicators

- consider local data and the most recent performance indicators; do they provide you with a picture of performance against local targets? Do they illustrate a trend of improvement or point to any additional areas of concern?
- consider emerging hypotheses from the evidence that you have previously contemplated – do the data support these hypotheses? Do they point to any additional areas that would be expected to feature in the authority's priorities, or to any confirming evidence of areas that do not need to be considered as priorities?
- in the light of the evidence from the dataset, decide what is convincing, what aspects require more evidence, and what, at this stage, might seem appropriate for taking forward for discussion with the authority
- use the analysis guidance to check whether there are additional questions that might emerge from the data.

Enter your notes in the APA notebook.

Working as an APA team, inspectors will exchange views, compare thinking and evidence, review the hypotheses and agree issues for further investigation with the authority. They will also seek any links that enable a focus on specific groups of children and young people, particular outcomes or specific key judgements. If there is concern about vulnerable groups, the group in question should be specified (for example, looked after children, those with learning difficulties and/or disabilities, minority ethnic groups, asylum seekers).

Survey data

The Audit Commission school survey

The school survey undertaken in 2007 will be available for the scrutiny process in September. The school survey is a collaborative tool developed by the Audit Commission in partnership with Ofsted, Estyn, the Wales Audit Office, local authorities and headteacher and governor associations. The primary purpose of the school survey is to act as a source of evidence about schools' perceptions of the support provided by their local authority and the services provided locally for children and young people. The summary report for each local authority area examines schools' responses to the questions in the survey, which cover eight areas: local authority strategy; enjoying and achieving; being healthy; staying safe; making a positive contribution; achieving economic well-being; looked after children; and children with learning difficulties and/or disabilities. Schools were able to answer each question in the survey using one of six possible responses: (1) very good; (2) good; (3) satisfactory; (4) poor; (5) very poor; or (X) unable to comment.

Tellus2

Tellus2 has been designed as a quantitative user-perception survey to be completed by children and young people from Years 6, 8 and 10. It will provide statistically reliable data which are representative of the local authority area, together with national and statistical neighbour benchmarks. As such, Tellus2 will provide a valuable and robust picture of the local area as viewed by children and young people.

It is anticipated that the survey will target an approximate sample size of 1,300 children and young people from each local authority. For this first year the schools selected will include pupil referral units but, regrettably, because of the need for additional testing of the questionnaire which will be resolved for next year, the survey will not include the views of children and young people who are pupils at special schools.

In considering the surveys, the following steps are suggested:

- analyse the survey responses to ascertain particular areas of strength or weakness identified by respondents
- in doing so, consider the consistency of response, both within the survey data and in relation to other APA admissible evidence
- consider whether the results show incidence at least in line with national or similar authority averages, and whether they show a trend of improvement
- consider emerging hypotheses from the evidence that you have previously contemplated – do the responses to the surveys support these hypotheses? Do they point to any additional areas that would be expected to feature in the authority's priorities, or to any confirming evidence of areas that do not need to be considered as priorities?
- in the light of this evidence, review hypotheses about what is convincing, what aspects require more evidence, and what at this stage might seem appropriate for taking forward for discussion with the authority.

Enter your notes in the APA notebook.

(Remember, surveys of this type should be treated with appropriate caution, especially if response rates are low.)

Reviewing the hypotheses and completing the APA notebook

Before preparing for the on-site discussion, the APA notebook should be reviewed to ensure that it shows clearly the emerging judgements and key hypotheses, the analysis leading to these and the areas that require further interrogation and discussion with the authority. The guidance in Section F of this handbook will be helpful at this stage.

Preparing for the on-site discussion

Local authorities will be informed of the day for this meeting well in advance. It is hoped they will have been able to arrange for core personnel to be available on-site should a discussion be necessary. By the end of day 5, clear areas for discussion with the authority will have been identified. These should focus on the authority's review of progress and its coherence with other admissible evidence. The discussion will enable authorities to take a fuller part in the iterative judgement making process and will also allow inspectors to test out and secure their hypotheses.

During the afternoon of day 5, the lead inspector should contact the authority to alert it to the particular outcomes, or themes, to be pursued in discussion. This will enable the authority to ensure that appropriate staff are available during the on-site visit.

On-site visit

Day 6

Objectives of the on-site visit

The on-site visit is intended to enable a professional debate between the inspectors and the authority that is based on the admissible evidence and the authority's own review of progress. It provides an opportunity for inspectors to triangulate the evidence they have gathered, to raise questions with the authority about apparent anomalies, and to clarify aspects of the CYPP review or revised plan. The discussions are not intended to be conducted as formal interviews. They should enable inspectors to test hypotheses, clarify gaps in evidence or challenge evidence in an open and transparent manner; they also provide authorities with the chance to expand on, and clarify, their review.

By the end of the visit day, emerging findings and hypotheses should be shared with authorities. Inspectors should clarify with authorities where there are areas of strength or aspects in need of improvement, and identify where the risks are greatest in relation to outcomes for children and young people.

The discussions should cover the following points and, where possible, reference should be made to specific outcomes or themes:

- aspects requiring further clarification
- aspects where there are gaps in evidence
- areas where there is conflicting evidence or where further information is required
- particular issues that the authority wishes to clarify or discuss

- areas of strength
 - areas for improvement
 - areas of greatest risk
 - emerging hypotheses and findings likely to feature in the APA letter.
- Findings should be noted in the APA notebook.**

Procedures and protocols

This visit is not a formal feedback meeting. Inspectors will be available on-site for most of one day and will be able to meet, as necessary, with a range of lead officers or team leaders as well as the Director of Children’s Services.

Both APA inspectors will normally be present at all discussions, although there may be specific occasions when brief meetings are more appropriately attended by one inspector only. Given the purpose of the on-site visit, it is not essential for elected members or chief executives of the local authority to be available. DfES children’s services advisers will not be in attendance.

It is understood that circumstances will vary and that local areas may find themselves needing to respond to internal issues at short notice. In these situations, some flexibility should be possible so that, for example, a telephone discussion may take place with a particular individual on the following day if a meeting has not been possible.

A record will be kept by the inspection team of all the relevant information gathered and this will be entered into section 6 of the APA notebook. By the end of the day it is expected that inspectors will have a fuller understanding of the issues emerging from the CYPP review or the revised plan and other admissible evidence. Hypotheses should be secured on a firmer basis and the authority should be clear about the emerging judgements, the evidence used and the analysis supporting them. No further information can be accepted from the authority after this point in the process, although there will be an opportunity for factual accuracy checking of the final draft letter. Additionally, Ofsted may include new significant evidence that comes to light if it is believed to have been applicable to the 2007 performance year, such as a serious case review.

Possible framework for the day

Approx 10.00am	Inspectors arrive and meet the Director of Children’s Services to confirm arrangements for the day and to discuss any issues the authority wishes to raise
11.00am – 14.30pm	Discussion with relevant staff on particular issues emerging from the scrutiny of evidence
14.30pm	Inspectors meet to review the discussions and the impact of these on emerging hypotheses
15.30pm	Inspectors meet the Director of Children’s Services to feed back on the day and to discuss the emerging findings likely to feature in the APA letter. Each of the judgements should be discussed.

Areas to cover in the final meeting:

- feedback on the discussions held and the emerging key points
- evidence of key strengths and areas for improvement in each of the five outcome areas illustrating the balance of the emerging hypotheses and the supporting evidence, paying particular attention to priorities identified in the CYPP
- discussion of the emerging judgements, focusing on key evidence influencing these
- any further comments or responses from the Director of Children's Services
- clarification of the next stages in the process.

Recording and reporting

Day 7

On day 7, inspectors will:

- complete the APA notebook, ensuring that the information gathered during the on-site visit is recorded and the evidence supporting each judgement is clear
- draft the APA letter, using mainly the information in the APA notebook and ensuring that findings and the interim judgements are clearly stated.

This day provides an opportunity for inspectors to draw together their hypotheses and formulate provisional judgements, subject to quality assurance carried out at consistency panel meetings.

Reminder: the grades to be secured are:

- the contribution that the council's services make towards improving outcomes for children and young people in each of the five Every Child Matters outcome areas (being healthy, staying safe, enjoying and achieving, making a positive contribution, and economic well-being)
- the council's children's services and the contributions they make to improving outcomes for children and young people
- the council's capacity to further improve these services.

All the admissible evidence outlined above should be used in making these judgements.

Further details about completing the APA notebook and writing the APA letter can be found in Sections G and H of this handbook.

Quality assurance

Consistency panels

Following the recording and reporting of evidence, the first stage of quality assurance will take place through regional and cross-regional consistency panels.

Any amendments arising from the panel's deliberations will be entered into the APA notebook to ensure there is a full audit trail. Exceptionally, very complex cases may be referred for resolution to Ofsted senior managers who have had no previous involvement with the council or its APA process.

Section I of the handbook provides more information on the role of consistency panels.

Day 8

Reviewing panel comments

The local managing inspector (LMI) will review the APA notebook and draft the letter in the light of the consistency panel's comments, liaising where appropriate with the other APA inspector, and send it to the quality assurance manager (QAM). This quality assurance scrutiny of the letter will ensure that the judgements are reported in a clear and secure manner. Where this is not the case, inspectors will be provided with specific issues to review.

Day 9

Preparing the final draft

The letter will then be returned to the LMI who will review it in the light of the QAM's comments and send it to the local authority, which will have five working days in which to conduct a factual accuracy check (see Section I for more information). At the same time, the DfES will receive the draft letters in order to prepare for the priorities meetings.

Day 10

Responding to factual corrections

On receipt of the comments from the local authority, the LMI will: amend the final draft, liaising where appropriate with the second APA inspector; inform the authority of any changes that will be made to the text; and forward the letter to administrative staff for proofreading purposes.

E. Aligning the JAR and APA

Guiding principles

- Where feasible, the JAR grade for children's services is used as the basis of the grade carried forward for comprehensive performance assessment (CPA) purposes.
- Where the JAR and APA timeframes overlap, the APA scrutiny takes place with the help of the JAR team during analysis week or at some other point prior to JAR fieldwork.
- APA on-site discussions to clarify evidence or gather further information will take place, where possible, before the end of the JAR analysis week.
- APA letters will, as far as possible, be published on 19 November, which is the general publication date for 2007 APA.
- The content of APA letters and JAR reports will be aligned to ensure the delivery of consistent messages.

Blocks 10 and 11

As indicated in the 2006 paper on arrangements for annual performance assessment, authorities in these two JAR blocks will not be subject to a separate APA process in 2007.

The JAR grade for children's services will be used for APA and CPA purposes. In September 2007, this grade will be reviewed in the light of the most recent validated data, the Tellus2 survey and the school survey.

JAR grades will stand for the APA and CPA unless this evidence indicates a significant change. Any proposed changes to the grade will be discussed with the authority and full reasons provided in a brief statement to the authority.

As no APA letter is published, there will be no APA representations process for these authorities.

Blocks 12 to 15

When carrying out APA work concurrently with the JAR process, the same procedures should be followed and the same prompts applied as are described in Section D of this handbook.

Time allocated

For JAR blocks 12 to 15, the LMI and a JAR inspector with social care expertise are responsible for the APA element of the work.

For JAR blocks 12 to 14, the following numbers of days are allocated for APA work:

LMI: 10 days, broken down as follows:

- three days during the JAR analysis stage (including one day on-site)
- one day following the JAR analysis stage
- six days in September/October.

Social care team inspector on the JAR: five days, broken down as follows:

- two additional days at the start of the JAR analysis stage
- three days in September/October.

For JAR block 15, the following numbers of days are allocated for APA work:

LMI: 10 days, broken down as follows:

- five days during the JAR analysis stage (including one day on-site)
- one day following the JAR analysis stage
- four further days in October.

Social care team inspector on the JAR: five days, broken down as follows:

- two additional days at the start of the JAR analysis stage
- three days during the JAR analysis stage.

The role of the JAR lead inspector

The JAR lead inspector (LI) is pivotal in ensuring that the linkages between the JAR and the APA are secure. The LI should:

- make initial contact with the LMI and ensure that they are included in the circulation of relevant information and materials
- agree with the LMI and the social care team inspector responsible for the APA how information will be gathered from and shared with the JAR team
- ensure that appropriate arrangements are made with the authority for the APA discussions to be held
- keep in touch with the LMI throughout the JAR and APA processes to ensure that messages are consistent.

First stage of APA scrutiny

Although there are specific activities to be carried out during this stage, the actual arrangements whereby information is shared and gathered should be negotiated between the LI, the LMI and the JAR social care team inspector. It is important that APA work complements, and is incorporated, into the JAR arrangements. The LI will liaise with the authority to ensure that there is no duplication of activity.

By the end of the JAR analysis stage, the LMI and the social care team inspector should have completed the following APA work:

- undertaken a scrutiny of relevant admissible evidence (review of the CYPP or the revised plan, briefings, minutes of the Local Safeguarding Children Board, data)⁴
- discussed emerging judgements with the JAR team, drawing relevant information from them
- discussed emerging issues with the authority, seeking to clarify information and fill gaps in evidence
- entered evaluative comments into the APA notebook
- begun drafting key points for the APA letter.

On the day at the end of the JAR analysis stage, the LMI should:

- complete the APA notebook on the basis of the evidence collected so far
- complete the draft letter and grade table and send to the social care team inspector for comment.

Second stage of APA scrutiny

During September and October, further days are allocated for analysis work. This will be undertaken by the LMI in all cases, and by the social care team inspector in some cases. Where the latter is not possible due to other commitments, second stage analysis may be undertaken by a different social care inspector or a senior data analyst who will liaise closely with the LMI.

⁴ For JAR blocks 12 to 14, the data will not differ significantly from that used in the 2006 APA

By the end of the further analysis, the following tasks should have been completed:

- analysis of the most recent children's services dataset
- analysis of the outcomes from the Tellus2 survey
- analysis of the outcomes of the 2007 Audit Commission survey
- completion of the APA notebook
- discussion with the JAR lead inspector to ensure consistency of messages
- judgements confirmed with the authority (no visit necessary)
- draft letter and grade table finalised.

Quality assurance and reporting stage

Three LMI days are set aside for this process. Although the social care inspector is not scheduled, it may be necessary for them to liaise with the LMI in order to secure the final wording for the APA letter.

By the end of this stage:

- the APA letter and notebook will have been reviewed by a consistency panel
- the APA letter will have been quality assured by a manager
- the LA will have commented on the factual accuracy of the letter
- the letter will have been finalised ready for publication.

Representations

For blocks 12 to 14, the normal APA representations process will be followed. Where possible, the APA publication will occur with other APA letters on 19 November. However, if the authority makes a complaint against the JAR, this would in turn delay the publication of the APA letter.

For block 15, the normal APA representations process will be followed. The APA publication will occur on 28 November. However, if the authority makes a complaint against the JAR, this would in turn delay the publication of the APA letter.

F. Making judgements

i. What judgements are made?

As outlined above, the grades to be secured are the:

- council's children's services overall and the specific contributions they make to improving outcomes for children and young people
- contribution that these services make towards improving each of the five Every Child Matters outcome areas (being healthy, staying safe, enjoying and achieving, making a positive contribution, and economic well-being)
- council's capacity to further improve these services.

ii. What scale and descriptors do we use?

The grades are awarded using a four point scale:

Grade 4	Outstanding
Grade 3	Good
Grade 2	Adequate
Grade 1	Inadequate

iii. How are judgements reached?

The key judgements, supported by the analysis guidance and the grade descriptors, provide the structure on which the APA judgements are built. The scrutiny of all available admissible evidence will lead to the final grading. The process described in Section D is iterative, ensuring that all the emerging themes and hypotheses are discussed, revisited and based on a secure trail of evidence. Inspectors should engage in the stages listed below, bearing in mind that these are not positioned in any hierarchical order of importance.

Take account of the authority's review of its CYPP or the revised plan and the self-evaluated grades	<ul style="list-style-type: none"> • Study the review of the CYPP/revised plan, analyse the progress made by the council and its partners in implementing the CYPP and the links with the local area agreement. • Analyse the strategy for improvement, its rigour and impact; are clear targets, actions and timescales identified, and are these realistic and sufficiently challenging?
Consider existing inspection evidence, briefings and other supporting information	<ul style="list-style-type: none"> • Scrutinise what the inspection evidence, briefings and other supporting information say about the authority and assess how far they confirm, clarify or extend emerging judgements or provide additional information to fill any gaps. • Where the authority has had a JAR in the last 12 months, focus especially on progress since that time; there is no need to revisit all the JAR judgements.
Use the data and survey results	<ul style="list-style-type: none"> • Analyse the dataset to establish a profile of the outcomes achieved by children and young people in the area, including vulnerable, underperforming and other groups. • Consider overall standards or levels of achievement, improvement trends and consistency of evidence. • Consider the extent to which the data supports the focus of the CYPP and supports the statements of progress within the CYPP review.

Use the analysis guidance in the training handbook when considering specific pieces of evidence. The key questions will help you to assess and make connections between pieces of evidence.

After each stage: consider the emerging hypotheses in the light of the information gathered and record evidence in the form of a commentary that supports these developing hypotheses so that a secure audit trail develops.

The process whereby judgements are made is an iterative one, with emerging hypotheses reviewed as new evidence becomes available. The focus should be on wider judgements, while grounding them in a secure audit trail back to the detailed evidence. The individual pieces of evidence do not carry different weighting, but must be assessed for consistency, coherence and impact.

The place of data

The data provide a profile of the outcomes achieved for children and young people in the local area that contribute to the final judgements. Judgements should not be based solely on data; however, where they show a different picture from the one

presented in other admissible evidence, inspectors should test out the strength and validity of any mitigating evidence with the authority and with other inspectorates.

Four social care key thresholds provided a consistency check in relation to the judgements about the councils' social care function. They will be carefully reviewed by Ofsted analysts and considered by inspectors alongside other evidence. For these key thresholds, a council cannot be judged to be performing well if it fails to reach a specified level.

Grade descriptors

Use the grade descriptors to help you identify key aspects in determining the contribution of services to improving outcomes for children and young people⁵. They make inspection judgements more transparent, enable judgements to be derived securely from a consideration of outcomes and ensure consistency in gathering evidence and making judgements. Guidance in the introduction to the grade descriptor document should be read carefully as this provides important information.

iv. Making the overall judgement about the contribution of children's services

The grade descriptors should be used to make this judgement, adopting the 'best fit' model.

The overall children's services judgement is not reached through the application of any mathematical formula. It is made as outlined above, by taking a balanced view of the full range of admissible evidence that supports the key judgements. The evidence and analysis behind this judgement will be shared with the authority at the APA meeting and in the APA letter. When making the judgement:

- remember that if a key function or responsibility (such as corporate parenting, school improvement, social care, support for looked after children or another particular group) or one of the five outcome areas is inadequate, **this will have a significant impact on the overall judgement**; it will certainly render the children's services judgement no better than adequate, and may make it inadequate
- place emphasis on distinguishing endemic strengths or weaknesses in systems, procedures and practice from more isolated examples of success or problem areas

⁵ Every Child Matters: inspection of children services: grade descriptors April 2007

- reach judgements in the context of local priorities which will be based on the authority's analysis and identification of need and its strategy for responding.

Where the APA is undertaken at the same time as a JAR, the LMI and the JAR lead inspector should share information and judgements, ensuring that appropriate consideration is given to the impact of these on both processes. JAR judgements will be taken into account when making the APA judgement, but there is no formula whereby JAR judgements feed into the APA or vice-versa.

Balancing the judgements

Ensure that the evidence is secure, challenge your assumptions and establish key reasons for your decision. Ask, for example:

- If children's services are judged overall as delivering well above minimum requirements for users, is there secure evidence of excellent performance at this level, and are actions taken contributing significantly to improving outcomes for children and young people? What are the excellent characteristics? What is the direction of travel?
- If children's services are judged overall as consistently delivering above minimum requirements for users, is there secure evidence that the balance of strengths across all outcomes is consistent? What are the good features?
- If children's services are judged overall as delivering only minimum requirements for users, does the balance of judgements across all outcomes indicate that services together are making an adequate contribution to the outcomes for children and young people? How endemic or systemic are identified areas for improvement?
- If children's services are judged overall as not delivering minimum requirements for users, does the balance of judgements indicate significant weaknesses in processes, practice and impact? Are there any areas where minimum requirements are being delivered to users? How far do identified areas for improvement present barriers to better outcomes for children and young people?
- What is the overall direction of travel and the council's capacity to sustain and build on its strengths and address its areas for improvement?

Characteristics

The following characteristics may be helpful in securing a judgement on the council's children's services:

<p>Where a council's services for children and young people are delivering <u>well above or above minimum requirements</u> for users, the following characteristics are likely:</p>	<p>Where a council's services for children and young people are delivering <u>below minimum requirements</u> for users, the following characteristics are likely:</p>
<p>Inspectors' confidence in the council</p> <ul style="list-style-type: none"> • strong corporate leadership • budget assigned to support and sustain growth • strong budgetary control • capacity for improvement shows an established and upward trajectory, with clear evidence of strategic and operational initiatives having a positive impact on outcomes for children and young people • accuracy of self-review indicates the ability to identify needs, plan effectively and deliver the necessary outcomes 	<p>Inspectors' confidence in the council</p> <ul style="list-style-type: none"> • limited confidence in the local authority's capacity and potential, demonstrated by, for example: <ul style="list-style-type: none"> ○ slow development in integrating services ○ interim and/or insecure leadership at strategic level ○ weak arrangements for consulting with children and young people ○ intervention strategies in place to support children's services, such as Communities and Local Government intervention and DfES engagement
<p>Evidence of the authority's growth, improvement and delivery</p> <ul style="list-style-type: none"> • rapid and sustained improvement achieved within a short timescale • sound evidence that joint working between services results in good and improving levels of impact, with solutions that cut across traditional sector boundaries • clear evidence of strong partnership working yielding positive outcomes 	<p>Evidence of the authority's growth, improvement and delivery</p> <ul style="list-style-type: none"> • performance of the council's services not demonstrated through improving trends, evidence of progress or incremental change in outcomes
<p>Impact of the authority's actions</p> <ul style="list-style-type: none"> • good outcomes for children and young people in the majority of the five outcomes, with signs of improvement evident in the adequate 	<p>Impact of the authority's actions</p> <ul style="list-style-type: none"> • lack of impact of initiatives demonstrated: <ul style="list-style-type: none"> ○ because they are at too early a stage in their development

<p>ones</p> <ul style="list-style-type: none"> • positive impact of actions for specific groups of young people overall, such as looked-after children, those with learning difficulties and/or disabilities, Black and minority ethnic young people and those of Traveller heritage • strong performance indicators overall • areas for improvement affecting a very small minority of children and young people, for example 25% of the 13 care leavers in the local authority not gaining at least one GCSE. 	<p>and/or implementation</p> <ul style="list-style-type: none"> ○ the authority, itself, recognises that impact, so far, has been limited • significant inconsistencies in provision and/or outcomes for one or more groups of children and young people, such as those who offend, girls or those of minority ethnic heritage, or those who live in specific geographical areas.
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v. Making the judgement on the council's capacity to improve its services for children and young people

Alongside the analysis guidance, the grade descriptors should be used to make this judgement, adopting a 'best fit' model.

The judgement is based on two dimensions:

- the direction of travel and, in particular, the rate of improvement in outcomes
- the track record of local services, in particular the evidence that services have the ambition, priorities, capacity and performance management to make improvement. This should also provide evidence to identify services, aspects or functions that are at risk of not improving outcomes for children and young people.

Evidence to make this judgement should be drawn from all outcomes. However, the revised CYPP and/or its review also provide evidence, and particular emphasis must be placed on:

- the accuracy of the review and/or the revised plan
- whether initiatives in the CYPP are suitably resourced
- whether services are working together
- whether the local council can provide evidence of impact.

Service management judgements covering the council's wider responsibilities and partnership working for children and young people in the area cannot be made on the evidence available to the APA team. However, many features of the effectiveness of the management of children's services within wider children's trust arrangements

will be evident throughout the APA process. These will contribute to the APA capacity to improve judgement.

G. The APA notebook

The APA notebook forms a secure record of evidence and judgements as they emerge during scrutiny, discussions with the local authority and the first stages of drafting the APA letter. It is a key part of the evidence base and sits alongside the children's services dataset, the local authority's own information and its review of the CYPP or its revised plan, the results of the Tellus2 and school surveys, the minutes of the Local Safeguarding Children Board, and the set of other APA briefings. Its main purpose is to record the assessment or evaluation that underpins the APA judgements, referring briefly to the supporting evidence as and when necessary. The APA notebook supports inspectors in their discussion, in setting up the meeting with the local authority, in arriving at judgements and in drafting the APA letter.

The APA notebook allows inspectors to evaluate the five outcomes in turn, noting the overall contribution of children's services in improving the outcome and the capacity to improve, including the management of services, taking the progress made by the council and comparator data into account.

There are also summary sections for overall contribution and progress made since the last APA/JAR. The section on progress allows inspectors to highlight areas where improvement has occurred, or where actions have been ineffective in improving outcomes. Please note that no separate or distinct graded judgement is required for progress.

The APA notebook includes a section on quality assurance and acts as 'record-keeper' for information about the APA. No separate quality assurance record will be kept. The APA notebook is also required for archiving and storage purposes and will be used for retrieval purposes in the event of any representation or complaint.

Inspectors will use the APA notebook to:

- summarise the quality of the outcomes achieved by children and young people in each of the five Every Child Matters outcomes. **It is unnecessary to repeat the admissible evidence**, but strengths should be acknowledged and areas for improvement identified. Remember the children's services dataset is part of the evidence base and does not need to be reproduced in the APA notebook, but the analysis of the evidence needs to be recorded here
- assess the contribution made by the council's services for children and young people

- assess the progress the council has made, as a key player in partnership activity, towards achieving action described in the CYPP. Comment on the overall progress made by the council in addressing the recommendations of the previous APA/JAR
- assess the council's capacity to improve its children's services.

Steps to take in recording the trail of evidence: sections 1 to 3 of the APA notebook are pre-populated	
Section 4: Admissible evidence considered	<p>Record the evidence that is available to inspectors during the scrutiny days.</p> <p>Note:</p> <ul style="list-style-type: none"> • any gaps or anomalies in the briefings, supporting documents, Tellus2 survey, safeguarding minutes, the dataset, the review of the CYPP and/or the revised plan and other admissible evidence • the outcomes of any action taken to follow up gaps or anomalies, for example 'not provided for this authority' or 'information is to follow'.
Section 5: Analysis and evaluation	<p>Complete the four analysis boxes (review of CYPP or the revised plan; briefings; children's services dataset; other) for each sub-section. Use the summary box to highlight strengths and areas for improvement.</p> <p>Separate sub-sections are provided for noting the council's contribution to these outcomes and any progress since the last APA/JAR.</p> <p>Remember to refer to the grade descriptors, and their wording, to secure the rigour of the emerging judgements.</p> <p>Finally, enter the emerging numerical grade (where required) in the box at the end of each sub-section.</p>
Section 6: Discussion with the authority	<p>Complete a record of:</p> <ul style="list-style-type: none"> • the proposed agenda and timetable for discussions with the local authority and of the telephone call to set up the discussions • the notes from discussions with the local authority • any further items unresolved in discussion and the outcome of this follow-up, including any changes to judgements. <p>Record the initial grades in the first column of the table in section 9.</p>

H. Guidance on writing the 2007 APA letter

Introduction

There have been changes to the layout of the APA letter for 2007 to align the letter with JAR reports and reports from other inspections. Completed exemplar letter formats and templates will be provided for inspectors to ensure consistency of approach. This year, the APA notebook does not repeat all the information gathered from evidence, such as the children's services dataset and the briefings, but provides evaluative statements based on this admissible evidence. It is possible, therefore, for factual information to be included in the APA letter that is not contained in the APA notebook as long as it is based on admissible evidence.

Likewise, APA letters should not try to incorporate all the data or read like a list of unrelated judgements. The evaluation in the APA notebook, set in the context of previous years' performance, should be based on a rigorous analysis and provide the foundation for the APA letter.

The identification of areas for improvement is particularly important as these will be used to identify areas to be investigated by the next JAR. They will also highlight for local authorities where progress is required.

It is helpful to think of the identification of areas for improvement as a **risk analysis**. In other words, be clear about where the obstacles to further improvement lie, what the likelihood is that performance will not improve, or may even decline, and what the significance and impact of this is. There is no formula for doing this, other than a basic assessment of expected impact over time, and this is not a single substitute for professional judgement. **Report on where you judge the risk is greatest.**

Word limits

There is no absolute word limit for each section of the letter or for the letter as a whole. Individual circumstances vary. However, some letters last year were too long because they were descriptive rather than evaluative. This is an area we want to improve this year. As a guide, aim for between 300 and 600 words for each section.

Social care and safeguarding

In 2006, the social care element of the APA letter reflected only the work of the local authority's social care services. While this emphasis must remain in 2007, there should also be clear reference to the effectiveness of the authority's wider safeguarding responsibilities across all services as evidenced in all outcome areas. By covering both these aspects of the authority's work and responsibility, the extent to which children and young people, especially the most vulnerable groups, are protected and helped to stay safe will be judged more robustly.

Content of the letter

This is not an exhaustive or prescriptive list. It is for illustrative purposes only. The content of an APA letter will be based on the analysis in the APA notebook and the emerging strengths and areas for improvement. It will also follow from the previous APA and/or any JAR report, although the letter should be capable of standing alone without direct reference to previous letters or reports.

The contribution made by the council's services towards improving outcomes for children and young people: this section provides a brief summary of the key reasons for a particular overall grade being awarded. It should clearly show how all the evidence and judgements across the five outcome areas have been considered in making a rigorous, balanced and well-supported judgements. It should refer specifically to any key function that is inadequate or performing at a level lower than in previous years.

Being healthy: this section will summarise the key outcomes and will comment on the quality of the contribution that the council is making towards improvement. Reference should be made to provision in relation to healthy lifestyles and preventative work, to physical and mental health and to how well the needs of particular groups of children are being met.

Staying safe: this section will report on the quality of the council's social care services, as well as on the council's effectiveness in managing critical incidents. It will have a clear focus on child protection, as well as making relevant comments about the wider safeguarding responsibilities of the council. It will judge how well children are protected and how effectively the safety and well-being of those with particular needs are secured.

Enjoying and achieving: this section will include a specific focus on school improvement and the effectiveness of the authority's work in raising standards. It will comment on how successful the authority is in ensuring that children and young people, including those from vulnerable groups, attend school and the extent to which an enjoyment in learning is fostered.

Making a positive contribution: this section will make specific reference to the contribution that children and young people make to service delivery and community improvement. It will show clearly the effectiveness of the authority's role in this, especially in relation to groups that are hard to reach.

Economic well-being: this section will comment on how well the authority discharges its duties in relation to the development of a coherent 14–19 strategy. It will judge the effectiveness of the authority's contribution to partnership activities, including its relationship with agencies such as Connexions and the local Learning and Skills Council. It will comment on the authority's success in providing a suitably wide, accessible and challenging post-16 curriculum.

Capacity to improve, including the management of children's services: this section will comment on the authority's capacity to improve its services for children and young people. Reference will be made to its track record in responding to change and improving previously identified areas for improvement. It will comment on the range and quality of partnership work, the efficacy of the CYPP review and other areas of performance management, workforce management, and on the extent of the council's leadership role.

House style

APA inspectors can access the Ofsted style guide using the link below:
www.ofsted.gov/publications/2519

Templates

The correct letter template must be used. There are differences in the wording depending on whether the council has had a JAR recently. In addition to the templates, completed examples of the different letter formats will be provided to inspectors.

I. APA quality assurance process

Underpinning principles:

- quality assurance (QA) starts with Ofsted ensuring that each inspector is trained so they are competent to undertake the full range of work associated with APA
- each inspector, and manager, is responsible for ensuring every aspect of the APA is conducted according to the agreed procedures and to a good standard
- formal QA processes will normally confirm these expectations and additional action will be taken only where required
- QA is embedded throughout the APA process, from start to finish, avoiding unnecessary changes and duplication.

The following framework will be used:

Comprehensive: all aspects of the authority's children's services work, including that for specific vulnerable groups, have been rigorously considered in reaching judgements

Balanced: strengths and areas for improvement for each outcome area justify the evaluation. There is an appropriate balance of commentary across the outcome areas

Sufficient: evidence is sufficiently robust to justify the judgements

Supported: admissible evidence supports the final judgements and associated commentary.

Scope and purpose

The essential purpose of QA throughout all the stages of APA is to:

- ensure the assessment process meets the appropriate standards and the judgements are underpinned by a secure evidence base which has been analysed and evaluated in a rigorous, transparent and accountable way using the grade descriptors
- secure a consistent approach across APA teams, regionally and nationally
- ensure that each outcome is evaluated in a balanced manner and draws on all available evidence, and the judgements are secured using the agreed four point scale

- scrutinise judgements for those authorities where there may be issues such as inadequate progress or significant differences between the 2006 APA outcomes and those proposed for 2007.

The key elements of quality assurance for the APA process:

- briefing materials for inspectors are produced in a nationally consistent fashion; inspectors have access to a complete set of APA papers for each authority and sufficient time to scrutinise and interrogate them
- a consistent and comprehensive training programme is undertaken by all inspectors
- an ongoing dialogue and scrutiny of evidence between inspectors takes place at each stage of the APA process
- consistency panels operate
- scrutiny and clearance of all APA notebooks, letters and judgements is undertaken by managers prior to factual accuracy checking of letters by councils.

The APA team's role in securing quality

Throughout the APA process, each inspector is responsible for the QA of their own work. They should follow all available guidance and, where appropriate, cross-reference the judgements and outcomes of the APA for other councils they are involved with.

The lead inspector should ensure:

- the use of plain English, correct grammar, spelling and agreed style
- that appropriate consideration is given to the council's CYPP review and all available data, briefings and other evidence
- that APA notebooks are used to record analysis of evidence
- that there is a clear connection between evidence and judgements
- that opportunities to compare judgements with those made by other APA teams are used effectively
- in association with regional APA administrators, that copies of draft letters are saved with clear file names for each key step of the QA process.

The role of the quality assurance manager

Each APA will be allocated a quality assurance manager (QAM) who will be responsible for overseeing the QA process. This person will normally be an assistant divisional manager from the region where the APA takes place, but the whole, or part, of the process can be delegated to other managers or experienced inspectors.

The QAM and lead inspector will ensure the completion of the QA section of the APA notebook (section 7), which will be used to record all stages of the QA process.

Stages of quality assurance

Consistency panel

The first draft APA judgements, APA notebooks and letters for all authorities will be subject to scrutiny at a consistency panel. APA notebooks and letters will be made available in the regional shared folders, where the regional administrator can coordinate access with consistency panel members.

Each panel will consist of three managers or senior inspectors with a balanced range of expertise. APA inspectors are not required to be present, although contact numbers of local managing inspectors will be provided to the panel in case there are queries or issues requiring immediate clarification. Consistency panels will be held for each APA block to minimise the number of councils under scrutiny at any one time. The panels will consider:

- the consistency and rigour of the judgements being considered
- the balance of content for each letter
- whether judgements are supported by an accurate analysis and evaluation of the full range of admissible evidence
- whether all vulnerable groups of children are referred to across each of the outcomes.

Summary comments from the panel discussion will be recorded in section 7a of the APA notebook. Additionally, the panel can prepare a track-changes version of the APA letter.

The lead inspector will then have an opportunity to make changes, where required, and should acknowledge that these changes have been made in light of the comments noted in section 7a of the APA notebook. If the lead inspector disagrees with any of the panel's recommendations, this should also be noted and justified in the APA notebook.

Critical reading

Following the consistency panel and resulting amendments, the lead inspector sends the draft letter and the APA notebook to the QAM for critical reading. The QAM will ensure:

- alignment with the recommendations of the consistency panel or the justification provided in the APA notebook for omitting any recommended changes
- clarity of message and accuracy of expression, for example correct grammar
- that the overall judgement is a balanced and rigorous account of all five of the outcome judgements and the capacity to improve
- that appropriate suggestions are offered to improve the clarity of the message, where necessary.

All changes or requests for clarification made by the QAM are recorded in the letter as track changes/amendment notes. A copy of this letter should be referred to in section 7b of the APA notebook to record the recommendations.

The track-changed letter is returned to the lead inspector for all revisions and clarifications to be completed.

In exceptional circumstances where requested revisions to a draft letter cannot be agreed between the inspector and QAM, the matter will be referred to senior line managers. Any decisions made should be recorded in the APA notebook.

The draft letter is then agreed as 'locked' and cannot be altered. It is sent to the Ofsted regional administrator for filing. These files will be archived post-publication.

The lead inspector will ensure that the final draft letter is sent to the authority. Measures should be taken to ensure that the letter is received by the authority in a timely manner. The letters will record the grades for each of the five outcomes, children's services and capacity to improve.

Local authority factual accuracy check

On receipt of the final draft letter, authorities are invited to comment on factual accuracy, including any concerns they have about how the judgements have been reached on the basis of the admissible evidence. Any concerns will be considered before the letter is finalised, discussed with the authority and a resolution sought. Councils will be informed of the steps taken to address the points raised and of any amendments made to the letter. Comments made and dealt with in this way will not be regarded as part of formal representation.

Central consistency panel and HMCI agreement

At this stage all letters will be reviewed by a central consistency panel, chaired by HMCI or her nominee. At the end of this process, HMCI will formally agree and sign off all APA grades.

Next stages

The letter will then be sent by the lead inspector to regional administrative staff and saved as a final draft prior to the representation process and publication.

Following the representation process, regional APA administrators will proofread all APA letters for house style and consistent presentation prior to publication.

J. Representation procedures

If it has not been possible to resolve concerns informally at the draft letter stage, the council may decide to lodge a written representation against any aspect of the children's services judgement.

Dates for submission of a representation

For all authorities except those in JAR block 15:

Ofsted should be informed of the intention to make a representation by midday on 29 October 2007 and the full representation statement should be submitted by midday on 2 November 2007.

For authorities in JAR block 15:

Ofsted should be informed of the intention to make a representation by midday on 15 November 2007 and the full representation statement should be submitted by midday on 21 November 2007.

Representation may be about any aspect of the children's services judgement. Representation can only be about perceived inaccuracies in the evidence used or the significance afforded to the evidence. It is not an opportunity for the council to enter new evidence.

Any representation should be sent to the Divisional Manager of the Children's Service Inspection Division at Ofsted at APA@ofsted.gov.uk

Representation process

It is essential that Ofsted demonstrates impartiality in considering written representations against APA grades. The review panel must ensure that, when determining the written representations, it acts in an impartial and objective manner. A representation should not be dealt with by a reviewer who may have had previous involvement with the judgement in question.

The purpose of the representation process is to enable the recipient council to present its written arguments as to why the award of a grade to that council has been incorrect. The process is to be used after the council has raised its concerns with the inspector responsible and all opportunity to resolve the issue at a local level has been potentially exhausted.

Ofsted will ensure that the council has been afforded the opportunity to make clear, concise and unambiguous arguments and the review panel makes an informed, reasonable and proportionate decision. The representation can only be about perceived inaccuracies (rather than factual inaccuracies, which should be identified

and rectified much earlier in the process) in the evidence used by inspectors to reach judgements or the weight given to specific pieces of evidence. It is not an opportunity for the council to enter new evidence. The opportunity for requesting further evidence for consideration is placed earlier in the process through conversations with the relevant inspector.

The consideration of representations will be carried out by Ofsted staff who have not taken any part in the assessment or moderation of the judgements for the authorities under consideration.

An appropriate independent reviewer (either an inspector or a manager) will be appointed to review the APA notebook, APA letter, admissible evidence, the representation statement and other relevant documentation relating to the authority seeking representation. Using the representation tracking form, the independent reviewer will report their findings to a panel of three senior managers⁶.

Representation panel

The panel of senior managers will consider the representation. Members of the panel will read and evaluate the representation in the light of the evidence and the response of the independent reviewer. Members of the panel will offer an impartial view.

In the usual course of events, the review panel would make its recommendation for any amendments to the council's performance rating at the panel sitting without the need for further work. However, in some exceptional cases, it may be necessary to seek clarification or further information on a particular point (relating to either factual matters or matters of expert opinion) from either the council making the representations or another Ofsted inspector or manager. The additional points made in this respect should be clearly recorded in the representation tracking.

The panel will decide on an appropriate response to the representation. If consideration of the representation results in an amended judgement, the panel will evaluate the impact of this change on the overall children's services grade. The panel chair will be responsible for ensuring that outcomes are recorded on the representation tracking form and communicated to the council by 12 November⁷.

The review panel considers the representation, discusses and reaches a consensus recommendation. Where there is not a consensus, a majority recommendation should be reached. The panel's decision will be final.

⁶ Please see Annex 3 for the representation tracking form

⁷ Except for JAR block 15 councils, which will be a week later

Changes in ratings will be communicated to the Audit Commission, in order that comprehensive performance assessment ratings can be reviewed and updated as necessary.

Annex 1: Local Services Inspectorate Forum (LSIF) descriptors

Grade	Descriptor
Grade 4: A service that delivers well above minimum requirements for users	A service that delivers well above minimum requirements for children and young people, is innovative and cost-effective and fully contributes to raising expectations and the achievement of wider outcomes for the community
Grade 3: A service that consistently delivers above minimum requirements for users	A service that consistently delivers above minimum requirements for children and young people, has some innovative practice and is increasingly cost-effective whilst making contributions to wider outcomes for the community
Grade 2: A service that delivers only minimum requirements for users	A service that delivers minimum requirements for children and young people, but is not demonstrably cost-effective nor contributes significantly to wider outcomes for the community
Grade 1: A service that does not deliver minimum requirements for users	A service that does not deliver minimum requirements for children and young people, is not cost-effective and makes little or no contribution to wider outcomes for the community

Annex 2: List of indicators for the 2007 children's services dataset

Universal PI code	Indicator name	Source
SECTION 1 – BEING HEALTHY		
Healthy lifestyle and preventative care data		
1050HC	Child and Adolescent Mental Health Service (CAMHS): Increased services	Healthcare Commission
1001HC	Proportion of expectant mothers smoking during pregnancy	Healthcare Commission
1002HC	Percentage of babies with low birth weight	Healthcare Commission
1003HC	Proportion of mothers initiating breast feeding	Healthcare Commission
1004HC	Immunisation rates by 2nd birthday	Healthcare Commission
1005HC	Immunisation rates by 5th birthday	Healthcare Commission
1049HC	Emergency admissions to hospital	Healthcare Commission
1047SC	BVPI 197: Percentage change in number of conceptions amongst 15 to 17 year olds	DfES
1011HC	Patients provided with GP practice child health surveillance service (per child aged under 5)	Healthcare Commission
1032OF	Percentage of schools participating in the National Healthy Schools Programme (NHSP)	Department of Health
1051OF	Childcare registration and inspection actions on the health, and food and drink national standards; and childcare inspection judgements on the outcome Being Healthy	Ofsted (Early Years)
1046OF	Section 5 school inspection judgements: the extent to which schools enable learners to be healthy (primary, secondary and special schools)	Ofsted (inspection data)
1052HC	Children's accident and emergency facilities' opening hours (snapshot September 2005)	Healthcare Commission
Physical health data		
1015HC	Infant mortality rate (deaths per 1,000 live births)	Healthcare Commission
1016HC	Perinatal mortality (number of stillbirths and deaths of infants at ages under 7 days)	Healthcare Commission
1017HC	Deaths of children under age 15	Healthcare Commission
1020HC	Oral health in children – number of decayed/missing/filled teeth in children aged 5, 12 and 14	Healthcare Commission
1048HC	Accident and Emergency waiting times	Healthcare Commission
1053HC	Is registered children's nurse cover commensurate with workload in Accident and Emergency?	Healthcare Commission
Mental health data		
1029HC	Substance misuse related admissions to hospital, ages under 20	Healthcare Commission
1030HC	Percentage of Child and Adolescent Mental Health Service (CAMHS) new cases with length of wait under four weeks and under 26 weeks	Healthcare Commission

1031HC	Child and Adolescent Mental Health Service (CAMHS) performance indicator for Primary Care Trusts	Healthcare Commission
1043SC	PAF CF/A70: Councils' self assessment of progress on four elements of the implementation of the Child and Adolescent Mental Health Service (CAMHS) framework	Durham University
1044HC	Percentage of mental health inpatients aged under 18 on Child and Adolescent Mental Health Service (CAMHS) wards	Healthcare Commission
1045HC	Moving towards a comprehensive Child and Adolescent Mental Health Service (CAMHS) (24/7, children and young people with learning difficulties and/or disabilities, CAMHS for 16 and 17 year olds) for Primary Care Trusts	Healthcare Commission
1041YJ	The referral of juveniles manifesting mental health difficulties to Child and Adolescent Mental Health Services (CAMHS)	Youth Justice Board
1042YJ	Substance misuse: The proportion of young people with identified substance misuse needs who receive specialist assessment within five working days and, following the assessment, access the early intervention and treatment services they require within 10 working days	Youth Justice Board
1040NT	Proportion of those in substance misuse treatment who are aged less than 18	National Treatment Agency
Looked after children and care leavers data		
1037SC	PAF CF/C19: The average of the percentages of children looked after who had been looked after continuously for at least 12 months, and who had their teeth checked by a dentist during the previous 12 months, and had an annual health assessment during the previous 12 months	DfES
SECTION 2 – STAYING SAFE		
Environmental and other safety data		
2001DT	Number of children aged 0 to 15 killed or seriously injured in road traffic accidents	Department for Transport
Child protection data – prevention		
2012OF	Independent school inspections: Suitability of proprietor and staff (non-association schools)	Ofsted (inspection data)
Child protection data – child protection procedures		
2015SC	KIGS CH141: Number of referrals of children per 10,000 population	DfES
2016SC	KIGS CH142: The percentage of referrals that are repeat referrals within 12 months	DfES
2017SC	KIGS CH143: The percentage of referrals of children in need that led to initial assessments	DfES
2019SC	KIGS CH02: Initial child protection conferences per 10,000 population aged under 18	DfES
2020SC	The percentage of initial assessments within seven working days of referral	DfES
2021SC	KIGS CH145: Number of core assessments of children in need per 10,000 population aged under 18	DfES
2022SC	PAF CF/C64: The percentage of core assessments that were completed within 35 working days of their commencement	DfES
2023SC	KIGS CH01: Children and young people who are the subject of a child protection plan, or on the Child Protection Register, per 10,000 population aged under 18	DfES

2024SC	The percentage of children and young people who are the subject of a child protection plan, or on the Child Protection Register, who are not allocated to a social worker	DfES
2027SC	KIGS CH03: Children who became the subject of a child protection plan, or were registered, per 10,000 population aged under 18	DfES
2028SC	PAF CF/A3: The percentage of children who became the subject of a child protection plan, or were registered, during the year, and were the subject of a child protection plan, or were registered, at 31 March, who had previously been registered	DfES
2029SC	KIGS CH04: First time registrations as a percentage of total registrations	DfES
2066SC	Ethnicity of children who are the subject of a child protection plan (white, mixed ethnic origin, Asian or Asian British, and Black or Black British)	DfES
2034SC	PAF CF/C20: The percentage of child protection cases which should have been reviewed during the year that were reviewed (BVPI 162) (key threshold)	DfES
2035SC	KIGS CH10: children whose child protection plans were discontinued, or were de-registered, per 10,000 population aged under 18	DfES
2036SC	PAF CF/C21: The percentage of children who ceased to be the subject of a child protection plan, or were de-registered, during the year ending 31 March, who had been previously registered, or the subject of a child protection plan, continuously for two years or more	DfES
2037SC	KIGS CH12: The percentage of S47 enquiries which led to initial child protection conferences and were held within 15 working days	DfES
2038SC	The percentage of eligible, relevant and former relevant children that have pathway plans, have been allocated a personal adviser and are resident outside the council's boundaries	DfES
2039SC	The ratio of the proportion of children subject to a child protection plan, or on the Child Protection Register, that were from minority ethnic groups to the proportion of children in the local population that were from minority ethnic groups	DfES
2069SC	The ratio of the percentage of children looked after that were from minority ethnic groups to the percentage of children in the local population that were from minority ethnic groups	DfES
2007HO	HMI Probation Effective Supervision Inspection (ESI) findings for child protection cases: 'C5.4 Has there been Probation Area involvement in child protection arrangements?'	Home Office
Inspection findings		
2063OF	Section 5 school inspection judgements: The extent to which schools ensure that learners stay safe (primary, secondary and special schools)	Ofsted (inspection data)
2070OF	Childcare registration and inspection actions on the safety, physical environment, equipment, child protection and suitable person national standards; and childcare inspection judgements on the outcome Staying Safe	Ofsted (Early Years)
Looked after children and care leavers data		
2042SC	KIGS CH39: Children looked after per 10,000 population aged under 18	DfES
2064SC	PAF CF/C68: The percentage of children looked-after cases which should have been reviewed during the year which were reviewed on time during the year	DfES
2043SC	PAF CF/A1: The percentage of children looked after at 31 March with three or more placements during the year (key threshold)	DfES
2067SC	PAF CF/D78: The percentage of looked after children aged under 16 at 31 March who had been looked after continuously for at least 2.5 years, who were living in the same placement for at least two years, or are placed for adoption	DfES
2052SC	KIGS CH44: The percentage of children looked after in residential accommodation	DfES

2054SC	The percentage of looked after children fostered by relatives or friends	DfES
2068SC	PAF CF/B79: Of children aged at least 10 and under 16 looked after at 31 March (excluding those placed with parents) the percentage who were in foster placements or placed adoption	DfES
2058SC	DIS 1115: The percentage of looked after children adopted during the year who were placed for adoption within 12 months of the agency deciding that the child should be placed for adoption	DfES
2059SC	PAF CF/C23: The number of looked after children adopted during the year as a percentage of the number of children looked after at 31 March (excluding unaccompanied asylum seekers) who had been looked after for six months or more on that day (key threshold)	DfES
2060SC	The percentage of looked after children with a named social worker who is qualified as a social worker	DfES
Children with learning difficulties and/or disabilities data		
5026SC	What percentage of children with disabilities aged 14+ had a transition plan to support their move from Children's Services to Adult's Services?	DfES
SECTION 3 – ENJOYING AND ACHIEVING		
Early Years and Foundation Stage		
3100OF	Childcare registration and inspection actions on the care learning and play national standard; and childcare inspection judgements on quality of teaching and the outcome Enjoying and Achieving	Ofsted (Early Years)
3101OF	Childcare registration and inspection actions on the organisation, and documentation national standards; and childcare inspection judgements on organisation overall	Ofsted (Early Years)
3102DE	Improvement in young children's development measured by the Foundation Stage profile	DfES
3103OF	Section 5 school inspection judgements: Foundation Stage (primary schools)	Ofsted (inspection data)
Key Stage 1 data		
3002OF	Teacher assessment results on reading: Achievement at KS1, Level 2+ and average point scores (all pupils)	Ofsted (Data Services Group at the DfES)
3003OF	Teacher assessment results on writing: Achievement at KS1, Level 2+ and average point scores (all pupils)	Ofsted (Data Services Group at the DfES)
3004OF	Teacher assessment results on mathematics: Achievement at KS1, Level 2+ and average point scores (all pupils)	Ofsted (Data Services Group at the DfES)
Key Stage 2 data		
3005OF	Test results on English: Achievement at KS2, Level 4+ and average point scores (all pupils)	Ofsted (Data Services Group at the DfES)
3006OF	Test results on mathematics: Achievement at KS2, Level 4+ and average point scores (all pupils)	Ofsted (Data Services Group at the DfES)

		the DfES)
3007OF	Test results on science: Achievement at KS2, Level 4+ and average point scores (all pupils)	Ofsted (Data Services Group at the DfES)
3008OF	Value added measures KS1 to KS2	Ofsted (Data Services Group at the DfES)
Key Stage 3 data		
3009OF	Test results on English: Achievement at KS3, Level 5+ and average point scores (all pupils)	Ofsted (Data Services Group at the DfES)
3010OF	Test results on mathematics: Achievement at KS3, Level 5+ and average point scores (all pupils)	Ofsted (Data Services Group at the DfES)
3011OF	Test results on science: Achievement at KS3, Level 5+ and average point scores (all pupils)	Ofsted (Data Services Group at the DfES)
3012OF	Value added measures KS2 to KS3	Ofsted (Data Services Group at the DfES)
GCSE/equivalents data		
3013OF	Percentage achieving 5+ A*-C (all pupils)	Ofsted (Data Services Group at the DfES)
3104OF	Percentage achieving 5+ A*-C (all pupils) – including mathematics and English	Ofsted (Data Services Group at the DfES)
3014OF	Percentage achieving 1+ A*-G (all pupils)	Ofsted (Data Services Group at the DfES)
3015OF	Average point scores (all pupils)	Ofsted (Data Services Group at the DfES)
3016OF	Capped average point scores (all pupils)	Ofsted (Data Services Group at the DfES)
3105OF	Contextual value added measure KS2 to GCSE/equivalents	Ofsted (Data Services Group at the DfES)
3018OF	Value added measures KS3 to GCSE/equivalents	Ofsted (Data Services Group at the DfES)

		Group at the DfES)
3061DE	Percentage of schools not attaining floor targets	Ofsted (DfES)
School inspection findings		
3082OF	Section 5 school inspection judgements: Effectiveness and achievement (primary, secondary and special schools, including PRUs)	Ofsted (inspection data)
3083OF	Section 5 school inspection judgements: Personal development and well-being of learners (primary, secondary and special schools)	Ofsted (inspection data)
3084OF	Section 5 inspection judgements: Quality of provision and leadership and management (primary, secondary and special schools)	Ofsted (inspection data)
3087OF	Percentage of schools requiring Special Measures since September 2005	Ofsted (inspection data)

3088OF	Percentage of schools requiring a Notice to Improve since September 2005	Ofsted (inspection data)
Attendance data		
3034OF	Authorised and unauthorised absences at primary schools	Ofsted (Data Services Group at the DfES)
3035OF	Authorised and unauthorised absences at secondary schools	Ofsted (Data Services Group at the DfES)
Exclusions data		
3091DE	The percentage of fixed term and permanent exclusions in relation to the number of pupils in primary phase	Ofsted (DfES)
3092DE	The percentage of fixed term and permanent exclusions in relation to the number of pupils in secondary phase	Ofsted (DfES)
Education otherwise than at school data		
3067AC	BVPI 159: The percentage of permanently excluded pupils provided with alternative tuition of 21 hours or more	Audit Commission
School places and admissions data		
3089DE	The percentage of primary schools with 25% or more surplus places as at Easter statutory return to the DfES	Ofsted (DfES)
3090DE	The percentage of secondary schools with 25% or more surplus places as at Easter statutory return to the DfES	Ofsted (DfES)
Youth offending information		
3080YJ	Education, Training and Employment (ETE): Proportion of supervised juveniles in full time ETE	Youth Justice Board
Looked after children and care leavers data		

3085SC	PAF CF/C69: The percentage of children newly looked after in the year, and still looked after at 31 March, who were placed at 31 March more than 20 miles from their home address from which first placed	DfES
3071SC	1406: The percentage of children looked after who were pupils in Year 11, who were eligible for GCSE (or equivalent) examinations who sat at least one GCSE or equivalent exam	DfES
3072SC	PAF CF/A2: The percentage of young people leaving care aged 16 or over with at least one GCSE grade A*–G or a GNVQ (key threshold)	DfES
3073SC	The percentage of young people leaving care aged 16 or over with five or more GCSEs at grade A*–C or a GNVQ	DfES
3074SC	PAF CF/C24: The percentage of children who had been looked after continuously for at least 12 months and were of school age, who missed a total of at least 25 days' schooling for any reason during the previous school year	DfES

Children with learning difficulties and/or disabilities data		
3106DE	The percentage of fixed term exclusions for pupils with statements in mainstream schools (broken down into primary and secondary phase)	Data Services Group at DfES
3086OF	Section 5 school inspection judgement: How well learners with learning difficulties and disabilities make progress (primary, secondary and special schools)	Ofsted (inspection data)
3095DE	The percentage of pupils with a statement of special educational needs (SEN)	Ofsted (DfES)
3063DE	DfES SEN2: The number of new statements of special educational needs (SEN)	Ofsted (DfES)
3070AC	Audit Commission BVPI: The percentage of new statements of special educational needs (SEN) prepared within 18 weeks	Audit Commission
3066DE	DfES SEN2: The percentage of pupils with statements of special educational needs (SEN) placed in special schools	Ofsted (DfES)
3097DE	The percentage of permanent exclusions in relation to the number of pupils in special schools	Ofsted (DfES)
3099DE	The percentage of fixed term exclusions of more than five days in relation to the number of pupils in special schools	Ofsted (DfES)
SECTION 4 – MAKING A POSITIVE CONTRIBUTION		
Youth offending information		
2061YJ	Recidivism – the rate of re-offending	Youth Justice Board
2062YJ	The number of first timers in the youth justice system	Youth Justice Board
4017HO	Breach/recall action taken place within national standards timescale	Home Office
4018HO	Case supervisor actively liaises with others who provide interventions	Home Office
4019HO	Most recent ASSET score – improvement over initial score	Home Office
Participation and other activity information		
4021OF	Contact: The percentage of young people aged 13 to 19 reached by publicly funded youth services	Ofsted (National Youth Agency/Office for National Statistics)
4022OF	Ratio of full-time equivalent youth workers to young people aged 13 to 19	Ofsted (National Youth Agency/Office for National Statistics)
Inspection evidence		
4024OF	Childcare registration and inspection actions on the equal opportunities, special needs, behaviour, and partnership with parents national standards; and childcare inspection judgements on Making a Positive Contribution	Ofsted (Early Years)

4020OF	Section 5 school inspection judgements: The extent to which learners make a positive contribution (primary, secondary and special schools)	Ofsted (inspection data)
Looked after children and care leavers data		
4023SC	PAF CF/C81: The percentage of children aged 10 or over who had been looked after continuously for at least 12 months, who were given a final warning/reprimand or convicted during the year for an offence committed whilst they were looked after, expressed as a ratio of the percentage of all children aged 10 or over given a final warning/reprimand or convicted for an offence in the police force area	DfES
4016SC	PAF CF/C63: The number of children and young people who communicated their views specifically for each of their statutory reviews as a percentage of the number of children and young people who had been looked after at 31 March for more than four weeks	DfES
SECTION 5 – ACHIEVING ECONOMIC WELL-BEING		
Post-16 education and training data		
5038LS	The percentage of young people by local authority/district achieving Level 2 and 3 by age 19	Learning and Skills Council (LSC)
5003OF	Schools with sixth forms: Average point scores of students entered for GCE/VCE A/AS	Ofsted (Data Services Group at the DfES)
5004OF	Schools with sixth forms: Average point scores per GCE/VCE A/AS entry	Ofsted (Data Services Group at the DfES)
5006OF	Further education institutions/sixth form colleges/specialist colleges/work-based learning providers: Achievement data by level	Ofsted (Learning and Skills Council)
5007OF	Further education institutions/sixth form colleges/specialist colleges/work-based learning providers: Success rate by level	Ofsted (Learning and Skills Council)
5008OF	Further education institutions/sixth form colleges/specialist colleges/work-based learning providers: Retention data by level	Ofsted (Learning and Skills Council)
5039AL	NVQ 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)	Adult Learning Inspectorate
3079AL	Personal characteristics of work-based learners living in the area and aged under 19 (gender, ethnicity and disability)	Adult Learning Inspectorate
5048DE	Increase in the number of young people completing an Apprenticeship	DfES
Inspection findings		
5040OF	Changes in childcare providers and places (since April 2005 benchmark)	Ofsted (Early Years)
5027OF	College inspection judgements (2001–05 framework): How well do learners achieve? (KQs 1b and 1c)	Ofsted (inspection data)
5028OF	College inspection judgement (2001–05 framework): How well teaching and training meet individuals' needs and course or programme requirements (KQ 2a)	Ofsted (inspection data)

5029OF	College inspection judgement (2001–05 framework): How far programmes or the curriculum meet external requirements, and are responsive to local circumstances (KQ 5B)	Ofsted (inspection data)
5030OF	College inspection judgement (2001–05 framework): The access learners have to relevant, effective support on personal issues (KQ 6c)	Ofsted (inspection data)
5031OF	College inspection judgement (2001–05 framework): Overall effectiveness and efficiency	Ofsted (inspection data)
5032OF	College inspection judgement (2001–05 framework): Adequacy of provision/serious weaknesses in provision	Ofsted (inspection data)
5033OF	College inspection judgement (2001–05 framework): Leadership and management	Ofsted (inspection data)
5034OF	Section 5 school inspection judgements: Effectiveness, quality and achievement (16–19 education in secondary and special schools)	Ofsted (inspection data)
5035OF	Section 5 inspection judgements: Quality of provision and leadership and management (16–19 education in secondary and special schools)	Ofsted (inspection data)
5036OF	Section 5 school inspection judgements: The extent to which schools enable learners to achieve Economic Well-being (primary, secondary and special schools)	Ofsted (inspection data)
Employment and NEET data		
5041DE	Connexions partnership data: Number and proportion of 16 to 18 year olds not in education, employment or training (NEET).	DfES
5047DE	Connexions Partnership data: Increase in participation rates of 17 year olds in education and training	DfES
5042DE	Connexions Partnership data: Proportion of 16-18 year olds whose current activity is not known	DfES
5043DE	Connexions Partnership data: 16-18 year olds joining the NEET Group	DfES
5044DE	Connexions partnership data: 16 to 18 year olds leaving the NEET group to re-engage in employment, education or training	DfES
5045DE	Connexions partnership data: Young people at particular risk of becoming NEET	DfES
5046DE	Connexions partnership data: Proportion of young people completing Year 11 who continue in learning	DfES
Housing data		
5019AC	BVPI 183a: Length of stay in bed and breakfast accommodation (weeks)	Audit Commission
5020AC	BVPI 183b: Length of stay in hostels (weeks)	Audit Commission
Household circumstances data		
5021DW	Sure Start data: The proportion of children, aged 0 to 4 and 5 to 14, living in households where no one is working (DWP)	Department for Work and Pensions
Looked after children and care leavers data		
5022SC	PAF CF/A4: The ratio of the percentage of those young people who were looked after on 1 April in their 17th year (aged 16), who were engaged in education, training or employment at the age of 19 to the percentage of all young people in the population who were engaged in education, training or employment at the age of 19	DfES

5037SC	The percentage of care leavers at age 19 who are living in suitable accommodation (as judged by the council)	DfES
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SECTION 6 – SERVICE MANAGEMENT		
Social care		
6003SC	KIGS BU07: Total Personal Social Services (PSS) budget per capita	Communities and Local Government (CLG)
6004SC	KIGS EX12: Percentage of Personal Social Services (PSS) expenditure on provision for children and families	The Information Centre for health and social care (The IC)/Ofsted
6005SC	KIGS BU01: Personal Social Services (PSS) budget for children and families per population aged under 18	Communities and Local Government (CLG)
6006SC	KIGS EX61: Gross expenditure on services to children per capita aged under 18	The Information Centre for health and social care (The IC)/Ofsted
6009SC	KIGS EX77: Expenditure on family support services per capita aged under 18	The Information Centre for health and social care (The IC)/Ofsted
6010SC	PAF CF/E44: Gross expenditure on children in need but not looked after, as a percentage of gross expenditure on all children's services	The Information Centre for health and social care (The IC)/Ofsted
6022SC	KIGS EX 62: Gross expenditure on children looked after per capita aged under 18	The Information Centre for health and social care (The IC)/Ofsted
6024SC	PAF CF/B8: Average gross weekly expenditure per looked after child in foster care or in a children's home	The Information Centre for health and social care (The IC)/Ofsted
Education		
6025OF	Youth service budget as a percentage of the overall education budget	Ofsted (Youth Services team within the DfES)

6026OF	Youth service budget per young person aged 13 to 19	Ofsted (Youth Services team within the DfES/ONS)
6027OF	Youth service budget as a percentage of the youth and community sub-block budget	Ofsted (Youth Services team within the DfES)
6028OF	Net cost of each young person aged 13 to 19 reached	Ofsted (Youth Services team within the DfES/ National Youth Agency)
Staffing and related data – recruitment and retention		
6050SC	PAF MR/D74: Practice learning: The number of assessed social work practice learning days per whole time equivalent (WTE) social worker for employees working in children's services	The Information Centre for health and social care (The IC)/Ofsted
6045SC	KIGS EX 66: Gross expenditure on adoption service per capita aged under 18	The Information Centre for health and social care (The IC)/Ofsted
6011SC	The percentage of Social Services Department (SSD) directly employed staff for children that left during the year	CSCI/Ofsted
6012SC	The percentage of Social Services Department (SSD) directly employed posts for children and families vacant on 30 September	CSCI/Ofsted
6015SC	The percentage of Social Services Department (SSD) gross current expenditure on staffing for children and families which was spent on training the council's directly employed staff working with children and families during the financial year	DfES
6016SC	The percentage of residential childcare workers who have achieved Level 3 in the NVQ 'caring for children and young people'	DfES
6017SC	The percentage of social workers and residential managers working with children who need to obtain the childcare post-qualifying award (PQ) who have achieved the PQ1 award in childcare	DfES
6020SC	KIGS ST03: Social Services Department (SSD) operational staff working specifically for children's services (WTEs) per 10,000 population aged 0 to 17	The Information Centre for health and social care (The IC)
6021SC	KIGS ST12: Social workers and care managers specifically for children (WTEs) per 10,000 population aged 0 to 17	The Information Centre for health and social care (The IC)

6049DE	The percentage of unfilled full time vacancies in relation to number of full time equivalent (FTE) teachers employed as at January	Ofsted (DfES)
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Annex 3: Representation tracking form – APA 2007

Name of independent reviewer and contact phone number	
Name of panel chair and panel members	
Date of panel	
Name of council	

Section one – *to be completed by independent reviewer*

1a. The council's case – summary of the argument(s) and judgements to be reviewed
<i>Enter text – box will expand as necessary</i> ■
1b. Independent reviewer considered the following evidence:
<ul style="list-style-type: none"> ▪ APA dataset <input type="checkbox"/> ▪ APA notebook <input type="checkbox"/> ▪ Briefing documents <input type="checkbox"/> ▪ APA letter <input type="checkbox"/> ▪ Contacted the APA inspectors for clarification: <input type="checkbox"/> <i>Enter text – box will expand as necessary</i> ■
1c. Summary of evidence supporting and opposing the council's representation – make separate lists as needed; be clear which of the council's arguments the evidence relates to
<i>Enter text – box will expand as necessary</i> ■ ■ ■ ■ ■ ■ ■ ■ ■ ■
1d. Unresolved areas for panel discussion

Enter text – box will expand as necessary

▪

1e. Proposal to panel – decision and reasoning behind this

(Complete as required for particular representation, i.e. representation may be made on more than one area of a performance assessment)

1. Subject of Representation:

Representation upheld

Enter text – box will expand as necessary

Representation dismissed

Enter text – box will expand as necessary

2. Subject of Representation:

Representation upheld

Enter text – box will expand as necessary

Representation dismissed

Enter text – box will expand as necessary

3. Subject of Representation:

Representation upheld

Enter text – box will expand as necessary

Representation dismissed

Enter text – box will expand as necessary

1f. Indicate the judgement changes you would propose:

- Being healthy from to
- Staying safe from to
- Enjoy and achieve from to
- Making a positive contribution from to
- Economic well-being from to
- Children's services performance from to
- Capacity to improve from to

Enter additional text – box will expand as necessary

▪

End of section one – please return completed form to sue.leaver@ofsted.gov.uk.

Section two – to be completed by representation panel chair

<p>2a. Summary of additional evidence considered by the panel (where applicable) – make separate lists as needed; be clear which of the council’s arguments the evidence relates to</p> <p><i>Enter text – box will expand as necessary</i></p> <ul style="list-style-type: none"> ▪
<p>2b. Summary of discussion by panel</p> <p><i>Enter text – box will expand as necessary</i></p> <ul style="list-style-type: none"> ▪
<p>2c. Decisions of panel – NB chair must ensure that text and the impact on judgements must be captured in the APA notebook</p> <p>(Complete as required for particular representation, i.e. representation may be made on more than one area of a performance assessment)</p> <p>1. Subject of Representation:</p> <p>Representation upheld <input type="checkbox"/></p> <p><i>Enter text – copy on to APA notebook</i></p> <p>Representation dismissed <input type="checkbox"/></p> <p><i>Enter text – copy on to APA notebook</i></p> <p>2. Subject of Representation:</p> <p>Representation upheld <input type="checkbox"/></p> <p><i>Enter text – copy on to APA notebook</i></p> <p>Representation dismissed <input type="checkbox"/></p> <p><i>Enter text – copy on to APA notebook</i></p> <p>3. Subject of Representation:</p> <p>Representation upheld <input type="checkbox"/></p> <p><i>Enter text – copy on to APA notebook</i></p> <p>Representation dismissed <input type="checkbox"/></p> <p><i>Enter text – copy on to APA notebook</i></p>
<p>2d. Summary of the judgements to change:</p> <ul style="list-style-type: none"> ▪ Being healthy from to ▪ Staying safe from to ▪ Enjoy and achieve from to ▪ Making a positive contribution from to ▪ Economic well-being from to ▪ Children’s services performance from to ▪ Capacity to improve from to

End of section two – please return completed form to sue.leaver@ofsted.gov.uk.