

CYPS Scrutiny Panel: 8 March 2018

ILACS: Inspections of Local Authority Children's Services

Introduction

- ☐ What is ILACS?
- ☐ Inspection ongoing Children's wider context
- ☐ Annual SEF on SW quality & practice: impact of leaders
- ☐ Annual Conversation
- ☐ ILACS pathways
- ☐ What are Ofsted looking for?
- ☐ Focused visits - ILACS inspection
- ☐ ILACS view of leadership
- ☐ Inspection evaluation criteria
- ☐ Any Questions?

What is ILACS?

- ❑ January 2018 on for *most* inspections “*a system not a framework*”
- ❑ **effectiveness** of LA services and arrangements for children in need of help and protection in local authorities in England
- ❑ **plus effectiveness of leaders and managers & impact on the lives of CYP and quality of SW practice**
- ❑ 5 elements:
 - **Annual SEF of SW: quality and practice *leaders ‘grip’***
 - **Annual conversation meeting** including social care engagement plus wider education and early years
 - **Ofsted LAIS** (data and performance info system)
 - **Inspection (3 yearly) 6 inspectors: short** (1 week) **OR standard** (2 week): **impact of leaders**
 - **Focused visits 2 inspectors** (inspection) likely 2, **OR JTAI** replaces 1 “*catching LAs before they fall*”
 - ***Inadequate LAs*** – existing monitoring regime & SIF

NOTE: Annex A documents and data lists remain significant.

Inspection ongoing context

Ongoing children's related inspections:

- ❖ **SEND**
- ❖ **Children's Centres**
- ❖ **Early Years providers**
- ❖ **Schools and Colleges** including Alternative Education Provision
- ❖ **Children's Homes** including respite care
- ❖ **Youth Offending Service:** YJB & SQS (system under review Jan 2018)
- ❖ **JTAI of partnership area** 10 p.a.
Topic: intra-familial CSE from Jan 2018
- ❖ and Partners

Annual SEF on SW practice

- ☐ request to share with Ofsted
- ☐ 3 questions to **evidence CSC leaders 'have a grip' and taking suitable action:**
 - **What do you know about the quality and impact of SW practice in your LA?**
 - **How do you know it?** [expected mostly from case audits]
 - **What are your plans for the next 12 months to maintain and improve practice?**
- ☐ set out main themes and learning
- ☐ succinct, focused and evaluative
- ☐ some possible document sources suggested
- ☐ where LA identifies weakness providing Ofsted finds a credible, appropriate action plan, it will be seen as a leadership strength

Annual Conversation (1-2 meetings)

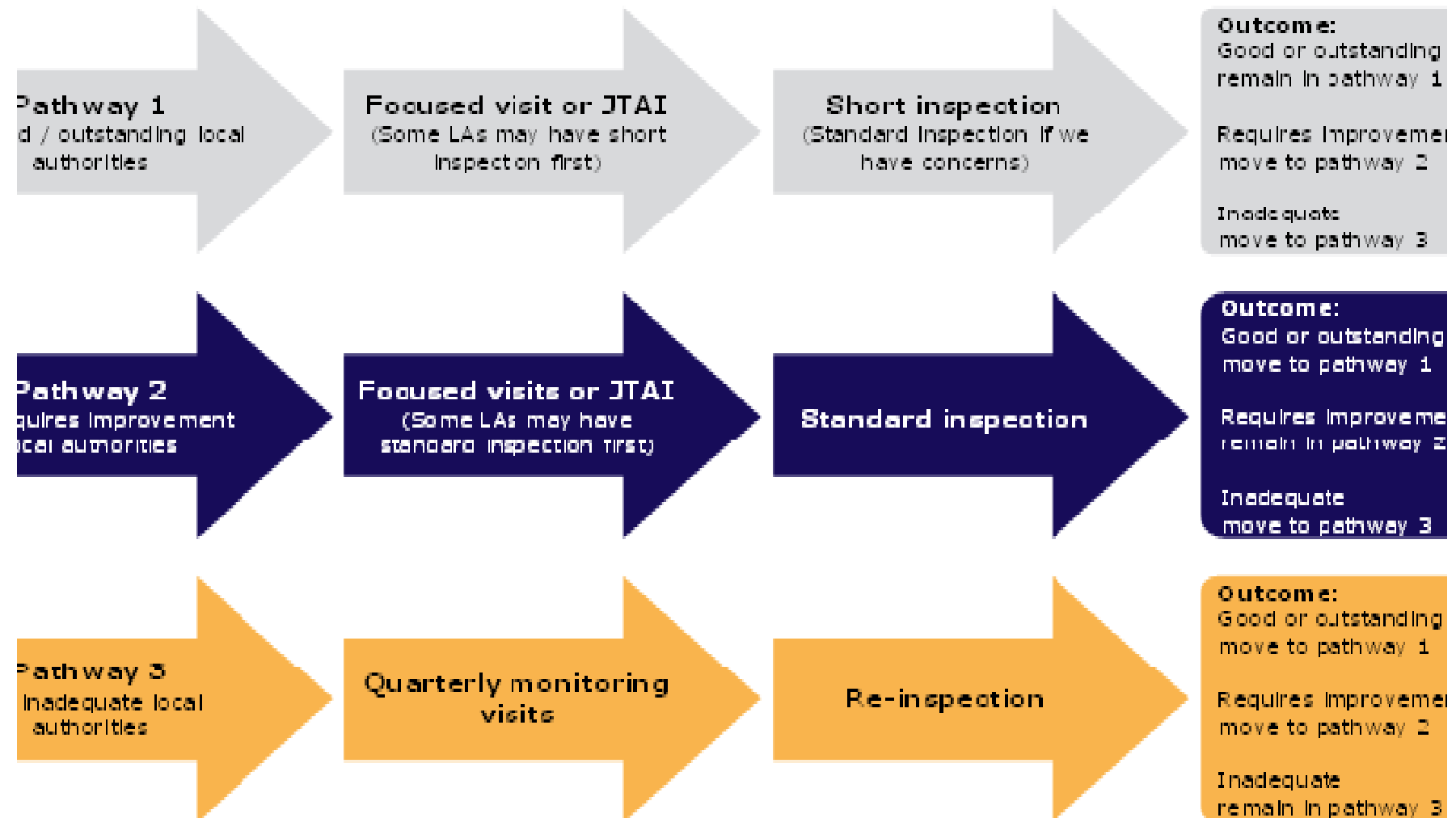
Agenda and date agreed with DCS: Ofsted chairs

- ✓ review of SEF
- ✓ actions from previous inspections
- ✓ reflect on what is happening in LA – current financial, political and professional practice context
- ✓ broader issues affecting CSC delivery e.g. schools and Early Years provision
- ✓ possible scope of future focused visit
- ✓ Approx timing of following year's SEF & annual conversation
- ✓ inform how Ofsted & LA will engage in the future.

DCS decides who is present, each with a 'clear purpose'

Outcome: Letter to DCS: factual summary of discussion;
possible focus of a future focused visit;
any steps agreed by Ofsted or LA.

ILACS pathways



What are Ofsted looking for?

Specified data and documents; initial Key Lines of Enquiry [kloe's]; case based, SW frontline focus; meetings only at Lead Inspector's request; observations; daily KITs.

- ☐ Overall effectiveness (*determined by other 3 judgements*)
- ☐ Experiences and progress of children who need help and protection (*possible individual limiting factor?*)
- ☐ Experiences and progress of children in care and care leavers (*possible individual limiting factor?*)
- ☐ Impact of leaders on SW practice with children and families (*NOT necessarily limited by above*)

Inspection Outcomes: 4 judgement ratings (unchanged)

NOTE: If **Inadequate** after fieldwork, inspectors move LA to monitoring mode (Pathway 3)

Focused visit(s) *ILACS inspections*

- focus on **one or more specific aspects of service, theme or cohort of CYP**, *always* with leadership
- **Notification week:** Ofsted select focus subset(s) of *inspection breadth*; DCS notified of *focus*. Conference call. 1 day to share *focus subset of* child-level Annex A data and LA audit lists in previous 6 mths and share *focus subset of* Annex A docs;
2 days more info about specific cases [*6-12 audited cases selected*]; Agree timetable.
- **Week 1 onsite: 2 inspectors, Tues & Wed**, KLOEs, case and practice focus, with Wed pm feedback; *focus subsets – 6 headings listed*
- **Findings letter:** narrative of strengths and areas for development; ‘unequivocal’ if priority actions; *informs planning of future inspections*

ILACS: 'leadership'

*'...principally through the **lens of the impact of leaders on practice with children and families.**'*

All inspections including focused visits evaluate the effectiveness of:

- ❖ Performance management
- ❖ Management oversight
- ❖ Supervision
- ❖ Quality assurance
- ❖ Continuous professional development of the workforce

Inspection evaluation criteria

Experiences and progress of children who need help and protection:

1. Early help
2. Identifying and responding to children's needs & appropriate thresholds
3. Making good decisions and providing effective help
4. Management oversight of frontline practice
5. Participation and direct work with children & families
6. Identifying and responding to all types of abuse recognising the vulnerability of specific groups

NOTE: Indicative grade descriptors for good provided.

Experiences and progress of children in care and care leavers:

7. Making good decisions for children
8. Participation and direct work with children in care and care leavers
9. Helping and protecting
10. Health
11. Learning and enjoyment
12. Stability and permanence
13. Care leavers and transitions

Impact of leaders on SW practice with children and families

14. Strategic leadership
15. Learning organisation culture
16. Performance management
17. Workforce

Inspection evaluation criteria 2

Both short and standard inspections include

2 days onsite by the social care regulatory inspector

Evaluating the effectiveness of the recruitment, assessment, training and support for foster and adoptive carers against criteria that cover arrangements to secure timely permanence for all children:

evaluate experiences of up to 4 each of foster care and adopter households; speak to foster carers and adopters, staff and managers who support (usually by phone); foster and adoption panel chairs

If part of Regional Adoption Agency - LA responsibility to demonstrate statutory compliance [Haringey's **NCL**]

1 day offsite and 1 day onsite by the schools HMI

Evaluating the educational progress of children in care and care leavers:

analyse data and information, including on EHE & CME

(presumed to include excluded and alternative provision)

interview VHT onsite (possibly having phoned as well)

evaluate some case studies of specific CYP

may phone schools for further info

Any Questions?