

QUALITY ASSURANCE FRAMEWORK

October 2021



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1. Introduction

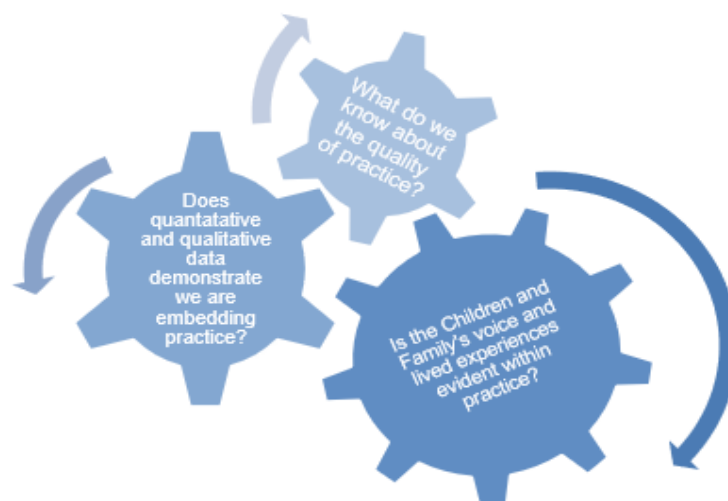
1.1 Our Quality Assurance Framework

This **Quality Assurance Framework** (the framework) outlines all the Quality Assurance activity within Integrated Children's Services (ICS) and where appropriate CYPE colleagues. The Framework outlines the purpose and processes of each element and how we bring those elements together to understand the experiences of the children and young people of Kent, work with each other and with partner agencies to improve the service we deliver to enable the very best outcomes for the children and families of Kent.

The framework is focussed on **four** key areas of audit & assurance activity. This document will provide the purpose and process of each element, including tools and guidance where necessary, and will outline how the activities link together. This document is an important support and reference for managers and practitioners.

The **Safeguarding, Professional Standards and Quality Assurance Unit** (the Unit) will oversee and monitor the impact of the framework and manage the calendar of Quality Assurance activity. The **Tri- annual Report** will continue to bring together all work into one place so key learning is identified, and the impact of agreed actions reviewed.

Our Quality Assurance activity enables us to relate quantitative performance management data and information with activity which considers the quality of services we provide and the outcomes we aspire to achieve. Our [Kent Practice Framework](#) is our means to deliver better outcomes for children and families. The Quality Assurance activity aims to align our Kent values and aspirations for children and families by collaboratively working with practitioners and families through the auditing process, feedback mechanisms and how we understand data and performance information and measures.

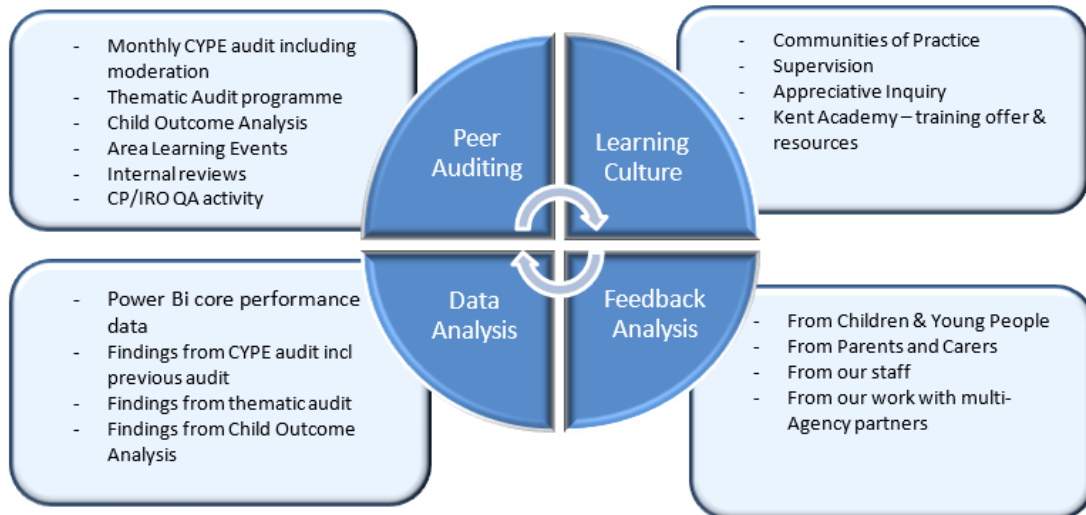


1.2 Responsibility for Quality Assurance

In Kent we believe Quality Assurance is everybody's responsibility and relies on ownership at all levels. Quality Assurance data and information is used to support strategic decision making and enable a high challenge, high support culture which listens and learns from the experiences of children and families and the expertise of our practitioners and managers. Every effort is made to ensure all parts of the organisation understand and can contribute to Quality Assurance activity and outcomes. For further details see **Appendix A**



The **four key** areas supporting the framework are designed to create a continual cycle of review, learning and action planning with an acknowledgement that responsive learning is on a continuum. Kent's commitment to **a learning culture** supports a mentality of "we're all in this together" using open and honest communication, focussing on practice, the child/ young person's lived experiences and outcomes.



2. Peer Auditing

2.1 Peer Auditing - Monthly CYPE auditing including moderation

The CYPE audit cycle consists of a 4-month cycle repeated 3 times per annum. The first month of the cycle consists of over 160 cases from across Integrated Children's Service (ICS) being audited. In month 2 the audited cases are moderated by senior managers and the QA Unit whilst an Appreciative Inquiry is undertaken within the teams using the [Appreciative Inquiry tool](#), to further enrich the learning experience for the practitioner, team and Service.

The Moderating Manager meets with the auditing manager and practitioner to review the audit findings and to agree, challenge or improve audit gradings. Moderators will check whether actions identified by the auditor were completed and where necessary can add further actions. Finalised moderations are automatically forwarded to Service Managers and auditors for uploading to the child/ young person's record and to support learning. This is repeated in Months 3 and 4 of the cycle.

The [CYPE Audit flowchart](#) gives details of the process including audit, moderation and appreciative inquiry. The Word version of the [Appreciative Inquiry tool](#) gives further detail.

Managers and practitioners complete the audit with a focus on the quality of the child/ young person's experience and impact in the following areas:

- Reason for referral & response

- Assessment
- Planning process and risk management
- Management oversight
- Child focused interventions and interventions
- Practitioner Feedback

Each section of the audit includes **quantitative** scaling questions and two **qualitative** questions where practice strengths and areas of development are identified. This style of auditing will allow Kent to measure responses over time and consider what factors are supporting practice improvement in line with the **Kent Practice Framework** and improving outcomes for children and young people.

The auditor considers how the [Kent Practice Framework](#) is evidenced and influences the work and outcomes for the child/ young person. Practitioners are also invited to share how training and development activity has impacted on their practice.

Auditors rate the quality of experience for the child/ young person in line with **Ofsted gradings**. The Unit has developed guidance specific to the requirements of each service to support the auditors thinking and analysis when completing the audit: [Service Specific Audit Guidance and Grade Descriptors](#)

Performance reporting relating to completion rates and audit gradings are available on [Power Bi CYPE Audit](#) and analysis of audit findings, learning and recommendations are included in the Unit's **Tri-annual report**.

The Youth Justice, Regional Adoption Agency and SEN areas of the business require auditing in line with their own statutory guidance and therefore have different audit tools to the generic CYPE Audit Tool.

- [Youth Justice Audit Process Flowchart](#)

These services join the CYPE process for moderation and are also reported on in the **Triannual Report**.

2.2 Child Outcome Analysis

The **Child Outcome Analysis** (COA) programme enables detailed analysis of practice supporting senior leaders, managers, and staff to identify how district practice understands the lived experiences of children. The COA team led by the Principal Social Worker and supported by Practice Development Managers, Social Work Standards Officers and Practice Development staff from the Unit visits one district each month across an annual cycle. The team is supported by the Analytics service to understand quantitative data gathered during the COA.

COA's take place across a whole week and involve observations of a wide range of practice, including child protection conferences and Child in Care reviews, CIN meetings, step-up / down / across meetings, Pre-Proceedings meetings, Strategy Meetings and home visits. COA's also observe supervision sessions, team meetings,

and include conversations with individual staff about their work and experiences within the district and team.

The COA's use an agreed template to support observations and to enable qualitative and quantitative analysis. They can be found below:

[Children Outcome Analysis - Main Tool](#)

[Children Outcome Analysis - Observation Tool](#)

The key expected outcomes of the COA's are:

- A clear understanding of how social work practice, systems and processes impact children in Kent
- Analysis informs strategy development around the commissioning of quality provision and services for children in Kent
- Children's views will have a direct impact on service planning and provision.
- Corporate Director, Directors and Assistant Directors will have an overview of practice and development within each district and service area.

Findings are triangulated with CYPE Audits and any Thematic auditing activity and will be used to support training and development strategies. It is intended COA findings promote whole service understanding within a systemic approach using the **Kent Practice Framework** to inform interventions and outcomes across CYPE.

County patterns and trends emerging from wider analysis of the individual Child Outcome Analysis will support planning for Thematic Audit programme. Findings will inform ICS Directors and Assistant directors within the **Area Learning Events**.

2.3 Thematic auditing programme

The Unit leads a thematic auditing offer to support wider learning and activity as deemed necessary across the business. These bespoke pieces of work are designed to build on and triangulate with the range of auditing and assurance activity across CYPE. Thematic audits are planned and implemented through a **Quality Circle**. The Quality Circle is chaired by the Assistant Director or Service Manager from the Unit, with standing membership from the following services:

- **Principal Social Worker (PSW)** – bringing practice intelligence from the front line.
- **Quality Assurance (QA) Practice Development Manager (PDM) and Social Work Standards Officer (SSO)** – bringing information and findings from previous audits / other QA activity across the service.

- **MIU data / Analytics** - data trends and themes from performance data to support identification of key lines of enquiry.
- **Guests:** depending on the focus of the thematic audit being considered to being subject matter expertise and Senior Leadership input from specific service areas.

Thematic audits usually include a selection of case file audits and, depending on the area of focus, may also include review of process/ policy which underpins the expected standard of practice or focus groups / conversations with social workers / team managers or practitioners. Findings are shared with ICS Directors and Assistant Directors at the **Performance Improvement** Divisional Management meeting held monthly with ICS Directors and Assistant Directors. Findings are also shared within the **Triannual Report**.

Learning and recommendations from Thematic audits support analysis and planning for **Child Outcome Analysis'** lines of enquiry. Findings also inform ICS Directors and Assistant directors within the **Area Learning Events**

Thematic Audits are published [here](#)

2.4 Area Learning Events

Area Learning Events are chaired by the Corporate Director for CYPE and attended by Directors of Integrated Children's Services, Assistant Directors, Area Service & Team Managers alongside the Assistant Director from the Unit and Principal Social Worker.

Area Learning Events are themed by recent auditing activity and provides senior managers with data and auditing outcomes for them to review and analyse to inform the event. Managers are expected to identify their learning and solutions they may identify from both liaising with other managers across the county with positive performance or engaging with the Unit to implement learning plans. The senior leaders provide high trust and high challenge to understand the effectiveness of solutions and ideas for sharing learning, thereby supporting greater consistency across the county of service delivery.

2.5 Multi-agency audits

The Kent Safeguarding Children Multi-agency Partnership experienced structural reform since 2019 and is moving into a position to lead on multiagency audits. To date, CYPE has recently led on two multiagency audits regarding sexual abuse/sexual violence and suicide prevention. The new capacity within the KSCMP will identify learning from serious incidents identified by the KSCMP Practice Review Group to inform the nature of multiagency auditing.

2.6 Child Protection Chair / Independent Reviewing Officer Quality Assurance activity

Child Protection Chairs (CPC's) and Independent Reviewing Officers (IRO's) offer additionality through the key Quality Assurance function within their role, highlighting good and outstanding practice, resolving practice issues arising through the care planning and promoting a culture of continuous improvement.

IRO's complete a Quality Assurance activity after each Child in Care review meeting. Fundamental to this is the care plan reflects fully the child's current and foreseeable needs, the actions set out in the plan are within the child's timeframe and that the plan is consistent with Kent's legal responsibilities towards the child.

CPCs undertake a Quality Assurance activity after each Child Protection Conference reviewing the quality of practice, consistency of practice and outcomes for children subject to Child Protection planning. Fundamental to this is the plan reflects fully the current risks to the child, the actions set out in the plan are within the child's timeframe and the plan is SMART (Specific, Measurable, Achievable, Realistic and Time).

The CPC and IRO QA is recorded on the child/ young person's file and shared with social workers and managers to inform practice, promote quality and improve outcomes for Kent's children. Performance information relating to CPC & IRO Quality Assurance is available here [Power Bi – Children's Social Work Services: Quality Assurance](#)

Where practice is considered **Outstanding** or particularly innovative, CPC's & IRO will share a practice appreciation with the practitioner and their line management. Where practice is graded **Inadequate** or there are any urgent or significant practice issues, the escalation process is initiated. Details can be found here [IRO Service Practice Alert](#) and [CP Chair Service Practice Alert](#)

IRO's and CPC's add further value through undertaking Mid – Way reviews, monitoring implementation of decisions and recommendations. CP QA Managers use data from the CPC Quality Assurance activity and escalations from the **Power Bi** Apps for [Child Protection Chairs Service](#) and [Children's Social Work Services](#) to support discussions with Districts at the [District Quarterly Accountability Meetings](#)

The IRO and CPC service are included within the monthly CYPE auditing cycle to support consistency across the IRO and CPC services. Further analysis of IRO and CPC practice and activity is undertaken by the QA Managers and is used to understand trends and patterns within the County of IRO and CPC practice and decision making.

3. Learning culture

Kent is committed to embedding and developing a learning culture across CYPE. The Practice Development service sits within the Unit leading the delivery of the [Kent](#)

[Practice Framework](#) through various strands of work and delivering a fluid approach to practice quality and development broadly focussed across 3 areas:

- Delivering audits and learning from thematic analysis
- Research to address the gaps and build on identified strengths
- Developing & embedding practice

3.1 Communities of Practice

These virtual forums are a space for all colleagues across CYPE to access a reflective space to share their experiences, worries, concerns, top tips and suggestions, based around a specific theme. The focus of our Communities of Practice is drawn from our learning from all audit activity, current practice dilemmas and staff suggestions. Each Communities of Practice is recorded and is available for staff to return to or to listen in their own time.

Available to all staff in Integrated Children's Services, Communities of Practice can be booked via [DELTA](#). The Unit analyse attendance at Communities of Practice within the **Triannual Report** to consider impact on the quality of practice.

3.2 Supervision

It is our fundamental belief in Kent that effective supervision can help staff feel valued, prepared, and supported, and that our staff are the most important asset in fulfilling our responsibility to provide a quality service to the children, young people and families we work with. Supervisors and practitioners (supervisees) are jointly responsible for ensuring supervision meets the requirements, the supervision framework is in place, is well developed, and is regularly evaluated through the quality assurance/audit processes to enable practitioners to reflect on and manage risk positively and safely and in line with Kent's ICS [Supervision Policy](#)

ICS's supervision policy outlines a range of activities within the broader Supervision framework:

- Professional support supervision
- Casework supervision
- Group supervision
- Observations of practice

The SEND supervision policy can be found [here](#)

3.3 Appreciative Inquiry

Appreciative inquiry is embedded within the CYPE audit cycle and can also be used within individual and group supervision. Appreciative Inquiry helps practitioners think about and learn from what has gone well in their work with children and families and what they could do differently next time. The word version of the Appreciative Inquiry tool can be found [here](#)

3.4 The Kent Academy

The Kent Academy was launched in July 2020. This web-based platform is shared with our adult services colleagues and hosts **Kent's training offer** for all practitioners and a plethora of resources for frontline staff to use in their work. Since June 2020, journals, webinars, podcasts, guidance etc has been uploaded on more than 40 different themes such as analysis and critical thinking, child exploitation, child sexual abuse and poverty.

Access to the Kent Academy can be found here [The Kent Academy](#)

4. Data Analysis

CYPE Management Information & Intelligence is in place to support all services across CYPE to effectively record their work with children and families in a way that supports practice, to ensure good data quality of that information, to use that high quality information in reports, scorecards and dashboards that can support, inform and drive decision-making and service improvement. This wealth of information is increasingly being used in a joined-up way to provide a holistic view of children and young people to support integrated working, as well as feeding numerous statutory returns to government departments.

A comprehensive suite of reports and information is available to assist with the identification of variation across Kent, allowing for practice and local factors to be explored and, where required, for additional resourcing or support to be provided.

CYPE & Integrated Children's Services utilise a range of data triangulated with other evidence to identify risk, improvements and inform future practice developments.

Key activity and performance data includes:

4.1 Power Bi core performance data

Activity data – our **Management Information Unit (MIU)** provide data sets via the **Power Bi Apps** which provide key data and insights across ICS services and outline demand activity and outcome data across Key Performance Indicators at Service/ Area/ Team and child level, allowing analysis of changes over time, supporting identification of trends, shifts in the type of type and complexity of cases and consistency of outcomes. Staff at all levels are encouraged to review the Power Bi Apps relating to their service and use the data to support understanding of performance. **Power – Bi** guidance can be accessed [here](#)

Service Managers, Team Managers and practitioners use the **Power Bi Apps** to understand and prioritise case work management and to identify themes or patterns across the service. Each month key performance information is scrutinised and discussed at the **Performance Improvement** meeting chaired by Directors of ICS and attended by Assistant Directors to support County understanding of performance challenges and successes. Key trends or issues may lead to a Thematic Audit and / or support lines of enquiry within the COA process and shared further with the

Corporate Director to support strategic decision making.

The above is supported through MIU analysis and reporting of the **Children's services Analytics Tool (ChAT)**. The ChAT tool was developed and is used by Ofsted and local authorities to understand and improve performance transforms child-level data and benchmarking statistics into a visual report that covers all areas of children's social care. It enables senior leaders and managers to understand trends and think about how Kent compares statistically nationally and with our neighbouring local authorities.

A centralised analysis function within Strategic Commissioning is responsible for providing expert analysis and insight, utilising management Information and performance data and working alongside the Safeguarding Unit to make recommendations to forecast future challenges and improve practice.

A summary of the performance framework for Integrated Children's Service is included as **Appendix B**.

5. Feedback analysis

We are committed to hearing and responding to the feedback we receive from all those who use our services. We seek feedback from **children, young people and families** to help us learn about the quality of the help received and include children and young people in the design and delivery of our services.

We also seek feedback from **staff** to understand confidence in practice and the organisational culture and encourage and seek feedback from **partner agencies**. Feedback is collated from the following channels, and whilst at different points in time and different methods, we make every effort to review the findings to support actions to improve the services we are delivering.

5.1 Feedback from children and young people

Direct feedback is offered as part of our main CYPE audit activity and included in the Triannual Report to ensure that their feedback also informs any practice development identified for all Quality Assurance activity.

- **Kent's Children in Care Councils**

Comprising of 3 groups of Children and Young People; YAC (Young Adult Council) for Young People aged 16-21 OCYPC (Our Children & Young People's Council) for those aged 11-16 and a Super Council a group established in early 2016 for younger children aged 7-11. The Councils provide an essential forum for Children in Care (CiC) and Young Care Leavers (YCLs) to speak up and affect change in the care system. The younger councils meet on a regular basis in the school holidays and YAC meets in the evening every month.

- **CP & CiC planning processes**

Children and young people are offered the opportunity to share feedback of their involvement with the Child Protection / Child in Care processes. Children are offered the opportunity to chair their Child in Care review and to participate in a child only child protection conference. IRO's & CPC's meet with children and young people to support their engagement with and participation in their plans.

- **Advocacy services and Independent Visitor feedback**

These services are externally commissioned in Kent with quarterly and annual reports, managed through the contract monitoring process, are collated and fed into operational managers.

Communities of Participation including the *Children in Care Council* and *Youth Participation* – findings from each Triannual Report are presented to various existing forums that involve young people for them to understand what is being explored and gain their views on whether this has been their experience. They provide suggestions on how we can improve the CYPE Service they receive from Open Access through to Children in Care and Care leavers.

5.2 Feedback from parents and carers

This is collated through the CYPE audit and is used by the Team Managers and practitioners when reflecting on the experience of children and young people. Parents and carers are also encouraged to offer their feedback through the IRO & CPC planning processes. The CPC feedback form for parents is via MS forms and can be completed at any time.

Individual services across CYPE collate feedback throughout their intervention. A more systematic approach to collating feedback from all those who use our services is currently being developed and will allow for a more comparative analysis of our family's experiences of CYPE service.

Learning from **complaints & compliments** is collated on a Triannual basis and triangulated with the other findings in the Triannual Report to ensure that practice is developed to improve the customer experience

5.3 Feedback from our staff

Practitioner feedback is collated through the CYPE audit practitioner feedback every 2 months and included in the Triannual Report. This includes a focus on the elements of the Practice Framework and the training received to support the practitioners work with children & young people and their families. Findings will be used to understand and improve practice across CYPE.

Staff are given regular opportunities to feedback and share through service away days, and staff briefings. Feedback will also be gathered through ongoing operational

meetings and supervision. There are additional ways for staff to get involved and have their voice heard within Kent that include:

- **Good Conversations** – all staff should be having regular conversations with managers to support them.
- **Staff Groups** – There are four established staff groups that offer support, friendship, networking and development opportunities for staff who are under-represented in the workforce.
- **Peer Learning Networks** – Staff are encouraged to share their expertise with and learn from colleagues across the organisation through our peer networks.
- **Corporate Leadership and Management Events (named T200)** - Focused on supporting and challenging change across the organisation, this is a forum to get involved with shaping the future of Kent more widely.
- **Staff survey** - An annual survey where staff can express how they feel about their job, team, line manager and organisation with an objective for the findings to inform future improvements, ensuring a cyclical approach to staff and service development.

The staff survey is also used by Directors within CYPE to understand and respond to staff feedback about their health and well-being. Staff are encouraged to participate in the staff survey and to share with the senior leadership those issues that challenge and support them in their work. The staff survey is scrutinised by Corporate Directors and used to support future planning.

It is a key role of the Principal Social Worker to represent the views and experiences of staff back to senior and corporate managers and members.

5.4 Multi-agency feedback

Learning from Child Safeguarding Practice Reviews / Serious Case Reviews / Domestic abuse Homicide Reviews / Safeguarding Adult Reviews

CYPE is committed to reflecting and learning from serious incidents which lead to multi-agency reviews. All learning from these Reviews results in multi-agency action plans for specific recommendations to be disseminated across Integrated Children's Services and the learning embedded in practice. All managers within Integrated Children's Services are responsible for sharing the learning and partners are equally responsible for sharing the learning within their own organisation and for ensuring practice recommendations are embedded within their services.

These separate elements of feedback are collated every 4 months and added to the **Triannual Report** to triangulate the findings from audit with the experience of children, young people, families and frontline practitioners.

APPENDIX A – Responsibilities in Quality Assurance

<p>Practitioners and Business Support</p>	<p>Practitioners understand restrictions in delivery quality and reflect on experiences. They are best placed to obtain feedback from service users and universal agencies. They can make informed recommendations and are motivated to make changes which make a difference. When they feel valued by senior aspects of the organization, the leadership to implement this culture is experienced by Practitioners and has an impact on their service delivery which empowers families to make changes.</p> <p>Business Support enables practitioners and managers to focus on practice by fulfilling compliance, recording and reporting roles. The role collates information into reports for Practitioners and Managers to consider whilst ensuring reporting is professionally presented to various audiences. Business Support is a vital function in the day-to-day work that allows priorities to be addressed whilst supplying competing demands.</p>
<p>Managers</p>	<p>Managers are responsible and accountable for implementation and must conduct regular reviews of standards and test hypotheses regarding their service. Managers should advise forums and their senior managers of their findings to share learning whilst opening discussions to identify solutions and/or embed good practice. Managers must identify and encourage child focused practice and ensure their rationale is recorded to demonstrate safe and defensible decision making. They must regularly liaise with key stakeholders to acquire feedback whilst demonstrating leadership to promote the learning culture within other organisations. They are a key conduit to collating learning from practitioners and informing senior leaders of the generated creativity and innovation that may improve practice and outcomes.</p>
<p>Senior Leaders</p>	<p>The Senior Leaders are responsible for being authoritative to ensure the messages from the triannual Integrated Services Learning and Improvement report are consistently shared with practitioners. Senior Leaders must celebrate the bold decisions and practice within their services and share the learning with their colleagues. They must also encourage the practice is driven by process and informs policy. Therefore, they are responsible for championing practitioners' recommendations to the stakeholders, and elected members, to improve practice and outcomes to support transition of services and resource allocation, whilst identifying appropriate ways to meet demand. The Senior Leaders will ensure appropriate reporting to fellow strategic boards who are influenced by CYPE so there is a Kent strategic implementation of services to avoid duplication of service delivery or creating gaps in provision.</p>
<p>Key Stakeholders / Partners / Service Users</p>	<p>Senior Leaders and Managers are responsible and accountable for providing regular feedback to partners, both internal and external, to ensure they are kept updated on improvement plans and the learning from innovative practice across Integrated Services. This is achieved by briefings, electronic communication, websites, network meetings, forums and boards that encourage dissemination of information.</p>
<p>Elected Members</p>	<p>Elected Members have a role in overseeing and scrutinising frontline services. Member scrutiny is carried out through their Overview and Scrutiny functions (delivered through the CSAB) and there is an expectation all Members take an interest on and a responsibility for the outcomes for the most vulnerable children, especially those for whom they are the corporate parent.</p>

APPENDIX B – Reporting Schedule

	Purpose	Target Audience	What Difference Do They Make to Children & Families?	How Often Are They Produced?	How Do They Inform Practice Improvement?
Children & Families Audit Summary	To provide a monthly update on the performance of Children & Families Service across a range of key indicators	Corporate Director, Director, Assistant Directors, Service Managers and Team Managers	Provide up-to-date, regular performance information to highlight issues as they are emerging, help teams organise resources and promote understanding of performance information. Recognising good practice and understanding our strengths to build on	Tri-Annually but there is also an App on Power Bi to demonstrate current performance	<p>Monthly audit meetings with participation & engagement. Membership, data info MIU, Analysis from commissioning, Practice Development Managers, QA Managers</p> <p>SEN QA, Youth Justice, Customer Care, Open Access</p> <p>Discussed at audits mtg any gaps or celebrate to be shared in tri-annual update (learning from practice)</p> <p>Bi-monthly audits look at practice in each team across CYPE and identify good practice and development</p>
Appreciative Inquiry	Developing a learning culture celebrating team skills sharing the learning	Corporate Director, Director, Assistant Directors, Service Managers and Team Managers	Develops a learning culture within the team and celebrates good practice and learning identified from the bi-monthly audit which improves confidence and morale.	Bi-Monthly	They are recorded on a template which are thematically reviewed where best practice and learning from experiences contributes to the tri-annual report.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Children & Families Report</p>	<p>Provides a concise summary of the performance, challenges and developments of the Children & Families Service over the last tri-annual period</p>	<p>ICS Joint DivMT</p>	<p>Ensures DivMT are aware of good practice and can provide scrutiny, where needed, to ensure the focus remains on the delivery of services to the 'customer'</p>	<p>Tri-Annually</p>	<p>Ensures management DivMT have oversight of both the excellent work the Service is doing and the challenges experienced. This allows management to hold the service to account to ensure action is being taken to meet these challenges.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Front Door</p>	<p>Provides analysis and information of the contacts received by the Front Door, along with performance information regarding outcomes, and tracks trends and developments over time.</p>	<p>ICS Joint DivMT</p>	<p>Provides information on demand, contact sources and outcomes to provide an understanding of what demand and the journey through the process is like for children and families, supporting action to make the process smoother, more effective and more efficient.</p>	<p>Power-Bi App presents daily performance</p>	<p>Informs manager what demand looks like, both current and over time (trend), and where contacts are coming from.</p>

Total Placement Programme	Provide a detailed and informed understanding of the Children in Care, Children Leaving Care and Vulnerable Young Adults population, the types of placements and admissions and discharges	ICS Joint DivMT	Monitoring the types of placements helps to ensure we continue to have a sufficiency of placements, monitoring admission rates helps us ensure thresholds are being applied robustly, and monitoring discharges can help identify areas that discharge planning may not be being as effective as it could be (such as for teenagers etc.)	Quarterly	The monitoring and analysis of activity along with understanding how the market is responding allows us to monitor trends, gaps and capacity issues and adjust commissioning activity to get the best outcomes for Children and Young People and the Council. Predictions of future need helps inform decisions and direct further analysis to understand specific issues more deeply to further direct and inform practice development.
Corporate Parenting Panel/CP Annual Report/Challenge Cards	Update elected members, as corporate parents, on the performance of the CIC Services and the challenges they are currently facing. Children and Young people able to challenge their corporate parents.	Elected Members Group for Children in Care. Children and young people	Holds the service to account to ensure they are meeting the statutory requirements and committed obligations to Looked After Children Children and young people able to have a voice and be able to influence design of services.	Bimonthly	Identifying performance challenges to Elected Members ensures action is taken to meet changing challenges and decisions being made are endorsed by elected members. Influence design of services and impact upon policy change. E.g., Rent Guarantor Scheme.

<p style="text-align: center;">Kent Fostering Business Plan – Statement of Purpose – Panel Chairs Annual Report – Sufficiency Strategy</p>	<p>Ensures that the 'National Minimum Standards' for reporting are adhered to and provides information and analysis of the performance of the Fostering Service</p> <p>Details training for foster carers. Monitors performance for the county.</p> <p>Monitors team performance.</p>	<p>Integrated Children's Services</p>	<p>Provides analysis of demand, delivery and sufficiency of Foster Carers/ placements, assisting to ensure the service continues to be able to meet the needs of children in care requiring foster placements</p>	<p>Annually</p>	<p>Monitors performance against both local and National targets. Informing the Directorate of performance and trends across a range of key indicators (from Children in Foster Care, to Foster Carer Households, to the Outcomes of Children in Foster Care) ensures the service is held to account, and action needs to be taken were challenges arise.</p> <p>Identifies specific recruitment targets e.g., Parent and Child, siblings, disabled children etc.</p>
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Children's Assurance Presentation	Updates the Children's Assurance Board on performance over the last quarter in relation to an agreed theme.	Children's Assurance Board	Provides a joined- up overview of directorate level performance, providing the strategic link that joins up service delivery, ensuring improved outcomes for Children & Families	Quarterly	Challenges and issues are raised in a Senior Leadership arena that holds the service to account and provides scrutiny, ensuring improvements are made, and action taken where needed.
PCC (Police and Crime Commissioners) SLA report	Informs the Youth Justice Service and the PCC of the outcomes for Young People engaged through the Youth Justice Service	PCC / Youth Justice Service & Prevention Leadership	Provides information relating to the outcomes, and case specific examples, of the Youth Justice Service. Ensures support is being provided effectively and restorative practice is being used	Quarterly	Identifying areas and trends where performance is not reaching the expected standard allows the PCC to hold the YJS to account and committed areas for development relating to emerging issues and risks and challenges drives practice improvement.
Youth Justice Board	Performance Report for the Youth Justice Service focusing on performance over the last Quarter	County Youth Justice Board	Helps to ensure support is being provided to Young People, and victims, through analysing performance on a regular basis	Quarterly	Allows the monitoring of trends over time, and the support being offered each quarter to ensure that the right levels of support are being provided at the right point to prevent young people entering the Criminal Justice System and to reduce re-offending rates.

Adoption Service Report	Report to inform the executive of the performance of the Kent Adoption Service	Executive Members	Provides information and analysis around the performance of the adoption service, helping to ensure adoptions are timely and we have enough adopters to meet needs of Kent children for whom adoption is the plan.	Annually	The report informs the executive of performance, service delivery compared to previous performance and government timescales. This results in the service being held to account to ensure it continues to meet the needs of children placed for adoption in a timely way. It also ensures the process for potential adopters is smooth and progresses well and also meets government timescales. The report also addresses support for adoptive families post order. It highlights good practice and issues of concern by reporting on compliments and complaints.
Virtual School Report	Mid-cycle Report on performance and progress of VSK work streams	DivMT CPP	Comparing outcomes with statistical neighbours and national averages (alongside previous performance) informs the virtual school of where performance has declined, and where action needs to be taken to improve the outcomes of our Looked After Children.	Annually (March/April)	Analysis of performance shows where Kent's performance has either improved, remained consistent, or declined. This then informs provision and support provided, as well as encouraging further analysis and work to improve performance management and practice. Performance & Challenge
Virtual School Annual Report	Update Elected members and the executive on the outcomes and activity of the Virtual School that year (statutory requirement)	CMT DivMT CPP	This report has no direct impact of Children & Families, but is used to hold the Virtual School to account and promote service improvement.	Annually (Oct)	Contextualises the performance of the Looked After Children population, providing an update of performance before data becomes nationally available and gives the executive and elected members an opportunity to hold the Virtual School to account and raise challenges for the coming year.