

A Quality Assurance Framework for SE Region LSCBs

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Introduction

A 'good' LSCB is one that 'provides effective and regular challenge to all partner agencies, which drives measurable improvement'. (Ofsted draft framework for inspection of multi-agency arrangements for the protection of children 2012)

An LSCB should, as a minimum:

- ***Assess the effectiveness of the help being provided to children and families, including early help;***
- ***Assess whether LSCB partners are fulfilling their statutory obligations;***
- ***Quality assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned; and***
- ***Monitor and evaluate the effectiveness of training to safeguard and promote the welfare of children (Working Together April 2013)***

Linking LSCB activity to outcomes is highly complex; Boards are not responsible for service delivery and a vast number of variables will influence the well being of children in a local area. (Loughborough University Research into the Effectiveness of LSCBs August 2010)

1. The above quotes demonstrate both the expectations now being placed on LSCBs, and the challenges in delivering on these expectations. This project aims to provide a framework within which LSCBs within SE Region can fulfil these expectations in a realistic and meaningful way, building on what is already in existence, and working together to make best use of scarce resources and expertise.
2. To operate effectively under the new arrangements and expectations LSCBs must:
 - Develop a culture of open, honest and meaningful challenge and scrutiny to become the equivalent of a local inspection unit within an area;
 - Have the support of all agencies at the highest level to perform this function, including;
 - Have adequate resources for the board itself, for example an appropriately resourced and staffed business unit, and support from specialist staff as required;
 - Have robust governance arrangements which support the efficient execution of board business, including
 - Establish and support sub groups to become the hub of LSCB activities, driving the QA agenda. This is the case particularly in relation to the QA (or equivalent) sub group. ***See Appendix 1 for examples of QA sub group terms of reference.***
3. The early stages of this project have largely focussed on collecting information from LSCBs about work underway, or planned, in individual LSCB

areas. This has produced a wealth of information about developments, some as a result of inspection findings or peer group audits; others as a result of national developments such as Munro and the revised Working Together guidance, and a general recognition that LSCBs need to develop their auditing and scrutiny role. In some areas, a single agency, usually Children's Social Care, has begun work on a comprehensive system, which needs to be incorporated into a multi-agency framework. Some have already used a consultant to develop proposals, or employed dedicated staff.

4. Several LSCBs have prepared detailed proposals for a QA framework, which have been shared with me, and can be made available to LSCBs across the region. None of these are finalised, or in general use.
5. Most have started by trying to create a multi-agency data set. The complexity of this task remains a challenge. I am proposing LSCBs take responsibility for a basic data set, with individual agencies taking responsibility for the collation and analysis of their own data. However other aspects of the QA framework are equally important, and LSCBs should not become so focussed on trying to develop the 'perfect' dataset, to the detriment of the other aspects. Any dataset is a starting point for asking questions, it is not an end in itself, and can be adapted over time.
6. The next area for consideration has been the use of qualitative information by way of, mainly, case file audits, but also to a lesser extent other methods such as interviews, questionnaires and focus groups. Some areas have developed detailed casefile audit processes, which could be considered for use more widely. I will comment further on these below in Section C.
7. The systematic involvement of children and young people and front line staff is less well developed, but implicitly, as well as explicitly in some areas, is a feature of all developments. It needs to be more clearly identified and articulated.
8. Some areas have sought to build a framework on a set of agreed principles, others on a set of statements of requirement, or practical considerations. Others have followed the concept of the child's journey. All have validity, and it is not, in my view, necessary for SE LSCBs to agree a common set of statements in order to develop a common QA framework.
9. It is clear to me that much of the thinking and ground work for such a framework has been done in the region, and the aim of this project should be to capture and validate this work, and build on it, rather than to try to create something completely new. It is also clear that some LSCBs are well on the way to developing a comprehensive system and are unlikely to abandon this for a completely new region-wide system.
10. These frameworks have yet to be used as the basis for the annual report and business planning process, which will need to be developed.

11. The challenge for this project therefore is to propose an overall system with some fundamental features, but which can be adapted to local requirements, and used to support local developments. It should be suitable for use by regional chairs for comparisons and benchmarking, and should form the basis of the annual reporting and business planning cycle.

Learning point: *the basic framework should be underpinned by a library of specific examples from individual LSCBs which are made available to all LSCBs in the region. This requires an IT system to support it, and a commitment, perhaps via the Business Manager's Group, to regularly update and add to it.*

Learning point: *LSCB Chairs should consider developing peer group audits as a very useful way of sharing resources and expertise across the region, and building on the experience of individual LSCBs.*

What follows should be read with this introduction in mind.

Overarching Principles

12. These are the 'givens' which have underpinned my thinking about the framework:

- Be adaptable to local circumstances
- Focus on essentials and on LSCB core responsibilities
- Measure outputs and outcomes as well as inputs
- Include all agencies as equal partners
- Build on local priorities/business plan
- Be applicable and acceptable across all local partnership arrangements
- Be supported and accepted by the Lead Member for Children's Services and the local authority and other scrutiny arrangements
- Be achievable whilst also being 'fit for purpose'
- Be able to be managed via sub groups and other processes, rather than through the LSCB main board
- Support the LSCB to scrutinise and evaluate work done in other forums, rather than the LSCB doing the work itself
- Be an evolving process, to be refined and developed through use and experience

Learning point: *A culture shift is required so that all agencies know that any work that comes to LSCB must include an element of evaluation and evidence of work done and outcomes expected/achieved. There should be few, if any, reports 'for information' and all members should expect to be held to account for how well they deliver this requirement in their agency. It shifts the focus from LSCB meetings to what takes place between meetings.*

Learning point: *LSCBs need to develop their role as local challenge and scrutiny boards, or local improvement boards. I have, where possible, sought to use the Ofsted draft multi-agency inspection framework, to emphasise this, and to emulate the priorities of the Ofsted framework.*

Components of overall framework

13. In order to make the framework achievable it should follow an agreed timescale, possibly over two or three years, and be set within the context of the annual report and business plan. The framework needs to be used as the means whereby the LSCB undertakes, and evaluates, the work described in the business plan, and which is then reported in the annual report. The specific focus will therefore vary from area to area. The rest of this report considers the following components:

Section A: Building Blocks

Section B: Quantitative information

Section C: Qualitative audits

Section D: Involvement of children and young people

Section E: Involvement of front line staff

Section A: Building Blocks

14. I am proposing four elements to this:

- LSCB Annual Report and Business Plan
- Section 11 Reviews by individual agencies
- Annual Reports from agencies/organisations/services to the board
- Quarterly Reports to the board from individual agencies

LSCB Annual Report and Business Plan

15. Working Together 2013 ch. 3 paras 16 – 18 sets out the requirements for the Independent Chair to publish an annual report on the 'effectiveness of child safeguarding and promoting the welfare of children in the local area'. The report should provide a 'rigorous and transparent assessment of the performance and effectiveness of local services'.

16. It follows that any QA framework must provide the evidence on which the annual report is based. The analysis of strengths and weaknesses, collated from the various types of evaluation and appraisal set out in the QA framework, will then form the basis for the business plan priorities, which in turn should be developed using SMART (specific, measurable, achievable, relevant, timely) objectives. These priorities will then determine to QA activity for the period covered by the next business plan, and so on.

17. Thus, year on year, the work of the LSCB will be focused, measurable, and capable of demonstrating impact on the quality of safeguarding and child welfare in the local area.

Learning Point: SE LSCBs should consider adopting a common format for the completion of the Annual Report, and perhaps a common template for setting out

*the priorities in the business plan. An example of both is attached at **Appendix 2**, together with a possible template for the completion of sub-committee reports. Chairs will also be aware of the work on annual reports commissioned by the National Network, which should be read in conjunction with these basic frameworks.*

Section 11 Reviews

18. Section 11 of the Children Act 2004 places a duty on a range of organisations and individuals to ensure their functions, and any services they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.
19. Working Together 2013 ch. 2 paras 3 and 4 sets out the specific requirements, and all LSCBs should have a process in place for holding agencies to account for delivering on these requirements.
20. In order to establish a benchmark of agency activity and issues which can be compared across the region, the QA framework needs to incorporate some agreed process for these reviews. I would suggest that the essential elements need to be:
 - An agreed format (electronic) for each agency to complete
 - A requirement that each agency provides evidence (quantitative and qualitative) of statements made within the review
 - A follow up process whereby each agency attends the QA group or equivalent to present findings, strengths and weaknesses, and action plan for development

Learning point: *SE Region Chairs should adopt a single template for the completion of S11 Reviews which would assist agencies represented on more than one LSCB (such as Thames Valley Police), and allow for comparisons across LSCB areas. A possible framework is attached at **Appendix 3**.*

Learning Point: *LSCBs should adopt a similar process for the scrutiny of schools' responsibilities under sections 157 and 175 of the Education Act 2002. Boards should at the very least be informed of any school that receives an 'inadequate' judgement for safeguarding in an Ofsted inspection, and the improvement plan. A simplified version of the S11 framework for schools is attached at **Appendix 4**.*

Annual Reports from agencies/organisations/services to LSCB

21. In developing its scrutiny role the LSCB should expect to hold others to account for how well they safeguard and promote the welfare of children and young people, and in turn it should expect to be held to account for how well it performs its functions. There are a significant number of reports which the LSCB should receive annually as part of this role, and should hold other boards and partnerships to account for their work as it relates to safeguarding.

Learning Point: *LSCBs should consider establishing an agreed process for receiving annual reports from a range of agencies/organisations and services as part of the overall QA framework. These reports should be concise and, as far as possible, follow an agreed format for providing the essential information required by the LSCB, namely, how well children's safety and wellbeing is promoted. This should include:*

- *Brief introduction and description of area of work*
- *Brief description of activities over reporting period*
- *Any statistical information and analysis in relation to safeguarding*
- *Findings from any qualitative audits, in particular feedback from service users and staff which relate to children's safeguarding*
- *Main achievements and areas of strength, and impact on safeguarding*
- *Main areas of concern and issues for development in relation to safeguarding*
- *Key recommendations and action plan*
- *Key messages for LSCB*

The following is a list of potential reports, based on statutory responsibilities, expectations in Working Together, and in the draft inspection framework. It is not conclusive and the actual list is likely to vary from area to area, and according to local priorities.

- *Private Fostering*
- *Child Death Overview Report*
- *Report from LADO*
- *MARAC and MAPPA reports*
- *SCRs summary of main findings, action plans and progress on implementation*
- *Report on annual training programme, evaluation and impact*
- *Early Help, including thresholds, service provision, impact*
- *Report from any secure units, YOI, etc in area*
- *Report from the voluntary sector, including Drug and Alcohol Services and Domestic Violence*
- *Children and young people missing from school, home, care*
- *Children with a disability*
- *Report from the Corporate Parenting Board*
- *Report from the Health and Wellbeing Board*
- *Report from the Children's Trust Board*
- *Report from (and to) the Adult Safeguarding Board*

Quarterly Reports from agencies to LSCBs

22. In addition LSCBs should consider setting up quarterly reports from the main statutory agencies which should include a detailed analysis of data, including staffing issues, and key concerns and developments in relation to safeguarding. This would mean that each agency takes responsibility for its own analysis, which is then scrutinised by the LSCB, rather than the LSCB undertaking its own analysis. These reports could be scrutinised by the QA

committee and reported to the Executive Group (where applicable), and only as an exception reported to the full LSCB. The QA Committee would be responsible for linking information between agencies to form a comprehensive multi-agency picture.

The key agencies that should always provide a report are:

- Children's Social Care
- Police
- Health
- Education

Others that should contribute less frequently are:

- Youth Offending
- Probation
- Housing
- *Other?*

Learning Point: *LSCBs should consider establishing a cycle of quarterly reporting from the key statutory agencies. The precise cycle of reporting, and the list of agencies, would need to be agreed locally, together with the process of reporting – to the Executive Group, QA sub-group, main board, or a combination. The reports need to be concise, analytical, and focussed on actions and outcomes. A possible template might follow that for the annual reports above, and include:*

- *Brief description of agency and key developments over reporting period*
- *Statistical information and analysis in relation to safeguarding*
- *Evidence from at least one casefile audit/other qualitative assessment*
- *Any feedback from frontline staff and service users*
- *Key findings and impact on safeguarding*
- *Key strengths, concerns and areas for development*
- *Action plan and expected impact on safeguarding*

Section B: Quantitative Information

23. Much attention has been given to developing a comprehensive multi agency data set for the use of LSCBs and there are some good examples of this within the region. The challenge is to make these realistically achievable, to keep them simple whilst at the same time incorporate key data from a wide range of agencies, and to ensure there are the resources to undertake a thorough and meaningful analysis. Data can only ever be the starting point for any QA system, providing information on which to ask more searching questions.

Principles:

- Is multi-agency, using data from all the main agencies represented on LSCBs
- Is achievable, both in terms of cost and staff time and resources
- As far as possible builds on information currently collected
- Is simple to use, easily analysed and interpreted
- Is capable of being used for bench-marking across the region, and wider
- Uses the child's journey as the basis for the framework and includes early help as well as formal safeguarding
- Provides the basis for further questioning through other methods

18. I am therefore proposing here that the LSCB itself collects and analyses a very small amount of data on a regular basis (*see Appendix 5*), but then, via the annual and quarterly reporting outlined above, individual agencies and services themselves take responsibility for collating and analysing data and reporting this to the LSCB. (*see Appendix 6*), This reflects the requirements in the draft Ofsted inspection framework.

Learning Point: *SE LSCBs should consider adopting a common set of data for regular information and analysis. The LSCB itself should be responsible for collating and analysing a small amount of data on a regular basis, with other agencies taking responsibility for analysing their own data, in line with the quarterly and annual reporting framework proposed above. This would allow for benchmarking and comparisons across the region, and for a more collaborative approach to developing complementary priorities across business plans.*

Section C: Qualitative Audits

19. These should become the essential tool through which LSCBs scrutinise the work of agencies and hold them to account. They are the means whereby the board begins to understand the nature and quality of the work done, and its impact on service users. They should reflect the areas of particular concern or interest identified through data collection and analysis, annual and quarterly reporting, and business plan priorities.

Principles:

- Has a multi-agency focus throughout, either through a range of single agency audits, or stand-alone multi-agency audits
- Is achievable in terms of staffing resource and complexity
- Provides a basic framework which can be adapted to meet local requirements, and allows for peer reviews across the region, and the involvement of young people in the reviewing process

- Uses a variety of methods, including case file audit, questionnaires, group and individual face to face meetings, use of new technology, particularly for young people
- Uses and collates information from systems currently in use, for example from complaints, and from independent reviewing officers
- Is service user focused, evaluating the quality and effectiveness of their experience, and based on the child's journey, including early help and the role of universal services

Challenges

20. This shift to qualitative auditing and evaluation is probably THE most significant development for LSCBs, and brings with it a number of challenges.

- It requires all agencies to commit to such a programme and approach;
- It requires access to particular expertise, such as data analysis and sampling techniques, and a business office staffed and equipped to support this level of activity;
- It involves resourcing the QA or equivalent sub group to the level required to commission multi-agency audits, collate these and single agency audits, follow up on S11 audits, prepare and lead the overall audit programme for the LSCB, analyse the findings and advise the LSCB for inclusion in the annual report;
- It requires specific staff resource and training and support;
- Including feedback to staff and service users;
- It requires agencies to accept the findings and commit to changing their practice accordingly

21. All LSCBs should start with a clear expectation that the processes described above in Section A: Building Blocks, will always include some element of qualitative audit and analysis which underpins and informs the reports. Audit becomes an integral part of the way agencies work, rather than a stand alone activity 'done to' agencies. *(An example of a guide to conducting audits is attached at **Appendix 7**).*

22. The best LSCBs will be those which can describe the extent, nature and findings of all audit activities in their area, and the actions arising. The audits do not necessarily have to be completed by the LSCB itself. The responsibility of the LSCB should be to collate, possibly through the QA sub-group, the findings of these audits for inclusion in the annual report, and to determine the priorities in the ensuing business plan.

23. In addition, each LSCB should agree an annual audit programme *(see examples at **Appendix 8**)* and the LSCB should commission at least one specific multi-agency audit per year in relation to priority areas identified in the business plan.

The exact nature of specific audits will vary from LSCB to LSCB, depending on priorities identified in the annual report and business plan. *(Some examples of specific audit tools are attached at **Appendix 9**).*

Audits should consist of, at minimum, casefile audit to check specified activities are in place, but in addition some should incorporate other methods, such as face to face meetings with staff and service users, thus combining three of the elements of this QA framework.

*(An example of interviews with front line staff and service users is attached at **Appendix 10**).*

Case Tracking and Case Sampling framework (draft Ofsted inspection)

24. When planning their own audit programme LSCBs should have regard to this framework, and where possible, replicate the principles enshrined. There is a detailed description of the approach to case tracking and case sampling in the draft inspection framework and a summary of the evaluation criteria. *(A summary of these is attached for information at **Appendix 11**).*

Learning Point: *SE LSCBs should develop an annual audit programme, to include single and multi-agency audits, linked to the priorities set out in the business plan. The LSCB should expect to co-ordinate and collate the findings from all audits relating to safeguarding, and should itself only conduct those multi-agency audits it has deemed essential to carry out the priority actions in the business plan. The results of this audit activity should be reported in the annual report.*

Section D: Involvement of Children and Young People

25. The meaningful involvement of children and young people is essential. It is a key principle of the new Working Together guidance and the draft multi-agency inspection framework. Although most contributors to this project are mindful of the importance, the meaningful and ongoing involvement of children and young people is generally at an early stage. One of the most important aspects of this area of work is for LSCBs to formalise arrangements and to have the mechanisms in place to capture the wide variety of methods used to engage children and young people. Without this, effort is 'ad hoc' and difficult to collate and analyse.

Principles

- The needs, views and experiences of CYP must be what informs, and drives, the development and implementation of the framework;
- It must include a clear understanding of the collective needs and concerns of CYP in an area, and the individual needs of CYP, particularly the most vulnerable;
- It must operate in ways which enable CYP to contribute in a meaningful way, and to give, and receive feedback on developments and outcomes;

- It must respect the rights of CYP enshrined in the UN Convention, and UK legislation;
- It must be integral to the way in which the LSCB works, and make a demonstrable impact

26. WT (2013) Introduction para 13:

"Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of adults ahead of the needs of children".

The judgement of overall effectiveness in the Ofsted draft inspection framework includes:

"Agencies are continuously learning, including proactively learning from feedback from children, young people, families and carers, and from practitioners, management reviews and serious case reviews".

27. As part of the arrangements under Section A of this report the LSCB should expect to receive direct information about the views and experiences of CYP, in general via the S11 audits, and for specific groups, for example, the views and experiences of LAC via the report from the Corporate Parenting Board; of CYP involved in the criminal justice system via the YJB report, etc. There should be a general expectation that all reports presented to the LSCB should contain information about direct contact with, and feedback from, CYP.

28. As well as all the ways already outlined in the above sections, LSCBs should establish a strategy with a formal framework for involving, and demonstrably using and responding to, CYP views and experiences.

29. Some LSCBs have already developed imaginative ways of involving CYP in specific ways, such as:

- Establishing a charter for the involvement of children and young people;
- Developing, with young people, advice on the 'do's and don'ts' of involving children and young people (*see Appendix 12.*)
- Making paperwork 'children and young people friendly'; (*see Appendix 12*)
- Preparing videos to show at local events;
- Including children and young people in developing specific policies and advising on specific developments, such as the LSCB website;
- Supporting one-off events to publicise particular aspects, such as a song competition about bullying in schools;
- Including children and young people in individual case presentations to LSCB;
- Supporting children and young people to train LSCB members, for example in best ways of communication with children and young people, how to relate to them, etc
- Developing, or using specific questionnaires

30. Good LSCBs have developed, and are able to describe, a comprehensive framework for the involvement of CYP at every level, and to incorporate the results of this involvement in their annual report and business plan priorities.

*(See **Appendix 13** for an example of a developing framework for the involvement of children and young people).*

31. Components of a Comprehensive Framework

Strategic involvement

- Membership of/representation on LSCB
- Contribution to annual report and business plan
- Contribution to evaluation of same
- Links with other key groups and plans, such as the H&WB, Corporate Parenting, Children's Trust

Operational

- Contribution to the work of sub-groups – QA; training and development; serious case reviews; participation and engagement; policy and procedures
- Contribution to other QA systems, such as interviews and questionnaires

Special groups

- Links to, and involvement with, specific groups such as looked after children, children attending CP conferences, young carers, children with a disability, minority ethnic groups, and so on through feedback via Section A reports and other means.

Individual experiences

- Through contribution to the case sampling/audit framework
- Through presentation to LSCB and other forums, annual conference and workshops
- Advising on what 'good' looks like for individual children and young people.

Challenges

32. In order to be effective such a framework requires:

- An effectively led LSCB sub group (Participation and Engagement?) through which these developments can be channelled and prioritised
- Resources and time to become established. A dedicated professional identified to lead on this, and resources to facilitate for example, attendance of CYP at meetings and other events;
- Agreement from schools to support CYP who participate;

- Ongoing professional time to support CYP to fulfil this role (youth workers or equivalent);
- The adaptation of agendas, meetings, documents etc to meet the needs of CYP;
- A commitment to incorporate CYP priorities into planning and development, and to demonstrate how they have impacted on service delivery

Learning Point: *SE LSCBs should consider adopting an agreed framework for the involvement of children and young people, capable of being adapted at local level, but which enables all of them to capture and describe the various ways in which children and young people are involved, and the impact on their safety and wellbeing.*

Section E: Involving Front Line Staff

33. The Ofsted draft inspection framework includes an expectation that inspectors will see:

'Evidence to demonstrate how feedback from children and young people and front line staff, both individually and collectively, is asked for, taken into account and, where appropriate, impacts on practice, strategy, service development and design.'

As with Section D above, there is as yet little explicit evidence of how LSCBs are involving front line staff, but I suspect there are plenty of examples of this being done on an ad hoc basis. This needs to be pulled together and formalised within an overall strategy.

Principles

- Linked to other frameworks, for example front line staff always contribute to case file audit and questionnaires, data includes information about staff
- Builds on what is already there, through complaints and representations, feedback from training, SCR findings, feedback on understanding of policies and procedures, contribution from specific groups of staff such as IROs
- Ensures direct contact with LSCB through attendance at meetings, involvement in sub-groups, board presentations, meetings with front line staff, annual conference and workshops and so on
- Provides for feedback loop through annual report and business plan, and an understanding of what 'good' looks like from their perspective

Multi-agency Training

34. This is one of the key ways in which LSCBs can link directly to front line staff. Although there is no statutory duty on LSCBs to deliver training, developing a learning culture is one of the most important ways in which the quality of safeguarding practice can be improved, and good LSCBs will:

- Ensure there is a comprehensive programme of high quality training linked to business plan priorities;
- Ensure this training is quality assured and evaluated, including through direct feedback from participants;
- Promote the availability and importance of training;
- Assess the impact of training through the QA framework in order to continuously improve and adapt the programme

35. Components of Comprehensive Framework

As with the section on the involvement of children and young people, the involvement of front line staff needs to be addressed at several levels:

Strategic

- How well do front line staff know about the work of the LSCB, its membership and its priorities;
- What opportunities do they have to contribute to the annual report and business plan;
- What opportunities do they have to meet the chair and other members of the board;
- What annual and other events take place hosted by the LSCB?

Operational

- How well do front line staff take part in the work of the sub groups of the LSCB;
- How are they included in the audit programme as members of the audit teams;
- How do they contribute to the work specifically of the Child Death Overview Panel and the SCR sub group;
- How do they help shape and evaluate the training programme

Individual

- What methods are used to capture the individual experiences of front line staff, for example in relation to supervision and support;
- How is the quality of individual work evaluated and understood by the LSCB;
- What opportunities are there for members of staff to present work to the board, for example as evidence of good practice;
- How are the findings of case file audit, and other audit processes, fed back to staff, both collectively and individually, so that good practice can be identified, and areas for improvement addressed

Learning Point: *SE LSCBs should consider establishing a framework for the involvement of front line staff, to ensure their voice is heard at every level, and their concerns and priorities are embedded in the work of the LSCB. There should be a general expectation that staff are involved at every stage in the development of board priorities and their implementation.*

Conclusions and Recommendations

36. This second draft has consolidated feedback from the first draft, and set out a number of learning points, which I will summarise below under 'recommendations'.

37. In order to implement a robust QA framework LSCBs need to develop their role as local challenge and scrutiny boards, or local improvement boards. As such they need to be familiar with the approach in the Ofsted framework, and to pursue a culture shift, whereby all agencies expect their work to be scrutinised, and to be held to account for work done and outcomes expected and/or achieved.

38. It is clear from this project that there are examples of good work being done across the region which is relevant to this proposed framework. It is crucial to the success of this project that these examples are brought together into a library of evidence and tools, for use across the region, and which can be updated as experience and expertise grows.

Learning Point: *Chairs need to give consideration to how this library can be established, and the resources required.*

39. The role of business managers is likely to be key to the success of these developments.

Learning Point: *Chairs, with their LSCBs, need to consider how the role of business managers can be developed across the region, and the implications for resourcing and recruitment.*

40. This report has probably taken the framework as far as it can in this form. If accepted it now needs to become a living tool across the region, used and adapted to suit the needs of individual LSCBs and their business plans, but at the same time providing some common approaches which can be used to benchmark and compare across the region.

Recommendations

- 1. SE Chairs should establish a library of tools and examples of work from LSCBs across the region, to be used by everyone, and which can be updated and extended as experience and expertise develops across the region.*
- 2. The role of business manager should be reviewed and developed to take account of their responsibility for delivering this framework.*
- 3. SE LSCB Chairs should develop a system of peer group audit as a means of sharing resources, learning and expertise across the region.*

- 4. SE LSCBs should adopt a single template for the completion of S 11 Reviews, which will assist agencies represented on more than one LSCB, and allow for comparisons across the region.*
- 5. SE LSCBs should adopt a similar approach for the scrutiny of schools' responsibilities under S 157 and S 175 of the Education Act 2002.*
- 6. SE LSCBs should adopt a common format for the completion of the LSCB Annual Report, together with a common template for setting out the priorities in the business plan.*
- 7. SE LSCBs should establish an agreed process, and format for receiving annual reports from a range of agencies, organisations and services as part of the overall QA programme, and to contribute to the LSCB Annual Report.*
- 8. SE LSCBs should establish a process and format for receiving quarterly reports from the key statutory agencies, including presentation and analysis of relevant data.*
- 9. SE LSCBs should adopt a common data set to be used for regular information and analysis. This should consist of a small number of items for which the LSCB itself should take responsibility, with other agencies taking responsibility for collating and analysing their own data, in line with the quarterly and annual reporting proposed above.*
- 10. SE LSCBs should develop an annual audit programme, to include single and multi-agency audits, linked to priorities in the business plan. These should always include information from front line staff and service users.*
- 11. SE LSCBs should develop an agreed framework for the involvement of children and young people which captures and describes the various ways in which they are involved in the work of the board, and the impact on their safety and wellbeing.*
- 12. SE LSCBs should establish a similar framework for the involvement of front line staff to ensure their voice is heard at every level.*

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