



# Data, improvement and inspection

ADCS Annual Conference, Friday 7 July 2017



# Welcome and introductions

Steve Crocker, Director of Children's Services,  
Hampshire County Council

**Waltham Forest Council**

# Using Data Intelligently

Rashid Jussa - Families Performance and Information Manager

Jean Mallo - Intelligence Analyst & Visualisation Specialist

7 July 2017



## Collaborative 'Data to Intelligence' project

- The 'Data to Intelligence' project was born out of conversations between performance colleagues and the service around the need to make performance more accessible and easier to understand.
- September 2016 was the start of the one year collaborative project between Waltham Forest Council, Hackney Council, and OfSTED.
- The overall aim of the project is to improve the performance management of children's social care across all local authorities by innovating the way we use existing data. The project places a particular focus on using clear and creative visualisations, as shown by pioneers in the field, such as Stephen Few.

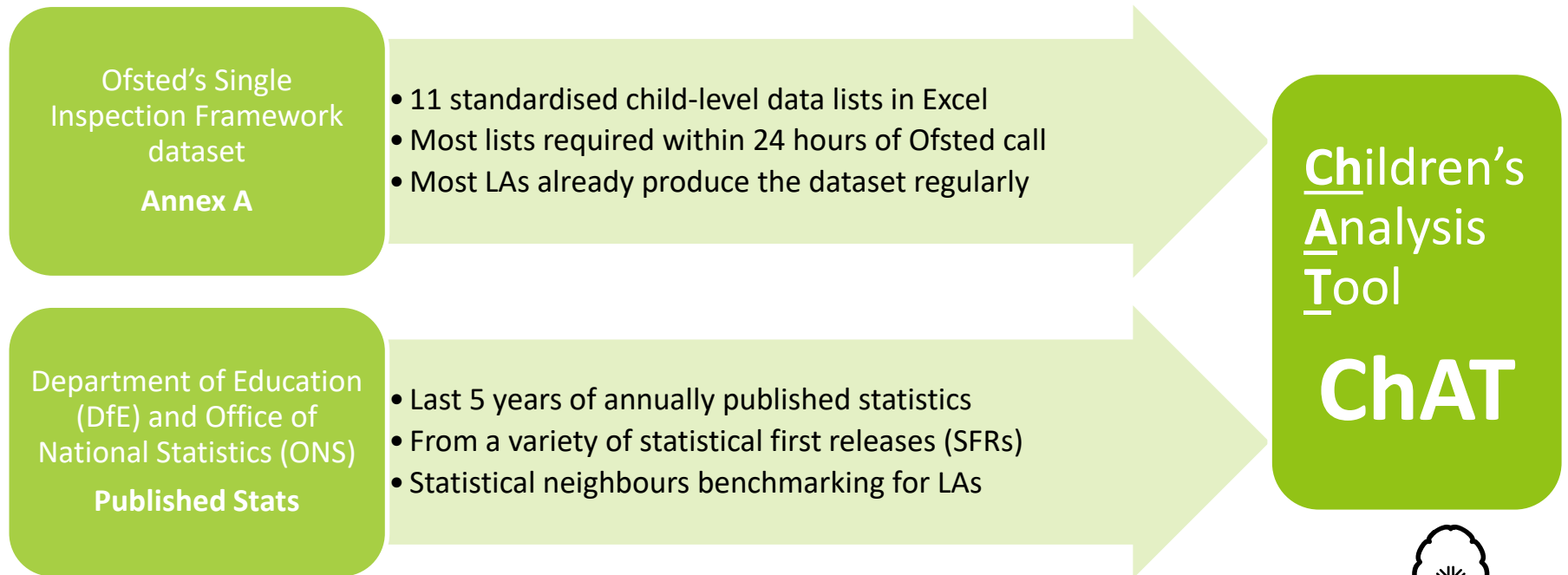
## Four initial project objectives

1. Build a universal **Children's services Analysis Tool (ChAT)**
2. Develop templates and embed the use of highly visual dashboards
3. Explore methods to streamline performance management
4. Work collaboratively with other organisations to explore the use and development of existing tools and data

## Using existing datasets to populate ChAT

ChAT uses **data that is already available**, but difficult to interpret, to produce a highly visual report, across all areas of children's social care, that is both engaging and easy to understand.

The tool enables local authorities to get ahead of the curve by highlighting areas of focus, illustrating trends, and providing relevant comparisons with other LAs.



# Example of the Referrals data set in Annex A

A	B	C	D	E	F	G	H	I	J	K	L	
3. All those who have been the subject of a referral in the three months prior to inspection												
1												
2	Child Unique ID	Gender	Ethnicity	Date of Birth	If Unborn: Expected Date of Birth	Age of Child (Years)	Date of the Most Recent Referral	Referral Source	Referral NFA? (Y/N)	Number of Referrals in Last 12 Months	Allocated Team	Allocated Worker
3	BBSUID-473	2 - Fema	WBRI - White British	07/06/2013		4	19/06/2017	9 - Anonymous	1 - Yes	0	Front Door Te	TestWorker §
4	BBSUID-516	2 - Fema	WBRI - White British	08/10/2011		5	19/06/2017	2A - Schools	0 - No	1	CIN-CP-LAC Ti	TestWorker §
5	BBSUID-919	2 - Fema	WBRI - White British	28/05/2010		7	19/06/2017	2A - Schools	0 - No	0	CIN-CP-LAC Ti	TestWorker §
6	BBSUID-926	1 - Male	WBRI - White British	05/11/2001		15	16/06/2017	1A - Individual (Family)	0 - No	0	Front Door Te	TestWorker §
7	BBSUID-636	2 - Fema	WBRI - White British	05/10/2004		12	16/06/2017	1A - Individual (Family)	0 - No	3	Front Door Te	TestWorker §
8	BBSUID-355	1 - Male	MOTH - Any other mixe	05/10/2005		11	15/06/2017	9 - Anonymous	0 - No	0	CIN-CP-LAC Ti	TestWorker §
9	BBSUID-424	1 - Male	WBRI - White British	24/10/2009		7	15/06/2017	9 - Anonymous	0 - No	0	CIN-CP-LAC Ti	TestWorker §
10	BBSUID-948	1 - Male	WBRI - White British	13/07/2011		5	15/06/2017	9 - Anonymous	0 - No	0	CIN-CP-LAC Ti	TestWorker §
11	BBSUID-190	2 - Fema	WBRI - White British	03/06/2015		2	15/06/2017	9 - Anonymous	0 - No	0	CIN-CP-LAC Ti	TestWorker §
12	BBSUID-556	2 - Fema	WBRI - White British	22/11/2010		6	13/06/2017	5A - LA Services (Internal)	0 - No	1	Front Door Te	TestWorker §
13	BBSUID-298	2 - Fema	WBRI - White British	19/02/2006		11	12/06/2017	4 - Housing	0 - No	0	CIN-CP-LAC Ti	TestWorker §
14	BBSUID-271	1 - Male	WBRI - White British	27/06/2007		9	12/06/2017	4 - Housing	0 - No	0	CIN-CP-LAC Ti	TestWorker §
15	BBSUID-757	1 - Male	WBRI - White British	11/08/2011		5	12/06/2017	4 - Housing	0 - No	2	CIN-CP-LAC Ti	TestWorker §
16	BBSUID-822	1 - Male	WBRI - White British	11/03/2014		3	12/06/2017	4 - Housing	0 - No	0	CIN-CP-LAC Ti	TestWorker §
17	BBSUID-765	1 - Male	WBRI - White British	22/01/2005		12	08/06/2017	5A - LA Services (Internal)	1 - Yes	1	Front Door Te	TestWorker §
18	BBSUID-300	2 - Fema	WBRI - White British	12/06/2007		10	08/06/2017	5A - LA Services (Internal)	1 - Yes	0	Front Door Te	TestWorker §
19	BBSUID-565	2 - Fema	WBRI - White British	15/01/2010		7	08/06/2017	5A - LA Services (Internal)	1 - Yes	0	Front Door Te	TestWorker §
20	BBSUID-603	2 - Fema	WBRI - White British	14/05/2012		5	08/06/2017	5A - LA Services (Internal)	1 - Yes	0	Front Door Te	TestWorker §
21	BBSUID-130	2 - Fema	WBRI - White British	20/11/2014		2	03/06/2017	2A - Schools	1 - Yes	0	Front Door Te	TestWorker §
22	BBSUID-566	1 - Male	OOTh - Any other ethn	02/06/2001		16	03/06/2017	8 - Other	0 - No	0	CIN-CP-LAC Ti	TestWorker §
23	BBSUID-825	1 - Male	WBRI - White British	07/05/2015		2	02/06/2017	6 - Police	0 - No	1	Front Door Te	TestWorker §
24	BBSUID-696	2 - Fema	WBRI - White British	12/01/2014		3	02/06/2017	6 - Police	0 - No	2	Front Door Te	TestWorker §
25	BBSUID-451	2 - Fema	WBRI - White British	19/06/2012		5	02/06/2017	6 - Police	0 - No	0	Front Door Te	TestWorker §
26	BBSUID-375	2 - Fema	WBRI - White British	05/03/2012		5	29/05/2017	7 - Other Legal Agency	1 - Yes	1	Front Door Te	TestWorker §

[dummy data]

Example: List 3 Referrals

List 3 has one row of data per child, with 12 data columns

The format has been retained for the JTAI framework as well as the new ILACS framework

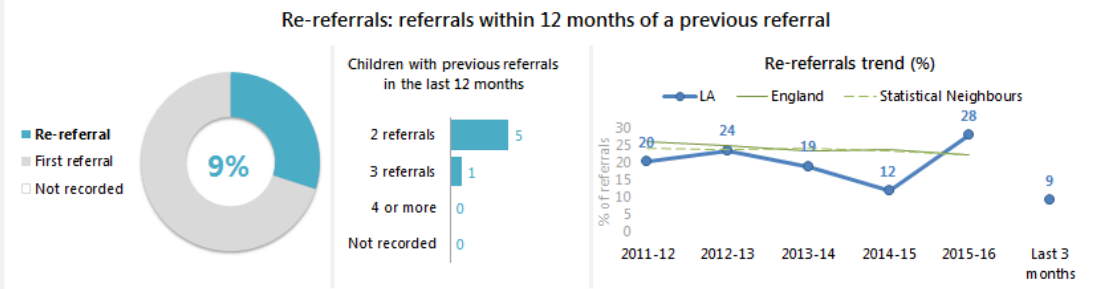
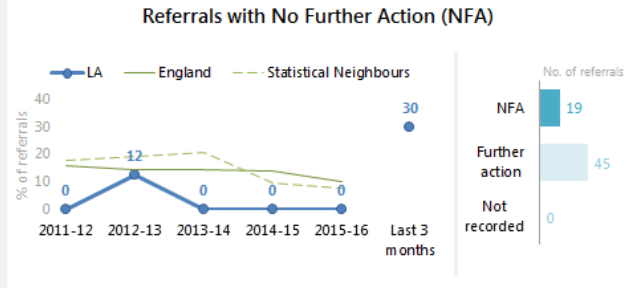
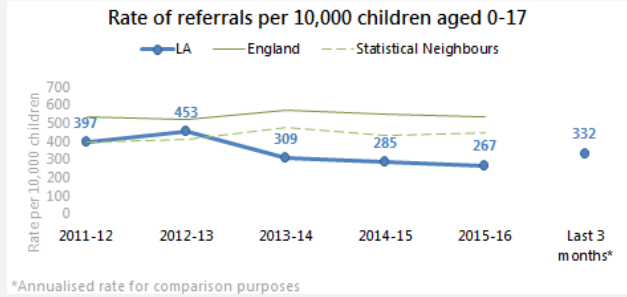
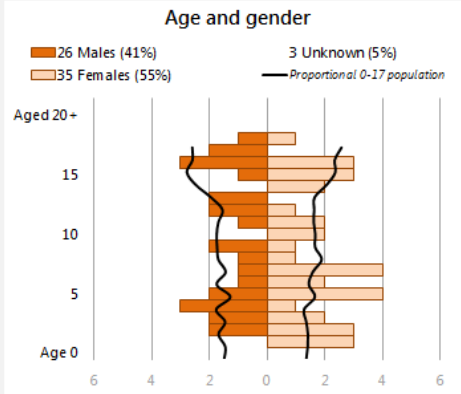
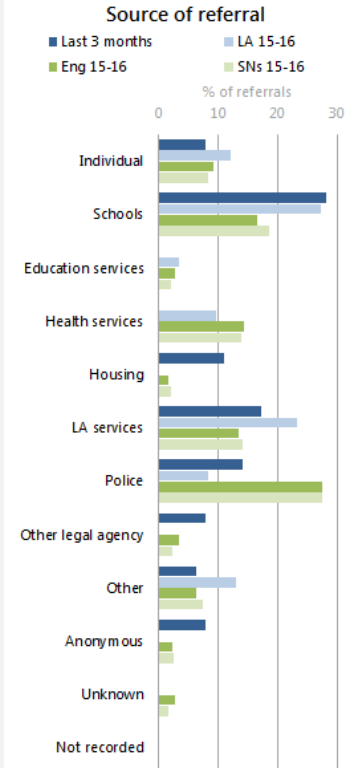
Total of 11 lists with 173 data columns.

# Example of the Referrals page in ChAT

Referrals in the last 3 months

from 30/03/2017  
to 30/06/2017

64 children with a referral



[dummy data]

Uses a variety of simple visualisations

Groups relevant information on a page

Highlights areas of focus or concern

Compares real time data with published statistics

Customisable and transferable.



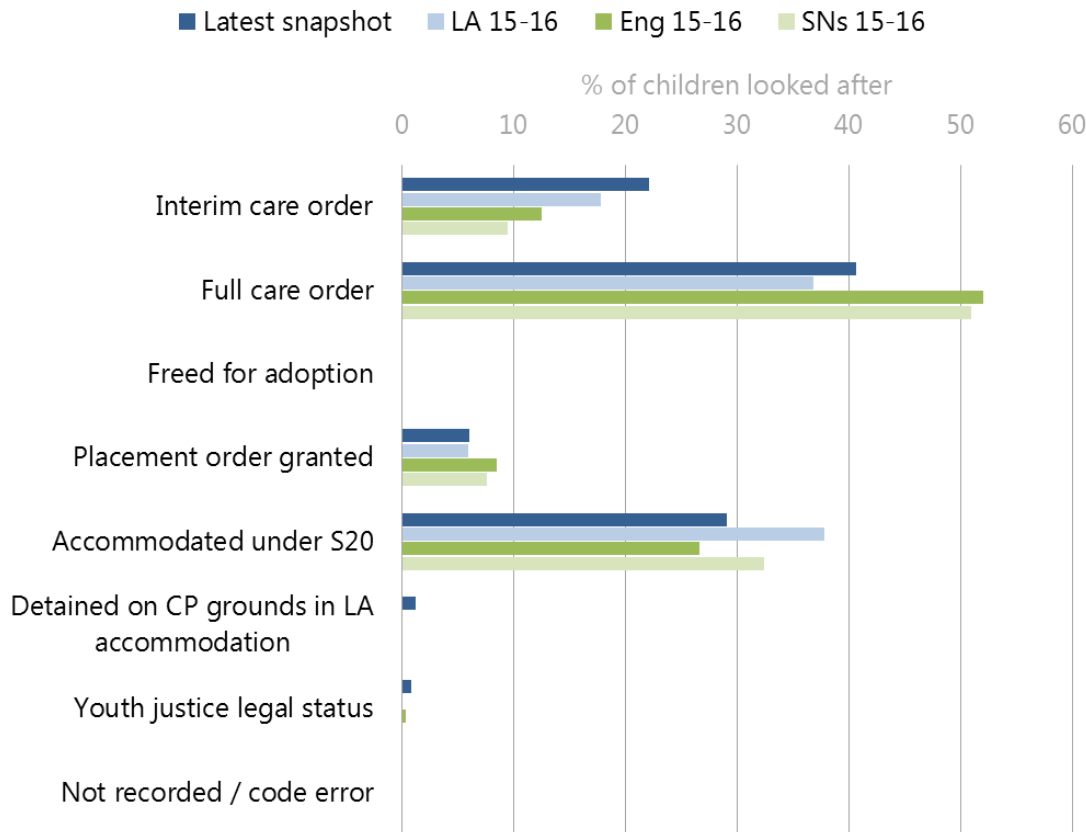
## ChAT has been used in 15 local authorities

In addition to Waltham Forest and Hackney, ChAT has been piloted in 13 other local authorities across England during two pilots carried out in March and June.

The following slides show examples of challenge areas, or lines of enquiry, that were unearthed during the pilots.

# Increase in the proportion of Interim Care Orders

## Legal status of open CLA (snapshot)

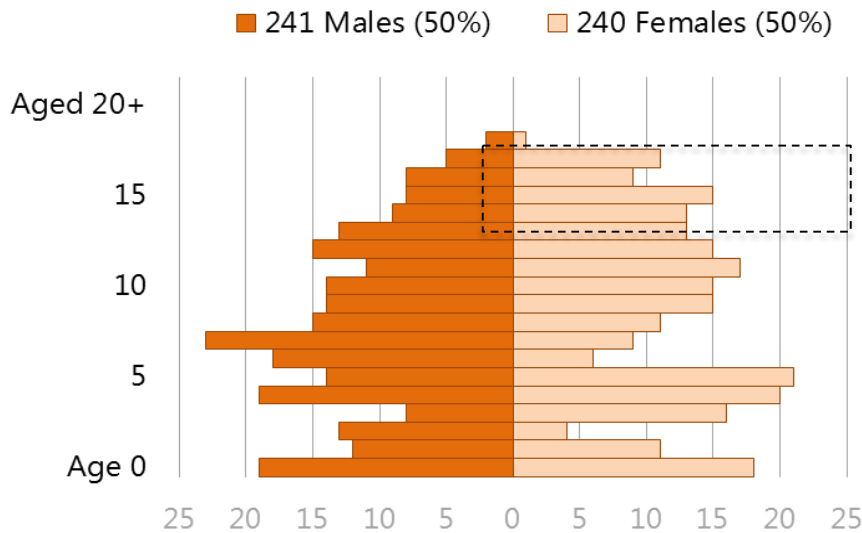


Higher proportion of Interim Care Orders (ICOs) in 2015-16, with lower % Full Care Orders.

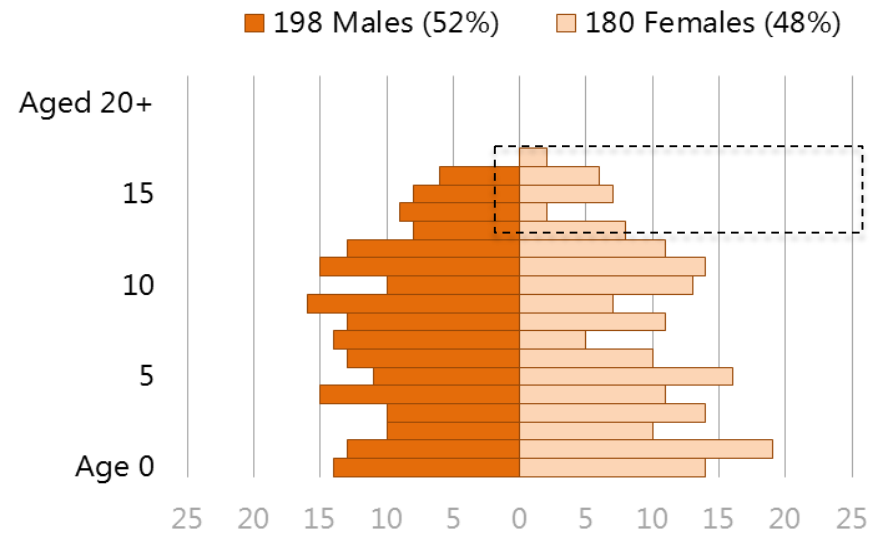
Latest snapshot shows more than double the statistical neighbour average for ICOs.

# Teenage girls with S47 enquiries but no CP plans

## Section 47 enquiries



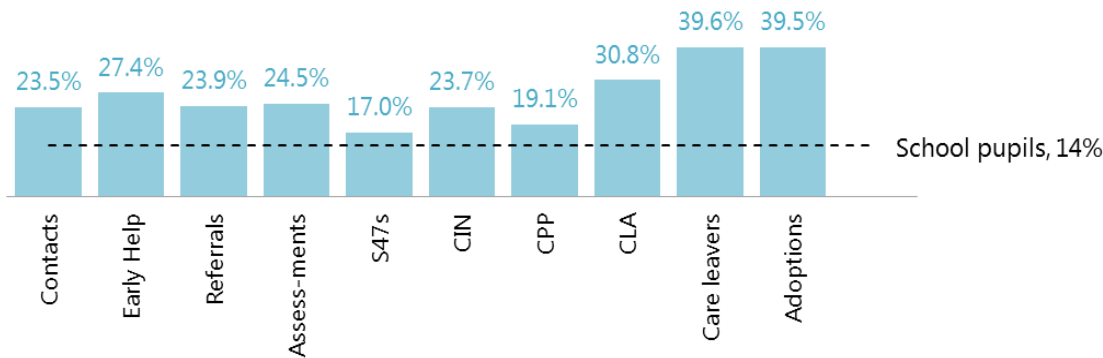
## Child Protection Plans



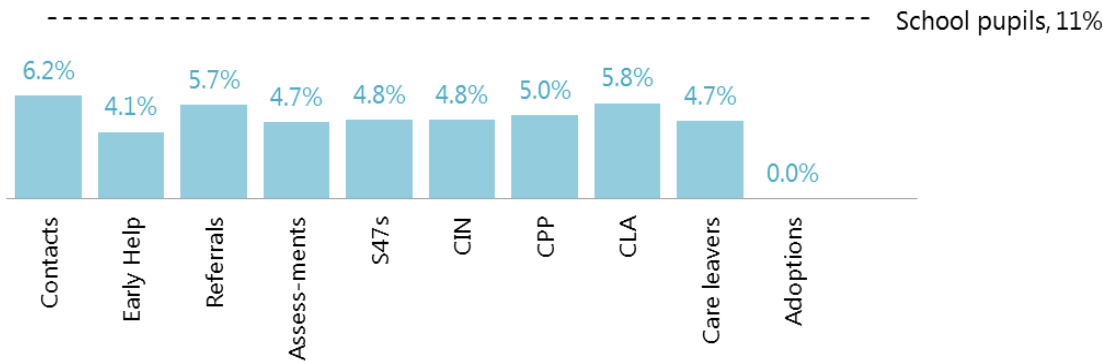
Around 40 girls aged between 13-15 with a Section 47 enquiry in the period. However, only around 15 girls of the same age group with open CP plans. In particular very low numbers of 13 year olds girls.

# Under-representation of Black ethnic backgrounds

## White ethnic background



## Black ethnic background



ChAT uses school census statistics to compare social care demographics to the general population.

Over-representation across all areas of social care for children from a White ethnic background, and an under-representation for children from a Black ethnic background.

## Feedback from the ChAT pilots

*“The visual presentation of the final report was very effective at flagging key information and **giving new insight into our data**. The report **generated a great deal of discussion** amongst managers and this has flagged a couple of areas for further investigation “*

*“It shone a different light on our service information and thus provided us with analyses of our performance that are new to us and which **present lines of enquiry that we may not otherwise be as proactively aware of**”*

*“Made it **easier to identify the areas for focus and to drive the conversation around performance**. The breadth and depth of children’s social care statutory data that should be tracked is huge but with having to produce and scrutinise the data manually with limited resource, it is easy to miss some elements for which an automated tool provides a solution.”*

*“The authority is very excited by the opportunity to use the data tool and **envisage using it as part of our routine performance reporting** and challenge (at all levels).”*

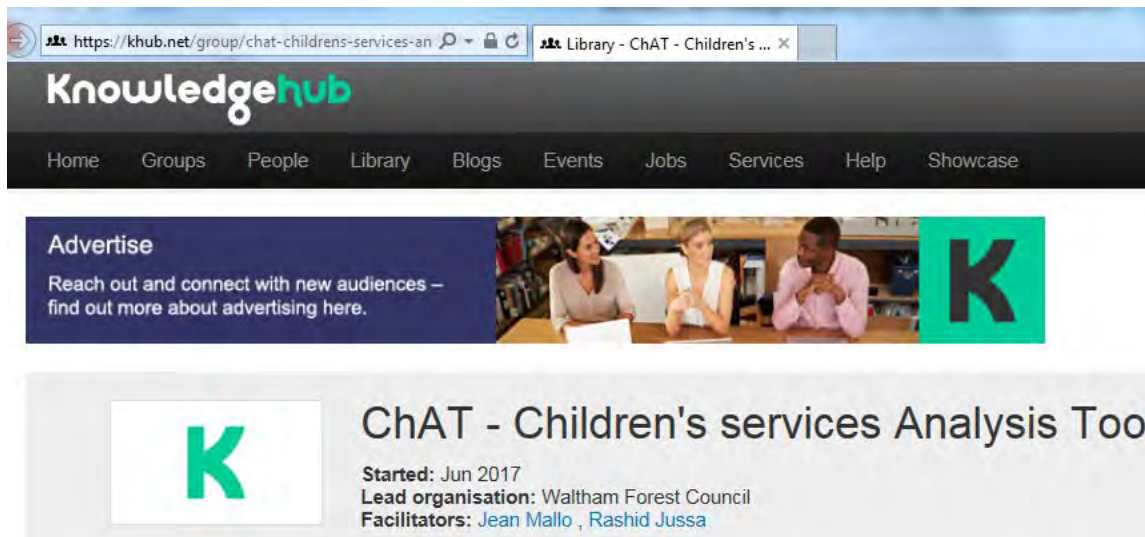
*“Love the infographics...it’s **amazing what so much data can be transformed into**”.*

## Download ChAT from the Knowledge Hub

ChAT is available to download from the Knowledge Hub from today.

<https://khub.net/group/chat-childrens-services-analysis-tool/library>

You will need to register with the Knowledge Hub and request to become a member of the ChAT group. (It is free)!



The screenshot shows a web browser window with the Knowledge Hub website. The address bar displays the URL <https://khub.net/group/chat-childrens-services-analysis-tool/library>. The Knowledge Hub logo is visible at the top left, and a navigation menu includes Home, Groups, People, Library, Blogs, Events, Jobs, Services, Help, and Showcase. Below the navigation is an advertisement for advertising on the platform. The main content area features a large green 'K' logo and the title 'ChAT - Children's services Analysis Tool'. Below the title, it states: 'Started: Jun 2017', 'Lead organisation: Waltham Forest Council', and 'Facilitators: Jean Mallo, Rashid Jussa'.

## Next steps for the project

Find the links between published statistics and Ofsted inspection outcomes:

- What are the early warning signs of a Requires Improvement / Inadequate Local Authority? What makes an LA 'Good'?
- How can we streamline performance management?

Working with other organisations:

- NPIMG (linked with ADCS SPI Committee)
- Department for Education (DfE)
- Local Government Association (LGA)
- Office of the Children's Commissioner (OCC)

## Rashid Jussa

Families Performance and Information Manager

[rashid.jussa@walthamforest.gov.uk](mailto:rashid.jussa@walthamforest.gov.uk)

## Jean Mallo

Intelligence Analyst & Visualisation Specialist

[jean.mallo@walthamforest.gov.uk](mailto:jean.mallo@walthamforest.gov.uk)





## Additional slides for further information...

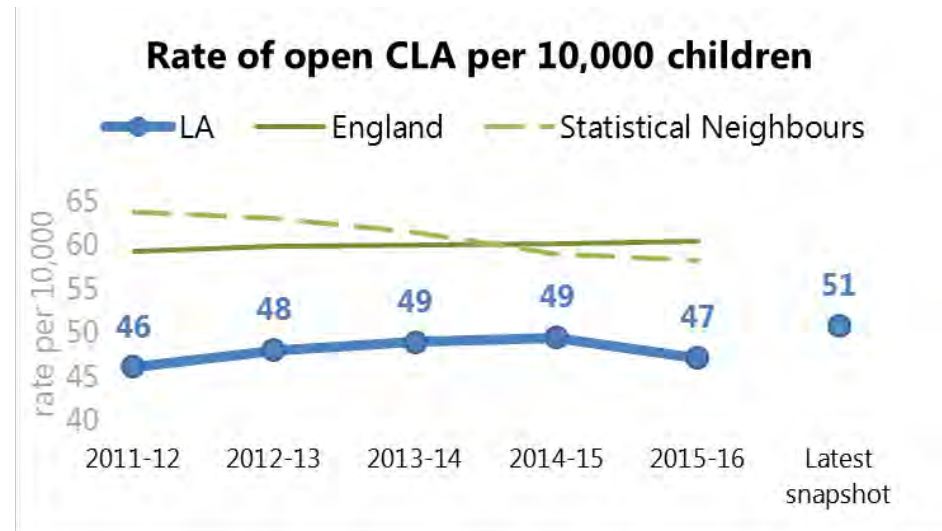
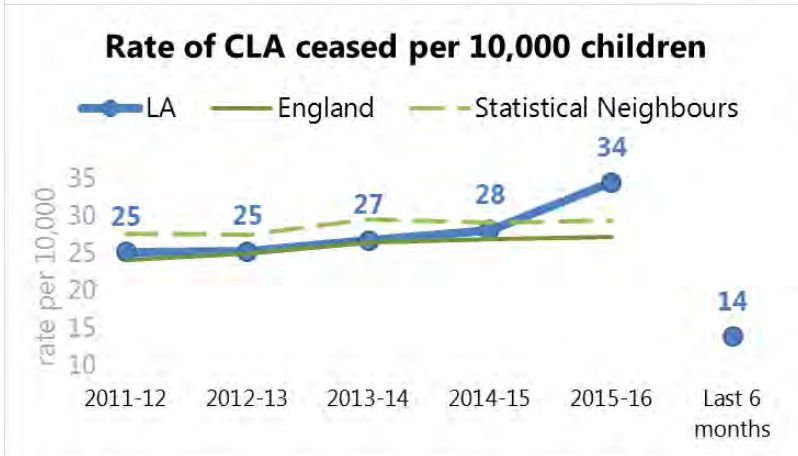
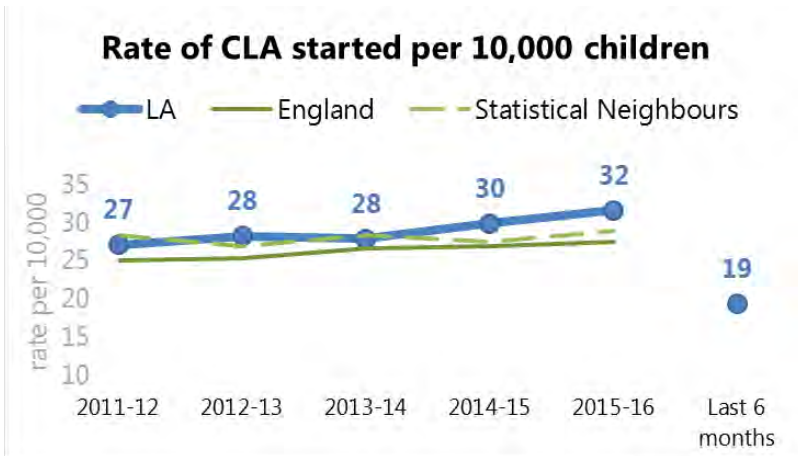


## 5 steps to produce the ChAT report

*The time it takes to populate ChAT depends on the data quality of the Local Authority's SIF Annex A dataset.*

1. Select Local Authority name, and enter date
2. Paste child-level data lists into ChAT
3. Check that formulae have copied down
4. Check that LA codes have been mapped to those in ChAT
5. View, print, and save ChAT report.

# Additional ChAT example (1)

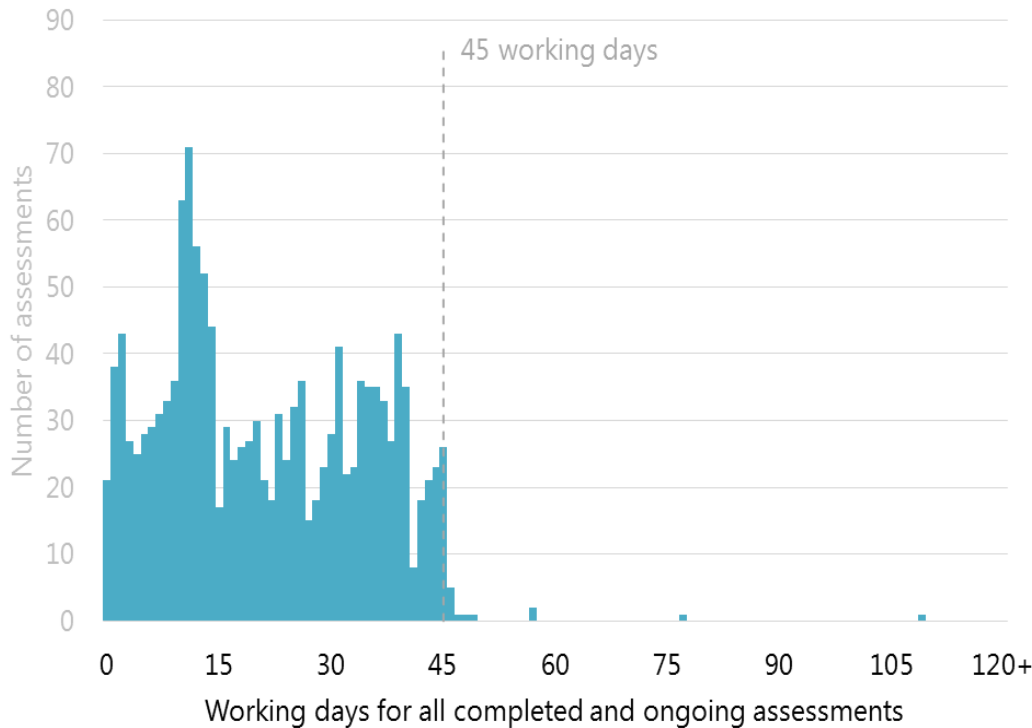


Annex A List 8 (children looked after) contains the last 6 months of episodes of care.

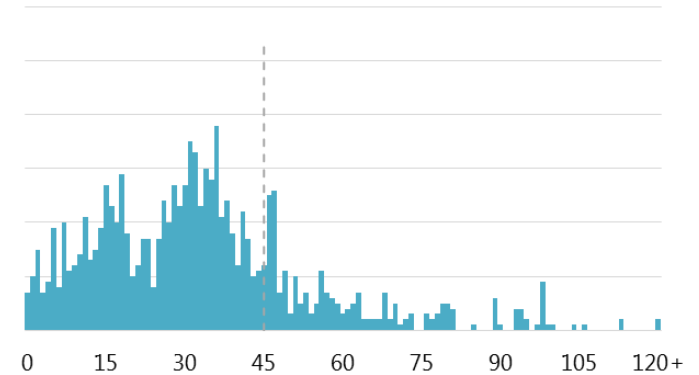
ChAT highlights significantly lower rates of CLA started & ceased in the last 6 months compared to previous years, but an increase in overall CLA rate.

## Additional ChAT example (2)

**LA 1 – 99% assessments in 45 working days**



**LA 2 – 79% in 45 days**

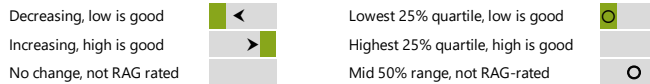


Distribution of LA1 shows an internal target around 10 days for completing assessments, and then every 5 days thereafter.

Distribution of LA2 shows biggest peak around 35 days, with high numbers of assessments being completed on the 47-48<sup>th</sup> working days.

# Performance overview in ChAT

The table below shows the Local Authority's latest data for each indicator as calculated in the tool, and the direction of travel since the latest published statistics (where available).



Indicator	Analysis & visualisation tool			Latest published statistics for all local authorities					
	Latest	Direction of travel		LA	SNs	Eng	LA compared to mid-50% range of all LAs	Date	
Referrals received (annual rate per 10,000 of children)	332	Increase		267	450	532	Lower		2015-16
Referrals to social care that were within 12 months of a previous referral (%)	9	Decrease		28	22	22	Higher		2015-16
Assessments completed (annual rate per 10,000 of children)	270	Increase		183	437	490	Lower		2015-16
Assessments completed within 45 working days (%)	93	Increase		72	86	83	Lower		2015-16
Children subject to section 47 enquiries (annual rate per 10,000 of children)	99	Increase		73	120	148	Lower		2015-16
Children subject of an initial child protection conference (annual rate per 10,000 of children)	34	Decrease		75	55	63	In range		2015-16
Initial Child Protection Conferences held within 15 working days of the start of the section 47 enquiry (%)	100	Increase		26	79	77	Lower		2015-16
Children in need (snapshot rate per 10,000 children)	86	Decrease		337	270	338	In range		2015-16
Children who are the subject of a child protection plan (snapshot rate per 10,000 children)	27	Decrease		35	38	43	In range		2015-16
Children who became the subject of a CP plan for a second or subsequent time (%)	0			x	18	18			2015-16
Children who ceased to be on a CP plan whose plan lasted 2 years or more (%)	0			x	4	4			2015-16
Children who are looked after (snapshot rate per 10,000 children)	48	Decrease		52	46	60	In range		2015-16
Children looked after who had a missing incident in the period (%)	11	Increase		0	9	9	Lower		2015-16
Children looked after who were away without authorisation in the period (%)	11	Increase		0	5	4	Lower		2015-16
Children looked after who had their teeth checked by a dentist in the last 12 months (%)	55	Decrease		81	87	84	In range		2015-16
Children looked after who had their annual health assessment (%)	80	Decrease		100	89	90	Higher		2015-16
Children of statutory school age who are looked after and have a statement or EHC plan for SEN (%)	0			x	29	27			2015-16
Children who ceased to be looked after in the period who were adopted (%)	0	Decrease		47	15	15	Higher		2015-16
Children who ceased to be looked after in the period due to a Special Guardianship Order (%)	13			x	12	12			2015-16
Children leaving care over the age of 16 who remained looked after until their 18th birthday (%)	75			x	68	70			2015-16
Care leavers aged 19-21 in suitable accommodation (%)	91	Decrease		100	76	82	Higher		2015-16
Care leavers aged 19-21 in education, employment, or training (%)	64	Decrease		73	47	49	Higher		2015-16
A1 - Average time between entering care and moving in with family for children who were adopted (days)	625			x	554	593			2012-15
A2 - Average time between LA receiving placement order and LA deciding on a match with family (days)	130			x	181	223			2012-15

Key performance indicators and comparative statistics on a page, providing an overview of how the local authority compares to the latest published statistics.

# ADCS Annual Conference

North West Regional approach

Towards a self-improving system for children's services

Gail Hopper, Director of Children's Services, Rochdale Council

Maxine Froggatt, NW Sector-Led Improvement

## Outline of session

- Importance of SLI in the North West;
- Steps taken to strengthen our approach;
- Our priorities for improvement
- The improved offer;
- Working with Ofsted on improvement

## NW position re SLI

- High level of LA commitment;
- With a high number of inadequate judgements – is SLI effective?
- DCS Workshop 2<sup>nd</sup> February 2017 – facilitated by ISOS;
- Explored strengths and challenges of current approach to SLI;
- Assessed against the ISOS model of 8 characteristics of a self improving system;
- Explored how to maximise effectiveness;
- Agreed 3 key priorities for improvement action



## 8 characteristics of a self improving system

	Characteristic	RAG	Notes
1	<i>Networks for leaders and professionals to share and develop practice (and not become isolated)</i>	Green	Strong networks across the region, with good attendance and willingness to share practice.
2	<i>Forum for leaders to identify strategic challenges and shape the region's priorities</i>	Green	Regular strategic meetings and workshops allowed elected members and senior leaders to come together to explore strategic challenges and shape regional priorities.
3	<i>Mechanisms for learning from the best practice across the country</i>	Orange	This happens, but in an ad hoc fashion – there is not a systematic way of drawing together intelligence about best practice nationally and sharing this so that all colleagues benefited.
4	<i>Collective commitment and a systematic approach to robust peer review</i>	Green	The commitment and systematic approach is in place, but the challenge was not yet as rigorous as it needs to be – it needed to be stronger at getting under the skin of issues.
5	<i>The ability to identify issues early and accurately, before they reach crisis-point</i>	Green	Similarly, the processes and routines exist to collate data (although there is the need to ensure all DCSs see this quickly), but data and intelligence need to be used systematically to identify issues.
6	<i>The ability to respond swiftly when concerns are identified, to land tough messages, and ensure remedial action is taken quickly</i>	Orange	The “so what?” question – colleagues felt the region’s approach was strong at identifying issues, but less so at ensuring these led to concrete action. Are local areas sufficiently receptive to feedback?
7	<i>The right offer to support for councils at each stage of their improvement journey</i>	Orange	There is support across the region, but it depends somewhat on personal networks. A more clearly defined, flexible offer of support would help colleagues to access the support that they need.
8	<i>The right capacity within the region to provide the right improvement support when it is needed</i>	Orange	Peer-to-peer coaching and mentoring is important, but capacity is needed to get alongside staff (e.g. team managers). Is the best use made of other staff (members, ADs) in providing support?

## Three key priorities for the NW

- A well defined offer of support, capable of being tailored to local area context, areas for development and stage improvement journey with right capacity to deliver;
- Effective triangulation of data and intelligence, to inform robust conversations, rigorous challenge and drive swift action to improve;
- Systematic means of sharing best practice and intelligence across country so it can be used to inform practice in local areas.

# The improving offer in NW

- Strengthened the SLI offer:
  - Governance
  - Annual peer challenge and support cycle
  - Strengthened Memo of Understanding
  - Regional Intelligence
  - Best practice networks
  - Support for DCSs
  - ‘Getting to Good’ seminars
  - NWADCS sub-groups for safeguarding, SEND and school improvement
  - Working together to improve
  - A contribution from every council to share what works for them.

## Working with Ofsted

- Shared SLI work with Ofsted in context of criticism;
- Shared perspectives of what SLI is / isn't;
- Engaged in testing the self-view approach with Ofsted, as part of new inspection framework;
- Opportunity to share SV and data;
- Ofsted agreed to share questions to ask as part of peer challenge;
- Follow up at each annual conversation;
- Ofsted shares themes from above with region;
- Agree content of Getting to Good seminars – joint approach and delivery.

**Any questions?**

# **Nottingham City's Experiences of the Ofsted Pilot Inspection**

**ADCS Conference – 7<sup>th</sup> July 2017**

**Helen Blackman, Director for  
Children's Integrated Services**

**Tajinder Madahar, Head of Children's  
Duty and Targeted Services**



**Nottingham  
City Council**

# Pre Inspection Preparation

- Engagement with regional sector-led improvement (peer reviews/self-assessments)
- Reduced set of documents required in advance but...
- More focus on the LA creating meaningful cohorts for inspectors to look at (e.g. top 10 missing / CSE)
- The last six months worth of audits were used by lead inspector to choose cases
- Build your inspection team and appoint your SPOC
- Get your set-up meeting content prepared.



<b>WEEK ONE</b>	DAY 1 – MONDAY	Notification of inspection
	DAY 2 - TUESDAY	List of last 6 months of audit activity provided
	DAY 3 - WEDNESDAY	All child-level data and performance information to be provided. Lead inspector notifies of cases chosen from audit list (8 cases)
	DAY 4 - THURSDAY	Audit documents provided to lead inspector
<b>WEEK TWO</b>	DAY 8 – MONDAY	Lead inspector on site – set up meeting – shared initial KLOEs
	DAYS 9 & 10 – TUESDAY/ WEDNESDAY	All inspectors arrive on site – focus on the front door and duty teams (DV, UASC, CSE, FGM, EDT)
	DAYS 11 & 12 – THURSDAY / FRIDAY	Case sampling and detailed audits of chosen cases





WEEK THREE	DAY 15 – MONDAY	Meetings with CEX, DCS, Portfolio Holder, CiC council – more case sampling...
	DAY 16 - TUESDAY	Leaving care, adoption, CiC, disabled children, private fostering
	DAY 17 - WEDNESDAY	Even more case sampling... Management oversight, impact of social work practice, child's journey
	DAY 18 - THURSDAY	Yet more case sampling...
	DAY 19 - FRIDAY	Analysis and final feedback

- Keep in Touch (KIT) meetings most days (AM) with DCS and Director
- Planning Meetings at end of each day with LA Inspection Support for timetable/further info required.

# Areas for case sampling

- Contact, referral and assessment
- Care planning and permanence
- Five most recent admissions to care and five most recent discharges
- Pre-birth assessments
- Early help (step up/step down)
- Emergency Duty Team – all cases
- MARAC and MAPPA cases
- 16-17 year old homelessness
- Private fostering
- IRO escalations.



# The Logistics



- Four inspectors
- Sampled 270 cases in 2 weeks
- Very fast-paced (particularly in ‘front door’)
- Combination of case sampling from child-level data lists on their own and active case sampling with practitioners
- No focus groups or briefings with groups of colleagues/partners
- Timetable was planned on a day-by-day basis – very fluid
- Visited almost every social work team / locality over the two weeks
- Followed practitioners to meetings/visits to family – be mindful of consent implications
- KIT meetings critical – keep a detailed record.



# What felt different?

- On-site activity focussed completely on frontline practice, the child / family experience and the impact of our services
- More use of your 'everyday' processes (e.g. no new audit activity specifically for the inspection)
- Partnership and multi-agency working only picked up as it related to the child/family experience
- The effectiveness of leadership and management was judged by what they saw in frontline practice
- Inspection team were more prepared to share learning and views (not judgements!) throughout the inspection
- Pace was even more challenging than usual – look after your team...



# Ofsted's Feedback & Findings

We received an initial overall judgement of '**good**' for our overall effectiveness and inspectors noted considerable improvements since our 2014 inspection.

In the pilot framework judgements are received for:

- The impact of leaders on practice with children and families – **Good**.
- The experiences and progress of children who need help and protection – **Good**.
- The experiences and progress of children looked after and care leavers and achieving permanence – **RI**.
- Overall effectiveness – **Good**

# Shared Learning with Ofsted

- Most authentic inspection we've been part of - inspection was rightly focussed on the quality of our practice, the impact of our services for children, young people and families and whether we have the conditions for social work to flourish
- Workforce felt (and respected) that judgements were made on the basis of the child's journey and experiences that had been evidenced in case sampling
- Our RI judgement was based on the experiences of a small cohort of young people in our leaving care services – Ofsted view is that this would not impact our overall judgement in future arrangements but this area would be the subject of a short, focussed inspection to confirm required improvements were being made
- Positive that the inspection team were able to help in identifying 'quick wins' to help with improvement plans during feedback
- Positive that they spent more time following workers on visits and speaking to service users.



# Shared Learning with Ofsted

## Cont'd

- Ofsted have considered the use of Annex H as an audit trail for cases of concern and are minded to stop using this process
- The inspection team were really good at identifying and celebrating outstanding practice (individuals or services) in our KITs but criteria for Annex O's could be more clear – outstanding practice identified in our pilot with no Annex O issued
- Early help services were looked at as part of the picture in relation to what contributes to social work flourishing but could have been more focus on early help services / group work observation etc
- Ofsted are considering our feedback that there was little focus on the LSCB and partnership activity. This gap meant that our SIF judgement for the Board (RI) could not be improved upon in the new framework.



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