

## Peterborough City Council Action Plan following OfSTED Inspection of Services to Children in Need of Help and Protection, Children Looked After & Care Leavers

### Background

The Council places a high priority on improving outcomes for children and young people. We are committed to supporting families to overcome their difficulties so that fewer children and young people need our services to protect them or come into care. Through effective early intervention, our children's services will support families and prevent problems from escalating. We will work with our partners to continue to implement our transformation plans for Children's Services.

We are pleased that the OfSTED Inspection in April 2015 found that we know ourselves well and that the new management team were already making progress to address the areas for improvement identified within the inspection.

This action plan is wide ranging in its remit and this update, 12 months on from the original plan, evidences that significant progress has been made in a number of areas, with a number now either completed or nearing completion.

That said, there are also a few areas in which there has been a dip in performance since the last update in July 2016. Such dips are not unexpected where action plans are wide-ranging in their remit, and their identification is a key part of a service knowing itself well and being in a position to review the corrective action required.

While issues such as addressing the stability of the workforce have been largely addressed, caseloads are significantly lower, and management oversight has improved since the inspection, this has not yet fed through into delivering consistent practice improvements. The quality of assessments is significantly improved but there is a continued need for us to improve the quality and consistency of care and other plans, along with chronologies. These areas will receive considerable attention from the heads of service and team managers over the next three months and progress will be supported very significantly in the event that our joint bid with Hertfordshire to develop family safeguarding in Peterborough is successful. This should be known by January 2017.

Developing systems that enable the near live reporting of performance information has taken longer than envisaged – as is often the case with ICT matters. However, Business Objects is now able to run reports for most areas of the business with the exception of fostering and adoption. Performance reporting for the latter areas is being developed with the new provider for this part of the service, following the development of the new Permanency Service.

Progress against the plan is monitored through the Children's Social Care senior management team. Overall accountability is to Creating Opportunities and Tackling Inequalities Scrutiny Committee and the Corporate Parenting Committee.

The plan is set out so that for each action, the RAG rating of overall progress as of November 2016 can be compared with our assessment of our position as time has progressed from November 2015. Where there are areas of action that appear to require additional oversight in order for them to be achieved, these are clearly described at the end of each section.

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|-----------------------------|--|-------------------------|
| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that performance management information systems are fit for purpose, provide reliable data and enable managers to identify and respond quickly to issues and areas of concern.</b> | <b>Recommendation 1</b> |
|-----------------------------|--|-------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |  | <b>RAG</b> |
|--|--|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>Comprehensive, accurate and up to date performance management information is used in order to enable managers and practitioners in the service to understand the journey of children and young people;</li> <li>This information is used to ensure that services continuously improve.</li> </ul> | Red        |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Children and young people access high quality services and do not experience delays in assessments, care planning or decision making about their lives.</li> </ul>  |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |  | <b>RAG</b> |
|---|--|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>Comprehensive, accurate and up to date performance management information is used in order to enable managers and practitioners in the service to understand the journey of children and young people;</li> <li>This information is used to ensure that services continuously improve.</li> </ul>   | Yellow     |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Children and young people access high quality services and do not experience delays in assessments, care planning or decision making about their lives.</li> </ul>  |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>Cabinet paper completed and secured Council £350K funding to implement necessary changes;</li> <li>Upgrade to latest version of Liquid Logic completed;</li> <li>Testing of one model of live performance reporting completed but will not deliver live performance reports in required time frame so decision to operate using Business Objects agreed;</li> <li>Corporate ICT Governance Board to drive changes and ensure that there is on-going overview of ICT infrastructure requirements;</li> <li>Social Care Systems Board established to ensure sufficient focus on needs of social care, reporting to the ICT Governance Board;</li> <li>Business Objects specialist resource engaged to support implementation of Business Objects as the data warehousing and reporting tool for Children's Social Care;</li> <li>Additional capacity to ensure that Liquid Logic operation and data reporting from Business Objects meets business needs and is informed by front-line managers, including systems manager, dedicated project manager and business analyst;</li> <li>Infrastructure upgrades and move to cloud based server and storage on target.</li> </ul> | Green      |

| Position as of 1 <sup>st</sup> July 2016 |  | RAG    |
|--|--|--------|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>Comprehensive, accurate and up to date performance management information is used in order to enable managers and practitioners in the service to understand the journey of children and young people;</li> <li>This information is used to ensure that services continuously improve.</li> </ul>   | Red    |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Children and young people access high quality services and do not experience delays in assessments, care planning or decision making about their lives.</li> </ul>  | Yellow |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>Business Objects data warehouse installed;</li> <li>Workshops held with staff and managers to increase efficiency of Liquid Logic while developing performance reports;</li> <li>Performance team upgrading Early Help module of Liquid Logic to optimise performance;</li> <li>Performance dashboards being tested in a protected environment prior to fully updating systems</li> </ul> | Green  |

| Position as of 1 <sup>st</sup> Nov 2016 |   | RAG    |
|---|---|--------|
| <b>Outcome Required:</b>                | <ul style="list-style-type: none"> <li>Comprehensive, accurate and up to date performance management information is used in order to enable managers and practitioners in the service to understand the journey of children and young people;</li> <li>This information is used to ensure that services continuously improve.</li> </ul>  | Yellow |
| <b>Impact for Children:</b>             | <ul style="list-style-type: none"> <li>Children and young people access high quality services and do not experience delays in assessments, care planning or decision making about their lives.</li> </ul>   | Yellow |
| <b>Actions Completed:</b>               | <ul style="list-style-type: none"> <li>Use of Liquid Logic, the case record system: 23 workshops completed which identified 291 issues. 150 of these are quick wins, 71 medium term and 47 longer term pieces of work. 36 of the longer term ones have been passed to LL for consideration for version 13. 100 of the quick wins have been completed.</li> <li>43 Children's services staff now have access to a drive with a smaller number of reports being updated daily.</li> <li>We have updated key reports such as the contacts and referrals report to reflect new practice and systems implementation in the MASH and front door.</li> <li>The Performance and Information team have had over 10 hours training to be able to begin developing and running reports themselves.</li> <li>A meeting with senior leadership highlighted 5 further high priority reports which we are scoping the resources required and the time-frame for these</li> <li>E-learning interface has been purchased to widen availability of system training for staff</li> </ul> | Green  |

Future/Uncompleted Actions:

| What Needs to Happen?  | Why?  | What will the difference be?   | Lead         | Due by   | RAG |
|--|---|--|--------------|--|-----|
| <b>Upgrade LL to latest version</b>  | <ul style="list-style-type: none"> <li>To support workflows across the service</li> </ul>   | <ul style="list-style-type: none"> <li>Practitioners have access to the latest version, reducing time spent in-putting into system</li> </ul>  | Tina Hornsby | March 2016   |     |
| <b>Install LL data warehouse to integrate with Business Objects reporting. Establish support for data warehouse &amp; Business Objects</b>   | <ul style="list-style-type: none"> <li>Business Objects cannot extract the data it needs to run reports directly from LL</li> </ul>   | <ul style="list-style-type: none"> <li>A key step in enabling live performance reporting</li> </ul>  | Tina Hornsby | End May 2016 [new action]  |     |
| <b>Scope action plan to ensure new version of LL is used at optimum level of functionality</b>   | <ul style="list-style-type: none"> <li>The current use of LL does not optimise the system. This impacts on ability to extract performance data.</li> </ul>  | <ul style="list-style-type: none"> <li>Following gap analysis and completion of optimisation, this will improve the depth of reporting for Children’s Social Care</li> </ul>   | Tina Hornsby | End of May 2016 [new action]   |     |
| <b>Replace existing performance tools to enable production of live performance information and widen the suite of information available.</b> | <ul style="list-style-type: none"> <li>Current performance systems are unable to run live data requests without significant input by performance team.</li> </ul>   | <ul style="list-style-type: none"> <li>To enable real time reporting with the ability to model data more readily, so we can identify emerging needs and areas needing attention</li> </ul>   | Tina Hornsby | Daily self serve reports were available from end September                         |     |
| <b>Build live dashboard reporting systems, team by team, based on the information needs of the service.</b>                                  | <ul style="list-style-type: none"> <li>Managers will have access to reporting via an internal portal through which they will be able to access a wide range of information and drill down to team and practitioner level</li> </ul> | <ul style="list-style-type: none"> <li>Staff and managers develop an understanding of the value of performance reporting to their ability to deliver a more effective service that is responsive to changing needs;</li> <li>Staff and managers develop an understanding of the value of performance reporting in identifying performance issues relating to both individual members of staff and teams, as</li> </ul> | Tina Hornsby | Some reports available from September but majority will be live from December 2016 |     |

| What Needs to Happen?   | Why?  | What will the difference be?   | Lead                                  | Due by   | RAG |
|---|---|--|---------------------------------------|--|-----|
|   |   | <p>well as identifying where other issues may be emerging around practice issues, the application of thresholds etc.;</p> <ul style="list-style-type: none"> <li>• Staff and managers able to identify any issues with work flows or early indications of changing need in real time.</li> </ul>                             |                                       |  |     |
| <p><b>Staff and Managers understand the importance of data quality and integrity and are held to account where data quality is poor or is not provided in a timely way.</b></p> | <ul style="list-style-type: none"> <li>• No matter how good an ICT system is, if the data is of poor quality, the reporting will also be of poor quality and/or be inaccurate.</li> </ul> | <ul style="list-style-type: none"> <li>• Good data quality and information means that services are able to respond to changing needs more quickly;</li> <li>• Any issues that are developing that may affect the quality of the overall services provided can be addressed before they have a significant impact.</li> </ul> | <p>Nicola Curley and Tina Hornsby</p> | <p>July 2016</p>   |     |
| <p><b>Key managers and staff are trained in using system.</b></p>   | <ul style="list-style-type: none"> <li>• Staff and managers are fully competent in finding and manipulating performance reporting and dashboards.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Managers able to interrogate performance information to identify detailed indications of emerging needs or issues;</li> <li>• Performance team able to focus on information and intelligence reporting, identifying changes in need, feeding into commissioning cycles</li> </ul>   | <p>Tina Hornsby</p>                   | <p>December 2016</p> <p>Delays in developing the reporting information has also pushed back training for managers to enable them to access information</p> |     |

Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:

Summary of actions to be completed:

| Outstanding Action   | Remedial Actions Required  | Person Responsible & to be completed by  | Date Completed |
|--|--|--|----------------|
| Although the majority of daily reports can now be viewed in the self-serve area, managers have yet to access training to support them to gain full benefit from new functionality. | <ul style="list-style-type: none"> <li>• Training for all managers in how to access and run the reports.</li> <li>• Identification and roll out corporate reporting front end dashboard tool.</li> <li>• Roll out of E-learning training for social care records system.</li> </ul>  | <p>Tina Hornsby now has the lead for this area of work - reporting in to the Social Care Systems Board for project management and technical resources.</p> <p>Target date for completion December 2016</p> |                |
| Fostering and Adoption reports to be designed and implemented in consultation with the new provider to be commissioned to deliver this service from April 2017                     | <ul style="list-style-type: none"> <li>• New Permanency Service is now within mobilisation period;</li> <li>• There is a wide range of performance data to be monitored as part of service specification and other information that will help to ensure effective monitoring of the quality of impact;</li> <li>• The new provider to be fully involved in the design of the dashboards, ready for the new service to go live in April 2017</li> </ul> | <p>Simon Green, Andy Pallais [TACT] working with Tina Hornsby and team</p> <p>Target date for completion: April 2017</p>   |                |

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| OFSTED SAID WE MUST: | Ensure that robust service and actions plans, informed by audit findings, are used to drive continuous improvement at every level. | Recommendation<br>2 |
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| Position as of 1 <sup>st</sup> November 2015 |  | RAG |
|--|--|-----|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>Service and action plans are clear, specific, outcome focused and easy to understand. They provide a clear sense of purpose and direction for individual members of staff and managers and are used to increase accountability for continuous improvement.</li> </ul> |     |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Children and young people benefit from the support of continuously improving services that result in better outcomes by adopting evidenced-based approaches from practitioners demonstrating the best professional standards.</li> </ul>                              |     |

| Position as of 1 <sup>st</sup> March 2016 |  | RAG |
|---|--|-----|
| <b>Outcome Required:</b>                  | <ul style="list-style-type: none"> <li>Service and action plans are clear, specific, outcome focused and easy to understand. They provide a clear sense of purpose and direction for individual members of staff and managers and are used to increase accountability for continuous improvement.</li> </ul>   |     |
| <b>Impact for Children:</b>               | <ul style="list-style-type: none"> <li>Children and young people benefit from the support of continuously improving services that result in better outcomes by adopting evidenced-based approaches from practitioners demonstrating the best professional standards.</li> </ul>  |     |
| <b>Actions Completed:</b>                 | <ul style="list-style-type: none"> <li>Detailed service improvement plan to drive delivery of improvements in practice in place;</li> <li>Comprehensive audit programme in place;</li> <li>Team manager development programme in place that includes elements on improving quality of practice;</li> <li>Bi-monthly service improvement meetings in place that disseminate learning from audits &amp; complaints;</li> <li>Children's Service Management Team incorporate learning from audit findings and complaints into review of service development plan;</li> <li>Themed practice workshop programme in place that reflects learning from audits and complaints.</li> <li>Audits now use a simple language and identify accountability for outcomes requiring improvement;</li> <li>Workforce development function partially co-located with Conference and Review Service to facilitate the informing of training and development plans by audits;</li> </ul> |     |

| Position as of 1 <sup>st</sup> July 2016 |  | RAG |
|--|--|-----|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>Service and action plans are clear, specific, outcome focused and easy to understand. They provide a clear sense of purpose and direction for individual members of staff and managers and are used to increase accountability for</li> </ul> |     |

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|-----------------------------|--|--|
|                             | continuous improvement.  |  |
| <b>Impact for Children:</b> | <ul style="list-style-type: none"> <li>Children and young people benefit from the support of continuously improving services that result in better outcomes by adopting evidenced-based approaches from practitioners demonstrating the best professional standards.</li> </ul>  |  |
| <b>Actions Completed:</b>   | <ul style="list-style-type: none"> <li>Overarching service improvement plan has been converted into specific service plans for each specialist area, increasing accountability;</li> <li>New PDR objectives for 2016/17 incorporate appropriate improvement plan objectives;</li> <li>Method of evaluating impact of workshops to practitioners established and will be in place from August 2016</li> </ul> |  |

| <b>Position as of 1<sup>st</sup> November 2016</b> |  | <b>RAG</b> |
|--|--|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>Service and action plans are clear, specific, outcome focused and easy to understand. They provide a clear sense of purpose and direction for individual members of staff and managers and are used to increase accountability for continuous improvement.</li> </ul>   |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Children and young people benefit from the support of continuously improving services that result in better outcomes by adopting evidenced-based approaches from practitioners demonstrating the best professional standards.</li> </ul>  |            |
| <b>Actions Completed:</b>                          | <ul style="list-style-type: none"> <li>Service Plans are in place for all areas of the Service and link to staff PDRs. They are updated as information on practice is received from audits, complaints and feedback and this process will be followed for 2017 service plans;</li> <li>Practice workshops embedded across the service and link to adult social care on appropriate issues;</li> <li>Programme of workshops facilitated by independent chairs in place focusing on issues such as smart care planning.</li> </ul> |            |

Future/Uncompleted Actions:

| What Needs to Happen?  | Why?   | What will the difference be?  | Lead                             | Due by  | RAG    |
|--|--|---|----------------------------------|---|--------|
| <b>Adopt simple language and outcome focus for audit reports that identify accountability for improvement.</b>                           | <ul style="list-style-type: none"> <li>Audits are easily accessible to all members of staff;</li> <li>Managers and staff are able to identify the changes needed to improve outcomes.</li> </ul>   | <ul style="list-style-type: none"> <li>Practitioners and managers recognise their direct responsibility for and contribution to improving outcomes for children and young people.</li> </ul>  | Alison Bennett                   | Jan 2016  | Green  |
| <b>Evaluation process to measure impact of practice workshops to be established.</b>   | <ul style="list-style-type: none"> <li>We need to understand which approaches have the biggest impact in securing improvements so we can focus on doing what works.</li> </ul>   | <ul style="list-style-type: none"> <li>Improved practice will avoid delay and drift and ensure that risks to children and young people are identified and reduced.</li> </ul>   | Alison Bennett                   | December 2016<br>[slipped from August 2016]                                 | Yellow |
| <b>All managers have a view of quality of practice across the service as evidenced by minimum 80% compliance with management audits.</b> | <ul style="list-style-type: none"> <li>Managers must be accountable for understanding strengths and weaknesses across the service;</li> <li>Audits provide opportunities for learning and understanding across the hierarchy.</li> </ul> | <ul style="list-style-type: none"> <li>Managers have increased accountability for quality of practice within their area of responsibility;</li> <li>Quality of practice improves across the service;</li> <li>Managers better understand the complexity of work within the service and can plan accordingly.</li> </ul> | Nicola Curley & Heads of Service | Sept 2016 to achieve 80% compliance<br><br>New target date end January 2017 | Yellow |
| <b>Learning from audits informs training and development plans.</b>  | <ul style="list-style-type: none"> <li>Managers and practitioners access training that is relevant to the needs of the children and young people for whom they are accountable.</li> </ul>   | <ul style="list-style-type: none"> <li>Children experience a continuously improving service that draws directly on their experience of their journeys.</li> </ul>   | Alison Bennett & Claire Gregory  | Feb 2016  | Green  |
| <b>Closer links develop between workforce development and Children's Services.</b>   | <ul style="list-style-type: none"> <li>WFD function aligns more closely with the QA service for children and adults.</li> </ul>  | <ul style="list-style-type: none"> <li>As above</li> </ul>  | Alison Bennett & Claire Gregory  | December 2015   | Green  |
| <b>Extension of Strengthening Families to all child in need work [New action – July 2016]</b>  | <ul style="list-style-type: none"> <li>Providing social workers and partners with a consistent theoretical approach in relation to practice.</li> </ul>  | <ul style="list-style-type: none"> <li>Available evidence supports the use of a clear practice framework improves outcomes and reduces likelihood of drift.</li> </ul>  | Richard Powell                   | January 2017  | Yellow |

Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:

Summary of actions to be completed:

| Outstanding Action   | Remedial Actions Required   | Person Responsible & to be completed by   | Date Completed |
|--|---|---|----------------|
| <p>All managers have a view of quality of practice across the service as evidenced by minimum 80% compliance with management audits.</p> | <ul style="list-style-type: none"> <li>Performance in this area has slipped over last three months and currently stands at 50% of audits being undertaken – it is acknowledged that there have been other pressures on capacity but this must return to compliance.</li> </ul>  | <p>Assistant Director and Service Director to escalate compliance issues with heads of service and team managers, while recognising that pressures in service and capacity have been significant over recent months.</p> <p>Target for audit compliance to be back on track: January 2017</p> |                |
| <p>Evaluation process to measure impact of practice workshops is yet to be fully completed</p>   | <ul style="list-style-type: none"> <li>While practice workshops are in place together with workshops offered by independent chairs, the evaluation of the impact of these on practice is not yet completed;</li> <li>This is required in order that the service is best informed about the most effective approaches to securing practice improvements</li> </ul> | <ul style="list-style-type: none"> <li>Alison Bennett, Nicola Curley, Clare Gregory and Heads of Service – by end of December 2016</li> </ul>   |                |

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| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that effective action is taken to increase the stability of the Children's Social Care workforce.</b><br><b>COMPLETED</b> | <b>Recommendation 3</b> |
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| <b>Position as of 1<sup>st</sup> November 2015</b> |   | <b>RAG</b> |
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>Social workers choose to come and work in Peterborough and stay in order to develop their careers here</li> </ul>  |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Children, young people and their families benefit from consistent relationships with social workers and/or alternatively qualified workers, meaning that they do not have to repeat their stories and benefit from prompt support that is based on a good understanding of their needs.</li> </ul> |            |

|   |   |            |
|---|---|------------|
| <b>Position as of 1<sup>st</sup> March 2016</b> |   | <b>RAG</b> |
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>Social workers choose to come and work in Peterborough and stay in order to develop their careers here</li> </ul>  |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Children, young people and their families benefit from consistent relationships with social workers and/or alternatively qualified workers, meaning that they do not have to repeat their stories and benefit from prompt support that is based on a good understanding of their needs.</li> </ul>   |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>The Council has agreed to enhanced recruitment and retention schemes to encourage applications from qualified social worker roles and incentivise workers to remain in post once appointed, which is now being consulted upon;</li> <li>Caseloads for qualified social workers have fallen across the service and stand at an average of 19 across all service areas as of 1<sup>st</sup> March 2016, compared with an overall average of 21 and an average of 24 in Family Support at time of inspection;</li> <li>The pilot of alternatively qualified workers is underway. These workers are supporting social workers in their work with complex situations, and also hold a number of less complex Child in Need cases;</li> <li>The team manager development programme has been implemented. This will build management skills and abilities, which will directly benefit social workers. The investment in team managers should also support retention;</li> <li>A new recruitment website is completed;</li> <li>Peterborough is a member of a consortium of local authorities [Peterborough, Cambridgeshire, Norfolk, Suffolk, Thurrock] enabling us to participate in the Step up to Social Work programme funded by DFE.</li> </ul> |            |

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| Position as of 1 <sup>st</sup> July 2016 |   | RAG |
|--|---|-----|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>Social workers choose to come and work in Peterborough and stay in order to develop their careers here</li> </ul>  |     |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Children, young people and their families benefit from consistent relationships with social workers and/or alternatively qualified workers, meaning that they do not have to repeat their stories and benefit from prompt support that is based on a good understanding of their needs.</li> </ul>   |     |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>Recruitment activity continues with AYSE attracting 20% of the family support workforce;</li> <li>Team manager recruitment has resulted in 90% of team manager posts now permanently recruited to;</li> <li>Recruitment and retention scheme finalised and commencing 1<sup>st</sup> July 2016;</li> <li>Alternatively qualified staff now holding 200 children in need cases;</li> <li>Agency staff use reducing along with turnover rate.</li> </ul> |     |

| Position as of 1 <sup>st</sup> November 2016 |   | RAG |
|--|---|-----|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>Social workers choose to come and work in Peterborough and stay in order to develop their careers here</li> </ul>  |     |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Children, young people and their families benefit from consistent relationships with social workers and/or alternatively qualified workers, meaning that they do not have to repeat their stories and benefit from prompt support that is based on a good understanding of their needs.</li> </ul>   |     |
| <b>Actions Completed:</b>                    | <ul style="list-style-type: none"> <li>TSW pilot has been evaluated and new structure proposed, incorporating a change to the Job Description;</li> <li>Staffing has held stable at 72.5% permanent staffing for a number of months. This is the highest sustained level since 2012;</li> <li>Amended recruitment website with clear pathway for social workers seeking to work in Peterborough.</li> <li>Step Up to Social Work started</li> </ul> |     |

**Other Completed Actions:**

| <b>What Needs to Happen?</b>  | <b>Why?</b>  | <b>What will the difference be?</b>  | <b>Lead</b>                              | <b>Due by</b>                        | <b>RAG</b> |
|---|--|--|--|--------------------------------------|------------|
| <b>Revised Recruitment and Retention Scheme formally approved by Cabinet.</b> | <ul style="list-style-type: none"> <li>This will allow consultation with staff and implementation.</li> </ul>  | <ul style="list-style-type: none"> <li>We will be able to advertise new scheme which should help with recruitment;</li> <li>Application of retention scheme will reduce turnover.</li> </ul>   | Lou Williams                             | Jan 2016                             |            |
| <b>Revised recruitment and retention scheme formally consulted upon.</b>      | <ul style="list-style-type: none"> <li>This final stage will allow the scheme to be implemented.</li> </ul>  | <ul style="list-style-type: none"> <li>As above.</li> </ul>  | John Mear                                | End March 2016<br>[slipped from Feb] |            |
| <b>Revised Recruitment and Retention Scheme implemented.</b>                  | <ul style="list-style-type: none"> <li>To secure changes and improve recruitment and retention rates.</li> </ul>   | <ul style="list-style-type: none"> <li>As above.</li> </ul>  | John Mear                                | April 2016<br>Slipped from end March |            |
| <b>Relaunch of recruitment website.</b>                                       | <ul style="list-style-type: none"> <li>Information about the benefits of working in Peterborough available to potential candidates;</li> <li>System will make it easier for potential candidates to complete their application.</li> </ul> | <ul style="list-style-type: none"> <li>Greater availability of information about vacancies and benefits of working in the City;</li> <li>Increased numbers of applications to QSW roles in the City.</li> </ul>  | Nicola Curley, James Fordham & John Mear | Dec 2015                             |            |
| <b>Alternatively Qualified Workers take on active caseloads.</b>              | <ul style="list-style-type: none"> <li>This group of staff have a key role to play in improving service to Children in Need and contributing to reduced caseloads of QSWs.</li> </ul>  | <ul style="list-style-type: none"> <li>Lower level CIN will access a more consistent service as will not compete for priority attention from QSWs who also carry high level CP cases;</li> <li>QSWs will have reduced caseloads enabling them to focus on their work with most complex situations, improving the consistency of service to this group of children and young people.</li> </ul> | Richard Powell                           | From Jan 2016                        |            |
| <b>Establishment of QSW roles reduces.</b>                                    | <ul style="list-style-type: none"> <li>As alternatively qualified workers are able to take on</li> </ul>   | <ul style="list-style-type: none"> <li>Work undertaken by staff in accordance with the</li> </ul>  | Nicola Curley                            | March 2016;                          |            |

| What Needs to Happen?  | Why?   | What will the difference be?  | Lead          | Due by         | RAG |
|--|--|---|---------------|----------------|-----|
|  | <p>more of the work that is currently undertaken by QSWs, there will be a need for fewer QSWs in post;</p> <ul style="list-style-type: none"> <li>Reduced expenditure on agency budget is essential if alternatively qualified pilot is to be affordable.</li> </ul> | <p>complexity of need by a more broadly skilled group of staff;</p> <ul style="list-style-type: none"> <li>Reduced numbers of QSWs in the establishment will enable us to operate with a higher proportion of permanently appointed staff in post;</li> <li>Children and young people will experience a more consistent service.</li> </ul> |               |                |     |
| <b>Pilot of use of alternatively qualified workers is evaluated.</b> | <ul style="list-style-type: none"> <li>We need to know whether this approach has improved outcomes for children and young people.</li> </ul>   | <ul style="list-style-type: none"> <li>This will inform whether we continue with the model.</li> </ul>  | Nicola Curley | September 2016 |     |

**Outstanding actions where progress has or is at risk of slipping, November 2016:**

**Summary of actions to be completed:**

| Outstanding Action | Remedial Actions Required                          | Person Responsible & to be completed by            | Date Completed |
|--------------------|--|--|----------------|
| None               | <ul style="list-style-type: none"> <li></li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> |                |
|                    | <ul style="list-style-type: none"> <li></li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> |                |

|                             |  |                         |
|-----------------------------|--|-------------------------|
| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that all staff receive regular good quality supervision which strengthens management oversight and challenge and provides opportunities for critical reflection.</b> | <b>Recommendation 4</b> |
|-----------------------------|--|-------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |   | <b>RAG</b> |
|--|---|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>Well trained managers have the skills, knowledge and capacity to deliver regular, high quality, reflective supervision.</li> </ul>   |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Children and young people benefit from well-developed plans that include SMART goals and that are regularly monitored to ensure that progress is being made and outcomes are improving;</li> <li>Robust action is taken where plans are not delivering improved outcomes for children and young people.</li> </ul> |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |   | <b>RAG</b> |
|---|---|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>Well trained managers have the skills, knowledge and capacity to deliver regular, high quality, reflective supervision.</li> </ul>   |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Children and young people benefit from well-developed plans that include SMART goals and that are regularly monitored to ensure that progress is being made and outcomes are improving;</li> <li>Robust action is taken where plans are not delivering improved outcomes for children and young people.</li> </ul>   |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>System in place whereby supervision activity is monitored by Head of Service and AD;</li> <li>Team manager development programme in place to support development of a range of management and leadership skills including supervision;</li> <li>Specific programme of mandatory two day supervision training in place for all team managers and advanced practitioners;</li> <li>Team managers, heads of service, AD and service director complete case file audits and check compliance with supervision policy;</li> <li>Audit completed in December 2015 established that staff reporting increased consistency and quality of supervision although not yet at target.</li> </ul> |            |

| Position as of 1 <sup>st</sup> July 2016 |   | RAG    |
|--|---|--------|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>Well trained managers have the skills, knowledge and capacity to deliver regular, high quality, reflective supervision.</li> </ul>   | Green  |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Children and young people benefit from well-developed plans that include SMART goals and that are regularly monitored to ensure that progress is being made and outcomes are improving;</li> <li>Robust action is taken where plans are not delivering improved outcomes for children and young people.</li> </ul>             | Yellow |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>Supervision policy has been reviewed and amended;</li> <li>June supervision audit established that supervision is taking place on most cases across the service;</li> <li>Supervision tracker in place to monitor supervision is taking place;</li> <li>Supervision agreements in place between managers and staff.</li> </ul> | Green  |

| Position as of 1 <sup>st</sup> November 2016 |   | RAG    |
|--|---|--------|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>Well trained managers have the skills, knowledge and capacity to deliver regular, high quality, reflective supervision.</li> </ul>   | Yellow |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Children and young people benefit from well-developed plans that include SMART goals and that are regularly monitored to ensure that progress is being made and outcomes are improving;</li> <li>Robust action is taken where plans are not delivering improved outcomes for children and young people.</li> </ul> | Yellow |
| <b>Actions Completed:</b>                    | <ul style="list-style-type: none"> <li>Revised supervision policy launched in August 2016</li> <li>Supervision survey completed in August 2016</li> </ul>   | Green  |

Future/Uncompleted Actions:

| What Needs to Happen?  | Why?  | What will the difference be?   | Lead   | Due by   | RAG    |
|--|---|--|--|--|--------|
| <b>Review Case Supervision Template.</b>   | <ul style="list-style-type: none"> <li>To ensure reflects best practice standards and facilitates critical case reflection.</li> </ul>  | <ul style="list-style-type: none"> <li>Managers and staff are supported to make best use from supervision.</li> </ul>  | Alison Bennett   | Jan 2016   | Green  |
| <b>Management Information Target: 90% of social workers receive regular quality casework supervision.</b>  | <ul style="list-style-type: none"> <li>To ensure that there is effective management oversight of progression of children's plans.</li> </ul>  | <ul style="list-style-type: none"> <li>Outcomes for children will improve;</li> <li>Drift or delays in auctioning plans will be addressed.</li> </ul>                              | Nicola Curley  | Dec 2016<br>Unchanged                                  | Green  |
| <b>Audit identifies that supervision is delivered consistently and standards are met in 80% of cases samples.</b>  | <ul style="list-style-type: none"> <li>To identify any areas of where supervision is not effective;</li> <li>To ensure that supervision carried out is recorded and complies with standards.</li> </ul> | <ul style="list-style-type: none"> <li>To address learning development or capacity issues where necessary to ensure managers are able to provide effective supervision.</li> </ul> | Alison Bennett – audit process<br>Nicola Curley - outcomes | Dec 2016<br>Unchanged                                  | Yellow |
| <b>Audit identifies 90% of workers have supervision agreement in place.</b>  | <ul style="list-style-type: none"> <li>This is a core requirement of the supervision policy.</li> </ul>   | <ul style="list-style-type: none"> <li>All parties understand responsibilities and accountabilities around effective supervision.</li> </ul>                                       | Alison Bennett – audit process<br>Nicola Curley - outcomes | June 2016, evidence of prior positive trajectory       | Green  |
| <b>Training for managers: Audit identifies that at least 90% of managers receive relevant training in supervision skills.</b>                            | <ul style="list-style-type: none"> <li>Managers have the skills necessary to ensure effective supervision.</li> </ul>   | <ul style="list-style-type: none"> <li>Quality of management oversight of cases is maintained at a high standard.</li> </ul>   | Claire Gregory   | June 2016, evidence of prior positive trajectory       | Green  |
| <b>Staff survey completed that includes feedback on effectiveness and regularity of case supervision that is used to support continuous improvement.</b> | <ul style="list-style-type: none"> <li>To make sure that supervision is effective in supporting staff to move plans for children and young people forward.</li> </ul>                                   | <ul style="list-style-type: none"> <li>To enable the service to refresh training and practice standards in light of staff feedback.</li> </ul>                                     | Alison Bennett   | Annually commencing July 2016 [slipped from June 2016] | Green  |
| <b>The above actions in respect of management oversight support practitioners to develop SMART plans</b>   | <ul style="list-style-type: none"> <li>SMART plans articulate what changes are expected and how these can be measured</li> </ul>  | <ul style="list-style-type: none"> <li>Outcomes for children improve in a measurable way</li> </ul>  | Nicola Curley  | Progress evident by July 2016                          | Green  |

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Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:

Summary of actions to be completed:

| Outstanding Action   | Remedial Actions Required  | Person Responsible & to be completed by  | Date Completed |
|--|--|--|----------------|
| Although supervision is taking place much more consistently, the June 2016 audit has identified that quality remains inconsistent and in particular in respect of ensuring that the objectives of plans are achieved and that there is recording of case reflection; practice workshops and line management expectations will continue to reinforce need for this. | <ul style="list-style-type: none"> <li>A revised PCC supervision policy has been launched in August 2016, accompanied by further revisions to the template</li> <li>A repeat survey and audit are planned for December 2016 to evaluate quality and effectiveness of supervision.</li> </ul> | <p>Nicola Curley and Heads of Service<br/>Progress to be evident by time of next action plan update</p> <p>Alison Bennett by end of December</p> |                |
| The majority of team managers have received supervision training however this is a continuous process and is not currently at 90% owing to new starters over the last 3 months – new appointments will undertake training as required  | <ul style="list-style-type: none"> <li>Ensuring new starters have accessed appropriate training.</li> </ul>  | Claire Gregory in partnership with heads of service in CSC by December 2016  |                |
| Staff survey completed about quality of supervision, but with a low return rate. This showed that all domains were judged to be good or better in 50% of responses   | <ul style="list-style-type: none"> <li>Supervision survey to be re-run in December following the recent review of Supervision Policy with an aim to achieve a higher return rate.</li> </ul>   | Alison Bennett – December 2016   |                |

|                             |   |                         |
|-----------------------------|---|-------------------------|
| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that all assessments are informed by chronologies and include a clear and comprehensive analysis of needs and risks which results in effective plans.</b> | <b>Recommendation 5</b> |
|-----------------------------|---|-------------------------|

| Position as of 1 <sup>st</sup> November 2015 |  | RAG |
|--|--|-----|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>All case files have clear and relevant chronologies that detail the significant events in the journey of the child.</li> </ul>  |     |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Plans for children and young people are informed by any relevant patterns of historical events;</li> <li>Plans for children are informed by a comprehensive analysis of needs and risks including an analysis of how whether and how these change over time;</li> <li>Information from the historical context informs reviews of progress of Child in Need, Child Protection Plans, Care and Pathway Plans;</li> <li>Children are more easily able to understand their personal history in the event that they access their files as adults.</li> </ul> |     |

| Position as of 1 <sup>st</sup> March 2016 |  | RAG |
|---|--|-----|
| <b>Outcome Required:</b>                  | <ul style="list-style-type: none"> <li>All case files have clear and relevant chronologies that detail the significant events in the journey of the child.</li> </ul>  |     |
| <b>Impact for Children:</b>               | <ul style="list-style-type: none"> <li>Plans for children and young people are informed by any relevant patterns of historical events;</li> <li>Plans for children are informed by a comprehensive analysis of needs and risks including an analysis of how whether and how these change over time;</li> <li>Information from the historical context informs reviews of progress of Child in Need, Child Protection Plans, Care and Pathway Plans;</li> <li>Children are more easily able to understand their personal history in the event that they access their files as adults.</li> </ul> |     |
| <b>Actions Completed:</b>                 | <ul style="list-style-type: none"> <li>Chronology guidance has been re-issued to staff through Social Work Forum;</li> <li>Audit programme in place to assess extent to which chronologies are embedded into practice;</li> <li>Exemplar of good chronology developed and circulated through Social Work Forum;</li> <li>Independent chairs assess quality of care planning and extent to which chronologies inform this;</li> <li>Audits of chronologies completed in January 2016 show increased rate of completion.</li> </ul>  |     |

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| Position as of 1 <sup>st</sup> July 2016 |  | RAG    |
|--|--|--------|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>All case files have clear and relevant chronologies that detail the significant events in the journey of the child.</li> </ul>  | Yellow |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Plans for children and young people are informed by any relevant patterns of historical events;</li> <li>Plans for children are informed by a comprehensive analysis of needs and risks including an analysis of how whether and how these change over time;</li> <li>Information from the historical context informs reviews of progress of Child in Need, Child Protection Plans, Care and Pathway Plans;</li> <li>Children are more easily able to understand their personal history in the event that they access their files as adults.</li> </ul> |        |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>A specific Head of Service now leads on chronologies;</li> <li>Briefing held for all teams on the new functionality for completing chronologies on Liquid Logic;</li> <li>Chronology guidance reissued;</li> <li>Need for chronologies raised with staff in all case audits.</li> </ul>   | Green  |

| Position as of 1 <sup>st</sup> November 2016 |  | RAG    |
|--|--|--------|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>All case files have clear and relevant chronologies that detail the significant events in the journey of the child.</li> </ul>  | Yellow |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Plans for children and young people are informed by any relevant patterns of historical events;</li> <li>Plans for children are informed by a comprehensive analysis of needs and risks including an analysis of how whether and how these change over time;</li> <li>Information from the historical context informs reviews of progress of Child in Need, Child Protection Plans, Care and Pathway Plans;</li> <li>Children are more easily able to understand their personal history in the event that they access their files as adults.</li> </ul> |        |
| <b>Actions Completed:</b>                    | <ul style="list-style-type: none"> <li>Team Managers are now tracking chronologies within all supervision sessions with social workers.</li> <li>Team Managers are selecting examples of good chronologies on a monthly basis and auditing them for auditing and feedback in order to support good practice and modelling.</li> </ul>  | Green  |

Future/Uncompleted Actions:

| What Needs to Happen?  | Why?  | What will the difference be?   | Lead   | Due by   | RAG           |
|--|---|--|--|--|---------------|
| <b>Team managers and independent chairs ensure that chronologies and analysis of risks and needs are informing plans and review of progress against plans.</b> | <ul style="list-style-type: none"> <li>To establish an expectation that this is a bedrock of good practice that will be addressed in all decision making forums affecting children and young people.</li> </ul> | <ul style="list-style-type: none"> <li>Use of chronologies and analysis of needs and risks will routinely inform planning and review;</li> <li>Children and young people will be less at risk of being impacted by drift and delay.</li> </ul>   | Alison Bennett   | On-going target with evidence of consistent progress | Yellow        |
| <b>Case Audit Target: at least 85% of case files audited include a chronology that meets required standards.</b>   | <ul style="list-style-type: none"> <li>To ensure that the relevant history of the child's journey is readily understandable.</li> </ul>   | <ul style="list-style-type: none"> <li>Outcomes for children will improve because relevant historical patterns will be more easily identifiable;</li> <li>Children are more easily able to understand their personal history in the event that they access their files as adults.</li> </ul> | Nicola Curley  | Sept 2016, with positive progress before then        | Yellow<br>Red |
| <b>Case Audit Target: at least 85% of assessments demonstrate evidence of clear, child centre analysis of need and risk as informed by chronologies.</b>       | <ul style="list-style-type: none"> <li>To identify any areas of where supervision is not effective;</li> <li>To ensure that supervision carried out is recorded and complies with standards.</li> </ul>         | <ul style="list-style-type: none"> <li>To address learning development or capacity issues where necessary to ensure managers are able to provide effective supervision.</li> </ul>   | Alison Bennett – audit process<br>Nicola Curley - outcomes | Sept 2016, with positive progress before then        | Yellow        |

**Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:**

**Summary of actions to be completed:**

| Outstanding Action  | Remedial Actions Required  | Person Responsible & to be completed by   | Date Completed |
|---|--|---|----------------|
| <p>Insufficient progress is being made in ensuring that cases have clear and up to date case chronologies. This has been identified through audits and dip samples.</p> | <ul style="list-style-type: none"> <li>• Simon Green is head of service responsible for driving improvement in chronology compliance;</li> <li>• A number of activities, workshops and other approaches have been put in place to recognise practitioners who are using chronologies effectively in order to model best practice;</li> <li>• Team managers have clear compliance targets in place to check chronologies as part of case supervision and dip samples of cases open in their team;</li> <li>• New Liquid Logic functionality relating to chronologies to be embedded so as to make development of chronologies simpler.</li> </ul> | <ul style="list-style-type: none"> <li>• Simon Green is head of service lead but with support from Alison Bennett – targets above require compliance by January 2017</li> </ul> |                |
| <p>Case Audit Target: at least 85% of assessments demonstrate evidence of clear, child centre analysis of need and risk as informed by chronologies.</p>                | <ul style="list-style-type: none"> <li>• Although an assessment audit in June 2016 evidenced overall improvements in use of historical information to inform risk and resilience factors, further work is required to improve the analysis of information and exploration of facts and linking these to the outcome of assessments and the impact on children. While practitioners can articulate this in case discussions, recording remains inconsistent.</li> </ul>   | <p>Heads of service and Nicola Curley to ensure assessments include sufficient analysis of historical information in linking these to the outcome of assessments.</p>           |                |

|                             |  |                         |
|-----------------------------|--|-------------------------|
| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that all child in need plans, child protection plans, looked after children plans, pathway plans, and personal education plans are outcome focused, easy to understand and include specific and measurable objectives.</b> | <b>Recommendation 6</b> |
|-----------------------------|--|-------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |  | <b>RAG</b> |
|--|--|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>All plans clearly state what needs to happen, who needs to undertake the work and when it will happen, and describe the expected outcome. Contingencies are also described;</li> <li>Any patterns of risky behaviours are addressed by specific risk assessments which inform an appropriately detailed risk management plan.</li> </ul>  |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Plans for children and young people progress more effectively because all those working with them are clear of their responsibilities and accountabilities;</li> <li>Clear plans support positive engagement by families and this engagement makes it more likely that outcomes for children are improved in a sustainable way;</li> <li>Children and young people are protected where plans fail to deliver the required outcomes;</li> <li>Risks facing young people engaged in behaviours that may place them at risk of significant harm are reduced through a proportionate and focused response.</li> </ul> |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |  | <b>RAG</b> |
|---|--|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>All plans clearly state what needs to happen, who needs to undertake the work and when it will happen, and describe the expected outcome. Contingencies are also described;</li> <li>Any patterns of risky behaviours are addressed by specific risk assessments which inform an appropriately detailed risk management plan.</li> </ul>  |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Plans for children and young people progress more effectively because all those working with them are clear of their responsibilities and accountabilities;</li> <li>Clear plans support positive engagement by families and this engagement makes it more likely that outcomes for children are improved in a sustainable way;</li> <li>Children and young people are protected where plans fail to deliver the required outcomes;</li> <li>Risks facing young people engaged in behaviours that may place them at risk of significant harm are reduced through a proportionate and focused response.</li> </ul> |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>Team Manager development programme established, supporting team managers to help workers to develop outcome focused and easy to understand plans;</li> </ul>  |            |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Practice workshops on developing and monitoring outcome focused plans delivered to a wide range of practitioners established;</li> <li>• Programme of risk assessments for all young people aged 13 and above completed;</li> <li>• New permanency planning process established for to run alongside legal planning meetings to ensure that contingencies are always in place;</li> <li>• New unborn baby protocol in place to ensure that pre-birth assessments are completed in a timely way;</li> <li>• Independent chairs have begun to run focus groups with children in care and children subject to child protection plans, with feedback on views feeding back to team managers and social workers;</li> <li>• Parent's group established by independent chairs to seek views relating to child protection processes;</li> <li>• Work underway to expand parent groups to include children in need.</li> </ul> |  |
|--|---|--|

| Position as of 1 <sup>st</sup> July 2016 |  | RAG |
|--|--|-----|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>• All plans clearly state what needs to happen, who needs to undertake the work and when it will happen, and describe the expected outcome. Contingencies are also described;</li> <li>• Any patterns of risky behaviours are addressed by specific risk assessments which inform an appropriately detailed risk management plan.</li> </ul>  |     |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>• Plans for children and young people progress more effectively because all those working with them are clear of their responsibilities and accountabilities;</li> <li>• Clear plans support positive engagement by families and this engagement makes it more likely that outcomes for children are improved in a sustainable way;</li> <li>• Children and young people are protected where plans fail to deliver the required outcomes;</li> <li>• Risks facing young people engaged in behaviours that may place them at risk of significant harm are reduced through a proportionate and focused response.</li> </ul> |     |
| <b>Actions Completed</b>                 | <ul style="list-style-type: none"> <li>• Implementation of Quality Assurance service across People and Communities completed, although delays in this process has impacted on establishing routine feedback loops with young people and parents;</li> <li>• Heads of service in each area review plans across their service areas with team managers ensuring that drift is avoided;</li> <li>• Evidence from the June case file audit on voice of the child found much clearer evidence of voice of the child influencing planning and review.</li> </ul>   |     |

| Position as of 1 <sup>st</sup> November 2016 |  | RAG    |
|--|--|--------|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>• All plans clearly state what needs to happen, who needs to undertake the work and when it will happen, and describe the expected outcome. Contingencies are also described;</li> <li>• Any patterns of risky behaviours are addressed by specific risk assessments which inform an appropriately detailed risk management plan.</li> </ul>  | Yellow |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>• Plans for children and young people progress more effectively because all those working with them are clear of their responsibilities and accountabilities;</li> <li>• Clear plans support positive engagement by families and this engagement makes it more likely that outcomes for children are improved in a sustainable way;</li> <li>• Children and young people are protected where plans fail to deliver the required outcomes;</li> <li>• Risks facing young people engaged in behaviours that may place them at risk of significant harm are reduced through a proportionate and focused response.</li> </ul> |        |
| <b>Actions Completed</b>                     | <ul style="list-style-type: none"> <li>• Improvements in Voice of the Child in audits</li> <li>• Work to improve the care planning process and functionality within Liquid Logic to support better practice with performance team, linked to improvements in the C&amp;F assessment function;</li> <li>• Heads of service reviewing all cases within their service area to ensure that progress being made and drift avoided;</li> <li>• Practice workshops continue in a more targeted approach to improve quality of plans;</li> <li>• Strengthening families approach being rolled out into CIN processes.</li> </ul>   | Green  |

**Future/Uncompleted Actions:**

| <b>What Needs to Happen?</b>   | <b>Why?</b>  | <b>What will the difference be?</b>  | <b>Lead</b>  | <b>Due by</b>        | <b>RAG</b> |
|--|--|--|--|----------------------|------------|
| <b>Case Audit Target: 85% of plans are outcome focused and include SMART targets.</b>  | <ul style="list-style-type: none"> <li>This will ensure that improvements in practice in this area are embedded across the service.</li> </ul>   | <ul style="list-style-type: none"> <li>Plans for children will be less likely to drift, leading to improved outcomes;</li> <li>Throughput will increase, contributing to reduced caseloads.</li> </ul>   | Alison Bennett – audit programme; Nicola Curley – practice standards | Dec 2016 – unchanged |            |
| <b>Independent Chairs quality assure all plans, modelling good practice and escalating any recurring issues with line managers to support improved practice.</b>     | <ul style="list-style-type: none"> <li>To establish an expectation that this is a bedrock of good practice that will be addressed in all decision making forums affecting children and young people;</li> <li>Effective and understandable plans will lead to greater involvement by children, young people and families.</li> </ul> | <ul style="list-style-type: none"> <li>All involved in the development and reviewing of plans are clear about their roles, responsibilities and accountabilities;</li> <li>Appropriate action is taken to address any failings by an individual or agency in not adhering to plans;</li> <li>Plans progress for children, resulting in improved outcomes.</li> </ul> | Alison Bennett   | May 2016             |            |
| <b>Development of user involvement processes to include specific engagement with children and young people around effectiveness of plans in meeting their needs.</b> | <ul style="list-style-type: none"> <li>This process will enable us to review the effectiveness of our approach to development of plans in delivering improved outcomes for children and young people.</li> </ul>   | <ul style="list-style-type: none"> <li>Plans become more child-centred and described in ways that are understood by and relevant to the wishes, feelings and needs of children and young people;</li> <li>Practice will continue to improve in relation to developing relevant and effective plans.</li> </ul>   | Jenny Weeden & Alison Bennett  | December 2016        |            |
| <b>Development of user involvement</b>   | <ul style="list-style-type: none"> <li>Families will have a better</li> </ul>  | <ul style="list-style-type: none"> <li>Services supporting families</li> </ul>   | Alison Bennett   | December             |            |

| What Needs to Happen?   | Why?   | What will the difference be?  | Lead           | Due by        | RAG |
|---|--|---|----------------|---------------|-----|
| <b>processes to include specific engagement with families around effectiveness of plans in meeting their needs.</b>                             | understanding of the changes they are being asked to make, and of the responsibilities and accountabilities of agencies supporting them to help them to achieve success.   | continue to improve; <ul style="list-style-type: none"> <li>Engagement of families improves, leading to improved outcomes for children and young people.</li> </ul>   |                | 2016          |     |
| <b>Launch of service user led forum following agreement of the service user consultation plan, due for completion as above by December 2016</b> | <ul style="list-style-type: none"> <li>To achieve a service user participation base that is wider than that which we have traditionally accessed;</li> <li>A forum is likely to provide more nuanced and developed feedback than methods such as questionnaires and similar</li> </ul> | <ul style="list-style-type: none"> <li>Practice will be better informed by service user feedback</li> <li>Lead responsibility within QA service means that learning can be fed into practice workshops and inform training</li> </ul> | Alison Bennett | February 2017 |     |

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**Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:**

**Summary of actions to be completed:**

| Outstanding Action   | Remedial Actions Required  | Person Responsible & to be completed by   | Date Completed |
|--|--|---|----------------|
| <b>Most recent case file audit established that the quality of care planning across the service continues to require improvement if this is to be good, although there is much better evidence of the voice of the child informing plans</b> | <ul style="list-style-type: none"> <li><b>Continued oversight and compliance by team managers in relation to assessing quality of plans through supervision and dip samples of cases within their team.</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Heads of Service to ensure compliance, working with team managers, by date of next review of action plan</b></li> </ul> |                |

|                             |   |                             |
|-----------------------------|---|-----------------------------|
| <b>OFSTED SAID WE MUST:</b> | <b>Develop and Implement a Neglect Strategy.<br/>MAJORITY ACTIONS COMPLETED</b> | <b>Recommendation<br/>7</b> |
|-----------------------------|---|-----------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |  | <b>RAG</b> |
|--|--|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>• Key partner agencies in the City develop an agreed understanding of the level of need in relation to the impact of neglect;</li> <li>• This shared understanding results in the identification of key priorities for reducing the impact of neglect on the lives of children and young people;</li> <li>• This process results in well-coordinated actions that make a material difference to levels of neglect in the City.</li> </ul> |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>• Targeted groups of children experiencing neglectful parenting are identified early in their lives or in the development of the problem, and action is taken to support parents and extended families to develop more responsive parenting approaches;</li> <li>• Numbers of children affected by Neglect will reduce, with positive physical and emotional health benefits and improved educational outcomes.</li> </ul>                |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |   | <b>RAG</b> |
|---|---|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>• Key partner agencies in the City develop an agreed understanding of the level of need in relation to the impact of neglect;</li> <li>• This shared understanding results in the identification of key priorities for reducing the impact of neglect on the lives of children and young people;</li> <li>• This process results in well-coordinated actions that make a material difference to levels of neglect in the City.</li> </ul>  |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>• Targeted groups of children experiencing neglectful parenting are identified early in their lives or in the development of the problem, and action is taken to support parents and extended families to develop more responsive parenting approaches;</li> <li>• Numbers of children affected by Neglect will reduce, with positive physical and emotional health benefits and improved educational outcomes.</li> </ul>   |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>• Neglect has already been identified as a priority for both the Peterborough Safeguarding Children Board and the Children and Families Joint Commissioning Board;</li> <li>• A neglect conference held in February 2016 identified priorities for tackling neglect in Peterborough and Cambridgeshire;</li> <li>• Assistant Director has established a multi-agency task and finish group that has agreed to the use of the Graded Care Profile as the single assessment and distance measured tool to be used whenever neglect is the key presenting feature; to be rolled out through LSCB from June 2016.</li> </ul> |            |

| Position as of 1 <sup>st</sup> July 2016 |  | RAG |
|--|--|-----|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>Key partner agencies in the City develop an agreed understanding of the level of need in relation to neglect;</li> <li>This shared understanding results in the identification of key priorities for reducing the impact of neglect on the lives of children and young people;</li> <li>This process results in well-coordinated actions that make a material difference to levels of neglect in the City.</li> </ul>   |     |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Targeted groups of children experiencing neglectful parenting are identified early in their lives or in the development of the problem, and action is taken to support parents and extended families to develop more responsive parenting approaches;</li> <li>Numbers of children affected by Neglect will reduce, with positive physical and emotional health benefits and improved educational outcomes.</li> </ul>  |     |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>PSCB neglect strategy completed;</li> <li>PCC neglect strategy completed;</li> <li>Assessment and distance travelled tools for working with neglect agreed and will now be implemented;</li> <li>Training programme for practitioners within early help being designed for implementation from Summer 2016;</li> <li>Health and Wellbeing Board has approved specific priority areas relating to neglect following completion of needs analysis;</li> <li>Health and Wellbeing Strategy includes specific targets relating to child hood neglect based on above.</li> </ul> |     |

| Position as of 1 <sup>st</sup> November 2016 |  | RAG |
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| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>Key partner agencies in the City develop an agreed understanding of the level of need in relation to the impact of neglect;</li> <li>This shared understanding results in the identification of key priorities for reducing the impact of neglect on the lives of children and young people;</li> <li>This process results in well-coordinated actions that make a material difference to levels of neglect in the City.</li> </ul> |     |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Targeted groups of children experiencing neglectful parenting are identified early in their lives or in the development of the problem, and action is taken to support parents and extended families to develop more responsive parenting approaches;</li> <li>Numbers of children affected by Neglect will reduce, with positive physical and emotional health benefits and improved educational outcomes.</li> </ul>              |     |
| <b>Actions Completed:</b>                    | <ul style="list-style-type: none"> <li>Neglect Strategies launched across the Partnership in September 2016.</li> <li>Workshops rolling out across autumn 2016 for all practitioners through the LSCB in relation to Identification of Neglect and the Quality of Care Graded Care Profile Tool</li> <li>Strengthening Families implemented in Child in Need work from January 2017</li> </ul>   |     |

Future/Uncompleted Actions:

| What Needs to Happen?   | Why?  | What will the difference be?  | Lead                                       | Due by                                 | RAG    |
|---|---|---|--|--|--------|
| <b>Key tools for assessing impact of neglect and measuring progress at targeted early help level identified.</b>    | <ul style="list-style-type: none"> <li>There is a common set of tools in place that encourages the development of a shared understanding and language around impact of neglect and how to address the issue.</li> </ul>   | <ul style="list-style-type: none"> <li>Children impacted by neglect are identified and offered effective support to address the issues, making a significant difference to short and long term outcomes.</li> </ul>   | Nicola Curley however lead is through PSCB | May 16; slipped from Feb 16            | Green  |
| <b>Neglect strategy developed, drawing including input from stakeholders attending Neglect conference Feb 2016.</b> | <ul style="list-style-type: none"> <li>The neglect strategy ensures that all partners are clear about their responsibilities and accountabilities in identifying and addressing neglect in Peterborough.</li> </ul>   | <ul style="list-style-type: none"> <li>Children young people and their families are able to benefit from effective support from a range of support services that work together and adopt similar evidenced-based approaches to addressing the issues.</li> </ul>                                    | Nicola Curley leading                      | May 2016                               | Green  |
| <b>Health and Wellbeing Board identifies key aspects of neglect on which the partnership can focus</b>              | <ul style="list-style-type: none"> <li>Multi-agency action and accountability will be required to tackle particular elements of neglect</li> </ul>  | <ul style="list-style-type: none"> <li>Children will be able to access more effective, targeted services and will be supported to achieve better health and wellbeing outcomes</li> </ul>   | Lou Williams                               | June 2016                              | Green  |
| <b>Within Children's Social Care services, workshops on identifying and working with neglect are held.</b>          | <ul style="list-style-type: none"> <li>Social workers and alternatively qualified team support workers are effective in addressing issues of neglect where these have become entrenched and have resulted in children and young people requiring specialist support.</li> </ul> | <ul style="list-style-type: none"> <li>Effective action is taken to improve outcomes where parenting style is characterised by entrenched neglect;</li> <li>Drift and delay in taking appropriate action is avoided and children and young people benefit from informed decision making.</li> </ul> | Alison Bennett and Clare Gregory/WFD       | January 2017 [slipped from April 2016] | Green  |
| <b>Audit Target: 85% of case files audited where neglect is a feature</b>   | <ul style="list-style-type: none"> <li>This will evidence that neglect issues are being addressed</li> </ul>  | <ul style="list-style-type: none"> <li>As above.</li> </ul>   | Alison Bennett accountable                 | December 2016 target                   | Yellow |

| What Needs to Happen?  | Why?  | What will the difference be?  | Lead  | Due by  | RAG |
|--|---|---|---|---|-----|
| identify that issue is being identified and responded to appropriately.  | <p>appropriately and consistently;</p> <ul style="list-style-type: none"> <li>It will also evidence that appropriate management oversight is taking place and that drift and delay is avoided.</li> </ul> |   | for QA programme: Heads of Service FRT and FST for practice quality                           | for compliance Progress update September 2016 |     |
| <b>Multi-agency neglect audit focussed on Early help to be completed through PSCB to assess impact of the implementation of neglect strategies</b> | <ul style="list-style-type: none"> <li>We need to understand whether neglect strategies are effective in reducing impact of neglect on the experience of children and young people</li> </ul>             | <ul style="list-style-type: none"> <li>Families where parenting is characterised by neglect are supported to make changes that deliver improved outcomes for children;</li> <li>Focus on early help will lead to neglect issues being addressed before they become entrenched.</li> </ul> | Jo Proctor and PSCB for audit and Nicola Curley and Karen Moody for dissemination of learning | March 2017                                    |     |

Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:

Summary of actions to be completed:

| Outstanding Action  | On-going Actions Required  | Person Responsible & to be completed by   | Date Completed  |
|---|--|---|---|
| Neglect strategies now launched, together with accompanying training and support plans.   | <ul style="list-style-type: none"> <li>Task now is to monitor impact, which will be through case file audits within CSC and multi-agency audits through PSCB.</li> </ul> | <p>Alison Bennett for assuring quality within CSC;<br/>PSCB for ensuring quality within multi-agency context, including extent to which graded care profile is used</p> <p>On-going review of effectiveness</p> | On-going requirement to be monitored as part of business as usual |
| Continuing need for training and refresher training on recognising and addressing neglect | <ul style="list-style-type: none"> <li>On-going availability of courses for practitioners at a variety of levels</li> </ul>  | Workforce development team working with PSCB  | As above  |

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| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that the new Child Sexual Exploitation risk assessment tool is used consistently and that information about children missing from home, school and care and/or at risk of child sexual exploitation is well coordinated, analysed and acted upon.</b> | <b>Recommendation 8</b> |
|-----------------------------|---|-------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |   | <b>RAG</b> |
|--|---|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>• Risks of children and young people becoming victims of Child Sexual Exploitation are reduced;</li> <li>• Risks facing children and young people vulnerable to CSE are identified through thorough risk assessments that lead to a coordinated response. Risks are regularly reviewed, and actions continue to be taken to reduce risks.</li> </ul>   |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>• Fewer children and young people in Peterborough are victims of Child Sexual Exploitation;</li> <li>• Children and young people who are vulnerable to CSE are identified and action taken to safeguard them;</li> <li>• Children and young people who are victims of CSE are identified more quickly and action taken to protect them;</li> <li>• Children and young people know where they can seek help when they are worried about either themselves or their friends being at risk of Child Sexual Exploitation.</li> </ul> |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |  | <b>RAG</b> |
|---|--|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>• Risks of children and young people becoming victims of Child Sexual Exploitation are reduced;</li> <li>• Risks facing children and young people vulnerable to CSE are identified through thorough risk assessments that lead to a coordinated response. Risks are regularly reviewed, and actions continue to be taken to reduce risks.</li> </ul>  |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>• There is a reduced likelihood of children and young people in Peterborough are victims of Child Sexual Exploitation;</li> <li>• Children and young people who are vulnerable to CSE are identified and action taken to safeguard them;</li> <li>• Children and young people who are victims of CSE are identified more quickly and action taken to protect them;</li> <li>• Children and young people know where they can seek help when they are worried about either themselves or their friends being at risk of Child Sexual Exploitation.</li> </ul>   |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>• Where any child or young person is identified as vulnerable to CSE, a strategy discussion takes place, a risk assessment completed and the young person is flagged as at risk on LL;</li> <li>• The lead Head of Service reviews the CSE list weekly to ensure this accurately reflects those at risk of CSE and that appropriate assessments are in place;</li> <li>• An initial risk assessment screening tool has been introduced and is completed for all children and young people aged 13 and above and open to CSC, informing team managers of high risk cases within their teams and on actions necessary;</li> <li>• Information is shared between relevant professionals [schools, police and CSC] about children and young people who have been missing from home, school and/or care and links are made so that the whole picture of risk to a</li> </ul> |            |

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|  | <ul style="list-style-type: none"> <li>child or young person is known;</li> <li>New monthly CSE and missing multi-agency meetings have been set up to ensure that risks and any emerging areas of need are identified with the first of these to be held in April 2016.</li> </ul> |  |
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| Position as of 1 <sup>st</sup> July 2016 |   | RAG |
|--|---|-----|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>Risks of children and young people becoming victims of Child Sexual Exploitation are reduced;</li> <li>Risks facing children and young people vulnerable to CSE are identified through thorough risk assessments that lead to a coordinated response. Risks are regularly reviewed, and actions continue to be taken to reduce risks.</li> </ul>   |     |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Fewer children and young people in Peterborough are victims of Child Sexual Exploitation;</li> <li>Children and young people who are vulnerable to CSE are identified and action taken to safeguard them;</li> <li>Children and young people who are victims of CSE are identified more quickly and action taken to protect them;</li> <li>Children and young people know where they can seek help when they are worried about either themselves or their friends being at risk of Child Sexual Exploitation.</li> </ul> |     |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>Multi-agency meetings are embedded and working closely with Cambridgeshire</li> <li>91% of cases sampled had an appropriate CSE assessment in place</li> <li>Good links have been built between children going missing from school with a member of staff now sitting in the MASH</li> <li>Clearer intelligence is gathered on those going missing who are at risk of CSE</li> <li>Cohort numbers are being reviewed to ensure information is up to date and shared across agencies</li> <li></li> </ul>                 |     |

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| <b>Position as of 1<sup>st</sup> November 2016</b> | <b>RAG</b> |
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| <b>Outcome Required:</b>    | <ul style="list-style-type: none"> <li>• Risks of children and young people becoming victims of Child Sexual Exploitation are reduced;</li> <li>• Risks facing children and young people vulnerable to CSE are identified through thorough risk assessments that lead to a coordinated response. Risks are regularly reviewed, and actions continue to be taken to reduce risks.</li> </ul>   |  |
| <b>Impact for Children:</b> | <ul style="list-style-type: none"> <li>• Fewer children and young people in Peterborough are victims of Child Sexual Exploitation;</li> <li>• Children and young people who are vulnerable to CSE are identified and action taken to safeguard them;</li> <li>• Children and young people who are victims of CSE are identified more quickly and action taken to protect them;</li> <li>• Children and young people know where they can seek help when they are worried about either themselves or their friends being at risk of Child Sexual Exploitation.</li> </ul>   |  |
| <b>Actions Completed:</b>   | <ul style="list-style-type: none"> <li>• Implementation of focused multi agency scrutiny of high risk cases as part of monthly Operational Meeting</li> <li>• Multi agency cohort has been collated and separated into those who are vulnerable to and those that are at risk of child sexual exploitation</li> <li>• Chelsea's Choice has been rerun in Peterborough schools and parents session was well attended</li> <li>• Training has been provided by PSCB CSE co-ordinator for frontline teams</li> <li>• PSCB audit of CSE cases undertaken in August</li> </ul> |  |

Future/Uncompleted Actions:

| What Needs to Happen?   | Why?  | What will the difference be?   | Lead   | Due by                                  | RAG    |
|---|---|--|--|---|--------|
| <b>Revised practitioner workshops to be held to support QSW and alternative qualified workers to recognise potential vulnerabilities to CSE and to assess risks using the risk assessment tool.</b>   | <ul style="list-style-type: none"> <li>To embed this area of practice across the service;</li> <li>To ensure that risks to children and young people are identified and action taken for them to reduce;</li> <li>To ensure that a clear picture of the levels of risk in the City is provided, enabling actions to be taken to disrupt the activities of and arrest perpetrators.</li> </ul> | <ul style="list-style-type: none"> <li>Children and young people vulnerable to CSE will be identified;</li> <li>Action is taken to reduce risks;</li> <li>Action is taken to disrupt the activities of perpetrators;</li> <li>Perpetrators are identified and prosecuted.</li> </ul> | Nicola Curley & Jenny Goodes                     | November 2015                           | Green  |
| <b>Audit Target: Case file audits identify that potential risk of CSE is identified and responded to in at least 85% of relevant case files.</b>  | <ul style="list-style-type: none"> <li>This will enable us to assess the extent to which the service is improving as a result of practice workshops and training.</li> </ul>  | <ul style="list-style-type: none"> <li>Children and young people who are vulnerable to CSE are identified and the level of risk is identified.</li> </ul>  | Alison Bennett [audits]; Jenny Goodes – practice | September 2016 [slipped from June 2016] | Yellow |
| <b>Audit Target: Case file audits identify that in at least 90% of cases where CSE has been identified as a potential risk, the appropriate risk assessment has been completed and that the outcome of this assessment has influenced the plan.</b> | <ul style="list-style-type: none"> <li>This will enable us to assess the extent to which the service is improving as a result of practice workshops and training.</li> </ul>  | <ul style="list-style-type: none"> <li>Children and young people benefit from clear assessments of risks and action plans that are specific to the risks identified.</li> </ul>  | Alison Bennett [audits]; Jenny Goodes – practice | June 2016 positive progress beforehand  | Green  |
| <b>Audit Target: In at least 80% of case file audits where CSE is identified as a risk, plans are in place that identify the risk and include measurable targets to reduce risks. These plans are regularly reviewed and amended as necessary.</b>  | <ul style="list-style-type: none"> <li>This will enable us to assess the extent to which the service is improving as a result of practice workshops and training</li> </ul>   | <ul style="list-style-type: none"> <li>Children and young people benefit from clear assessments of risks and action plans that are specific to the risks identified, and that plans are reviewed to ensure that the risks are reduced.</li> </ul>                                    | Alison Bennet [audits]; Jenny Goodes – practice  | Sept 2016 positive progress beforehand  | Yellow |

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| What Needs to Happen?  | Why?   | What will the difference be?   | Lead         | Due by                    | RAG |
|--|--|--|--------------|---------------------------|-----|
| <b>The Council's data systems are updated so that they are able to provide a single view of the child or young person, drawing together any risks associated with areas of life including home and school.</b> | <ul style="list-style-type: none"> <li>Information about children and young people is held in more than one system, necessitating the use of spreadsheets to map relevant information, meaning that there is the potential for information to be missed and risks not identified.</li> </ul> | <ul style="list-style-type: none"> <li>Information about children and young people in different areas of life – school and home for example – is drawn together, enabling individual children and young people vulnerable to CSE to be identified more effectively.</li> </ul> | Tina Hornsby | December 2016 – unchanged |     |

**Outstanding actions where progress has or is at risk of slipping, November 2016:**

**Summary of actions to be completed:**

| Outstanding Action  | Remedial Actions Required   | Person Responsible & to be completed by   | Date Completed |
|---|---|---|----------------|
| Case file audits are evidencing much better use of risk assessments on case files, although there is a continuing need for greater consistency in providing evidence for when risks assessed as 'low'. Voice of young person in these risk assessments is improved. | <ul style="list-style-type: none"> <li>Continued proactive monitoring of quality and compliance of risk assessments through supervision and dip sampling;</li> <li>Further CSE audit will be completed in December 2016 to monitor progress.</li> </ul> | <p>Heads of service to ensure compliance by team managers</p> <p>Alison Bennett by end December</p> |                |

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| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that every child who goes missing from home or care is offered a return home interview and that the information obtained is used effectively to safeguard those children and young people and aggregated to identify themes and trends in the City.</b><br><br><b>ACTIONS MOSTLY COMPLETED</b> | <b>Recommendation 9</b> |
|-----------------------------|--|-------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |   | <b>RAG</b> |
|--|---|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>All children and young people who go missing from home or care are offered return interviews;</li> <li>Where these are declined, parents or carers are offered the opportunity to discuss any issues they may have or be concerned about;</li> <li>Information from return interviews is collated and any patterns that may indicate changing or emerging areas of risks mapped.</li> </ul>  | Yellow     |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Children and young people who may be vulnerable as a result of going missing from home or care are offered the opportunity to discuss any concerns that they have that may be contributing to their going missing;</li> <li>Children and young people who have been missing from home or care are offered the opportunity to discuss any harm they may have experienced while missing;</li> <li>Issues of concern are addressed and fewer children and young people are at risk of significant harm because of going missing from home or school.</li> </ul> |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |   | <b>RAG</b>      |
|---|---|-----------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>All children and young people who go missing from home or care are offered return interviews;</li> <li>Where these are declined, parents or carers are offered the opportunity to discuss any issues they may have or be concerned about;</li> <li>Information from return interviews is collated and any patterns that may indicate changing or emerging areas of risks mapped.</li> </ul>  | Green<br>Yellow |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Children and young people who may be vulnerable as a result of going missing from home or care are offered the opportunity to discuss any concerns that they have that may be contributing to their going missing;</li> <li>Children and young people who have been missing from home or care are offered the opportunity to discuss any harm they may have experienced while missing;</li> <li>Issues of concern are addressed and fewer children and young people are at risk of significant harm because of going missing from home or school.</li> </ul> |                 |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>A service is commissioned from Barnardos for conducting all missing from home interviews, with a worker</li> </ul>   | Green           |

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|--|--|--|
|  | <p>situated within the MASH;</p> <ul style="list-style-type: none"> <li>• Children and young people who go missing from care are offered independent return interviews by the advocacy organisation, National Youth Advisory Service [NYAS];</li> <li>• Both providers provide reports of any themes emerging from return interviews;</li> <li>• A missing audit completed in January 2016 indicated that return interviews are offered to parents and carers where young people refuse to participate and that there is significant improvement in data recording, the evidence of the voice of the child and more joined up scrutiny by police and CSC following missing episodes;</li> <li>• Missing is now a focus for the Safer Peterborough Partnership, and performance in this area will be scrutinised through this route.</li> </ul> |  |
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| Position as of 1 <sup>st</sup> July 2016 |   | RAG |
|--|---|-----|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>• All children and young people who go missing from home or care are offered return interviews;</li> <li>• Where these are declined, parents or carers are offered the opportunity to discuss any issues they may have or be concerned about;</li> <li>• Information from return interviews is collated and any patterns that may indicate changing or emerging areas of risks mapped.</li> </ul>  |     |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>• Children and young people who may be vulnerable as a result of going missing from home or care are offered the opportunity to discuss any concerns that they have that may be contributing to their going missing;</li> <li>• Children and young people who have been missing from home or care are offered the opportunity to discuss any harm they may have experienced while missing;</li> <li>• Issues of concern are addressed and fewer children and young people are at risk of significant harm because of going missing from home or school.</li> </ul> |     |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>• From a dip sample undertaken there is evidence that Return Interviews are being undertaken and if the young person is not willing to engage then parents are offered opportunity to discuss missing episode.</li> <li>• Out of the 39 Return Interviews completed in May 51% (20) were completed within 72 hours.</li> <li>• Information obtained from Return Interviews is shared with police and patterns and trends are reviewed at the monthly Missing and CSE Operational Group</li> </ul>  |     |

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| <b>Position as of 1<sup>st</sup> November 2016</b> | <b>RAG</b> |
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|                             |   |   |
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| <b>Outcome Required:</b>    | <ul style="list-style-type: none"> <li>• All children and young people who go missing from home or care are offered return interviews;</li> <li>• Where these are declined, parents or carers are offered the opportunity to discuss any issues they may have or be concerned about;</li> <li>• Information from return interviews is collated and any patterns that may indicate changing or emerging areas of risks mapped.</li> </ul>  |  |
| <b>Impact for Children:</b> | <ul style="list-style-type: none"> <li>• Children and young people who may be vulnerable as a result of going missing from home or care are offered the opportunity to discuss any concerns that they have that may be contributing to their going missing;</li> <li>• Children and young people who have been missing from home or care are offered the opportunity to discuss any harm they may have experienced while missing;</li> <li>• Issues of concern are addressed and fewer children and young people are at risk of significant harm because of going missing from home or school.</li> </ul> |  |
| <b>Actions Completed:</b>   | <ul style="list-style-type: none"> <li>• Missing Case Worker has visited all CIC teams to go through missing protocol</li> <li>• Missing Case Worker has completed training with AYSE workers</li> <li>• School nurses offered input following any missing episodes where they have involvement with child or young person;</li> <li>• Key information is now shared with school with young person's agreement;</li> <li>• Recruitment underway for additional Advanced Practitioner Post within MASH to support with CSE and MARAC.</li> </ul>   |  |

Future/Uncompleted Actions:

| What Needs to Happen?  | Why?   | What will the difference be?  | Lead   | Due by                                 | RAG    |
|--|--|---|--|--|--------|
| <b>Case Audit Outcome: At least 85% of case files sampled in audits evidence that return interviews have taken place within 72 hours.</b>  | <ul style="list-style-type: none"> <li>This audit will enable us to ensure that practice standards are being complied with.</li> </ul>   | <ul style="list-style-type: none"> <li>Children and young people at risk as a result of going missing are seen as quickly as possible, enabling actions to be taken to reduce risks without delay.</li> </ul> | Alison Bennett for audit Jenny Goodes for practice     | Now on-going BAU target                | Yellow |
| <b>Case Audit Outcome: At least 85% of case files sampled in audits evidence that where children in care have gone missing, a risk assessment has been completed and this addresses risks to the child or young person and/or to others.</b>       | <ul style="list-style-type: none"> <li>This audit will enable us to ensure that information from return interviews and other sources is drawn together to inform the development of risk assessments that reflects the individual circumstances of the child or young person.</li> </ul> | <ul style="list-style-type: none"> <li>Risks facing children and young people who go missing are identified, enabling action to be taken for these to be mitigated.</li> </ul>                                | Alison Bennett for audit Jenny Goodes for practice     | Now on-going BAU target                | Yellow |
| <b>Case Audit Outcome: In at least 85% of case files where children in care have gone missing, the care plan has been updated to address how associated risks are to be mitigated and how progress is to be measured.</b>                          | <ul style="list-style-type: none"> <li>Children in care are particularly vulnerable when they go missing and care plans must identify risks and seek to mitigate these.</li> </ul>   | <ul style="list-style-type: none"> <li>Children and young people in care who are at risk as a result of going missing are supported by effective plans that reduce those risks.</li> </ul>                    | Alison Bennett for audit Myra O'Farrell for practice   | Now on-going BAU target                | Yellow |
| <b>Case Audit Outcome: Where there are any indications that patterns of missing from home or care or any other vulnerabilities indicate possible risk of CSE, the appropriate risk assessment is completed and actions taken to mitigate risk.</b> | <ul style="list-style-type: none"> <li>Links are made between risks caused by children and young people who go missing and additional vulnerability that this may lead to in respect of risks of CSE.</li> </ul>   | <ul style="list-style-type: none"> <li>Children and young people are at reduced risks of vulnerability to CSE.</li> </ul>   | Alison Bennett audit and Heads of Service for Practice | July 2016 positive progress beforehand | Green  |

Multi-agency operational group to share information about Missing and related risks now fully operational. Audits indicating better compliance although continued need to ensure that actions feed through into care plans where young people in care have missing episodes.

**Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:**

**Summary of actions to be completed:**

| Outstanding Action  | Remedial Actions Required   | Person Responsible & to be completed by                                     | Date Completed |
|---|---|---|----------------|
| <p>A variety of audits and other sources of information indicate that response young people who go missing is much more consistent in identifying risks and mitigation. However, there is a need for continued monitoring as part of business as usual and in particular in relation to ensuring that care plans are updated following missing episodes where children and young people are in care, to include revised analysis of risks and mitigating factors.</p> | <ul style="list-style-type: none"> <li>• Myra O’Farrell, head of service for children and young people in care and care leavers, to work with TMs to ensure compliance</li> <li>• Jenny Goodes is simplifying referral process to NYAS, the organisation commissioned to complete return interviews for children and young people in care.</li> </ul> | <p>Myra O’Farrell – on-going BAU</p><br><p>Jenny Goodes - December 2016</p> |                |

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| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that foster carers' files are of a consistently high standard and include all of the required documentation.</b> | <b>Recommendation 10</b> |
|-----------------------------|--|--------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |   | <b>RAG</b> |
|--|---|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>All foster carer files comply with at least the requirements of the Fostering National Minimum Standards and include all information required.</li> </ul>  | Yellow     |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Children and young people are placed with foster carers who have been thoroughly assessed, reducing risks that they might otherwise be exposed to;</li> <li>Foster carers are reviewed regularly in order to ensure that they have the skills needed to provide a high quality of care to children and young people, resulting in improved outcomes for children in care.</li> </ul>                           | Yellow     |
| <b>Actions Completed:</b>                          | <ul style="list-style-type: none"> <li>Information has been provided to all supervising social workers to remind them of minimum information requirements for foster carer files;</li> <li>An audit of the quality of fostering files has been completed since the inspection and an action plan is in place;</li> <li>The QA team has initiated a case file audit where at least 6 foster carers' files are audited to ensure compliance.</li> </ul> | Green      |

| <b>Position as of 1<sup>st</sup> March 2016</b> |   | <b>RAG</b> |
|---|---|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>All foster carer files comply with at least the requirements of the Fostering National Minimum Standards and include all information required.</li> </ul>  | Yellow     |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Children and young people are placed with foster carers who have been thoroughly assessed, reducing risks that they might otherwise be exposed to;</li> <li>Foster carers are reviewed regularly in order to ensure that they have the skills needed to provide a high quality of care to children and young people, resulting in improved outcomes for children in care.</li> </ul>   | Green      |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>Information has been provided to all supervising social workers to remind them of minimum information requirements for foster carer files;</li> <li>An audit of the quality of fostering files has been completed since the inspection and an action plan put in place that has been completed;</li> <li>The QA team has initiated a case file audit where at least 6 foster carers' files are audited to ensure compliance, however the subsequent discovery that not all case sampling was completed by team manager means that we cannot yet be confident that all case files are fully compliant.</li> </ul> | Green      |

| Position as of 1 <sup>st</sup> July 2016 |   | RAG |
|--|---|-----|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>All foster carer files comply with at least the requirements of the Fostering National Minimum Standards and include all information required.</li> </ul>  |     |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Children and young people are placed with foster carers who have been thoroughly assessed, reducing risks that they might otherwise be exposed to;</li> <li>Foster carers are reviewed regularly in order to ensure that they have the skills needed to provide a high quality of care to children and young people, resulting in improved outcomes for children in care.</li> </ul> |     |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>Head of Service has reviewed 90% of foster carer files and recorded management oversight on all. Changes to Liquid logic will improve compliance with minimum standards;</li> <li>New team manager in fostering completing regular case audits.</li> </ul>   |     |

| Position as of 1 <sup>st</sup> November 2016 |   | RAG |
|--|---|-----|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>All foster carer files comply with at least the requirements of the Fostering National Minimum Standards and include all information required.</li> </ul>  |     |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Children and young people are placed with foster carers who have been thoroughly assessed, reducing risks that they might otherwise be exposed to;</li> <li>Foster carers are reviewed regularly in order to ensure that they have the skills needed to provide a high quality of care to children and young people, resulting in improved outcomes for children in care.</li> </ul> |     |
| <b>Actions Completed:</b>                    | <ul style="list-style-type: none"> <li>Additional management support now in place in Fostering to support auditing requirement</li> <li>Amendments to LL completed and will be</li> </ul>   |     |

**Future/Uncompleted Actions:**

| <b>What Needs to Happen?</b>  | <b>Why?</b>  | <b>What will the difference be?</b>   | <b>Lead</b>   | <b>Due by</b>                     | <b>RAG</b> |
|---|--|---|---|-----------------------------------|------------|
| <b>Fostering Action Plan to be completed.</b>   | <ul style="list-style-type: none"> <li>The audit of foster carer files identified some compliance issues and the action plan enables us to be sure that remedial actions have taken place.</li> </ul>  | <ul style="list-style-type: none"> <li>All foster carers have all necessary checks completed; annual reviews have been undertaken enabling training and development needs to be identified;</li> <li>These steps will ensure that children are as well matched with carers as possible and receive safe and high quality care.</li> </ul> | Simon Green   | March 2016                        |            |
| <b>Fostering Team Manager to sample fostering files on a monthly basis and take any remedial action necessary.</b>                  | <ul style="list-style-type: none"> <li>Regular management oversight is essential to ensure that practice standards are maintained.</li> </ul>  | <ul style="list-style-type: none"> <li>Children and young people in care benefit from a fostering service that operates to high practice standards</li> </ul>   | Fostering Team Manager  | December 2015 – now on-going      |            |
| <b>Compliance is assured by the findings of the monthly case file audits completed by QA service.</b>                               | <ul style="list-style-type: none"> <li>Additional audit programme confirms compliance.</li> </ul>  | <ul style="list-style-type: none"> <li>As above.</li> </ul>   | Alison Bennett for QA & Simon Green for practice                    | March 2016 & 6 monthly thereafter |            |
| <b>Ensure new Liquid Logic functionality fully implemented by all staff and managers [new action June 2016]</b>                     | <ul style="list-style-type: none"> <li>This will help to ensure that files are maintained in accordance with statutory requirements</li> </ul>   | <ul style="list-style-type: none"> <li>The quality of placements is regularly reviewed, outcomes for children promoted and safeguarded</li> </ul>   | Simon Green   | December 2016                     |            |
| <b>Develop dashboard and reporting framework using Business Objects in partnership with new provider [new action November 2016]</b> | <ul style="list-style-type: none"> <li>New provider of fostering and adoption and related services under new Permanency Service will take over service from April 2017;</li> <li>Performance management systems need to be able to report against KPIs for monitoring impact of the new service</li> </ul> | <ul style="list-style-type: none"> <li>To ensure that the newly commissioned permanency service is delivering the required impact for children and young people in care and on the edge of care.</li> </ul>   | Simon Green, Andy Pallas [TACT] and Tina Hornsby – performance team | March 2017                        |            |

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**Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:**

**Summary of actions to be completed:**

| <b>Outstanding Action</b> | <b>Remedial Actions Required</b> | <b>Person Responsible &amp; to be completed by</b> | <b>Date Completed</b> |
|---------------------------|----------------------------------|--|-----------------------|
|                           | •                                | •  |                       |
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| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that initial health assessments are routinely completed within 28 days of a child or young person becoming looked after and that health assessments and care plans take full account of children's emotional health and wellbeing.</b> | <b>Recommendation 11</b> |
|-----------------------------|--|--------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |   | <b>RAG</b> |
|--|---|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>Initial health assessments are completed within 28 days for at least 95% of children and young people newly looked after and remaining in care for at least a month;</li> <li>Themes and commonly identified needs relating to children's physical, emotional or mental health are drawn together and used to inform training and development programmes and the commissioning cycle, so that emerging needs can be better met.</li> </ul> |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Any physical or emotional or mental health issues are identified promptly and services and/or treatment offered in order that these children are supported to return to positive physical, emotional or mental health and wellbeing.</li> </ul>  |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |  | <b>RAG</b> |
|---|--|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>Initial health assessments are completed within 28 days for at least 95% of children and young people newly looked after and remaining in care for at least a month;</li> <li>Themes and commonly identified needs relating to children's physical, emotional or mental health are drawn together and used to inform training and development programmes and the commissioning cycle, so that emerging needs can be better met.</li> </ul>  |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Any physical or emotional or mental health issues are identified promptly and services and/or treatment offered in order that these children are supported to return to positive physical, emotional or mental health and wellbeing.</li> </ul>   |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>A new system is in place to address issue of poor communication between Children's Service and the health team responsible for children in care which is having a sustained and significant impact with typically in excess of 85% of assessments completed in any one month;</li> <li>Negotiations to re-establish the SDQ and to use this to inform annual health reviews for children in care aged 7-17 have been completed and the SDQ assessment process is now in place.</li> <li>Over 200 Questionnaires have been sent out to Children in Care, and we are in the process of collating themes from the returned forms. (Children's individual needs identified through the process have been addressed as information was received.</li> <li>Awareness of the importance of completing SDQs with children was raised with carers through their regular</li> </ul> |            |

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|  | newsletter, and Supervising Social Workers have also been reminded formally of the new process and need to comply with timely returns. |  |
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| Position as of 1 <sup>st</sup> July 2016 |   | RAG |
|--|---|-----|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>Initial health assessments are completed within 28 days for at least 95% of children and young people newly looked after and remaining in care for at least a month;</li> <li>Themes and commonly identified needs relating to children's physical, emotional or mental health are drawn together and used to inform training and development programmes and the commissioning cycle, so that emerging needs can be better met.</li> </ul> |     |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Any physical or emotional or mental health issues are identified promptly and services and/or treatment offered in order that these children are supported to return to positive physical, emotional or mental health and wellbeing.</li> </ul>  |     |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>Further refinements to the communication system between health and social care to minimise delays in arranging initial health assessments;</li> <li>SDQ process now established and being implemented for children and young people as part of their annual review medicals.</li> </ul>  |     |

| Position as of 1 <sup>st</sup> November 2016 |   | RAG |
|--|---|-----|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>Initial health assessments are completed within 28 days for at least 95% of children and young people newly looked after and remaining in care for at least a month;</li> <li>Themes and commonly identified needs relating to children's physical, emotional or mental health are drawn together and used to inform training and development programmes and the commissioning cycle, so that emerging needs can be better met.</li> </ul> |     |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Any physical or emotional or mental health issues are identified promptly and services and/or treatment offered in order that these children are supported to return to positive physical, emotional or mental health and wellbeing.</li> </ul>  |     |
| <b>Actions Completed:</b>                    | <ul style="list-style-type: none"> <li>New arrangements have been set up to better understand how many initial health assessment are completed in timescale. Although this is a manual system, it proves the data is accurate and agreed between Health and Children's Social Care.</li> <li>In the most recent month's performance in this area has improved; 7 out of 9 assessments were completed in timescale (80%).</li> </ul>   |     |

Future/Uncompleted Actions:

| What Needs to Happen?   | Why?   | What will the difference be?  | Lead   | Due by                        | RAG    |
|---|--|---|--|-------------------------------|--------|
| <b>Information from Health Assessments and SDQs inform care plans for children and young people in care, as reported by Independent chairs [IROs].</b>  | <ul style="list-style-type: none"> <li>Children and young people in care are particularly vulnerable to poorer physical and emotional health issues, making it important that additional needs are identified and inform children’s plans.</li> </ul>        | <ul style="list-style-type: none"> <li>Children and young people benefit from a holistic assessment of their needs, which inform care plans and so improve short and long term outcomes.</li> </ul>   | Alison Bennett                                       | May 2016                      | Green  |
| <b>Information from health assessments and SDQs inform Personal Education Plans, as reported by Independent chairs [IROs].</b>  | <ul style="list-style-type: none"> <li>Physical and emotional health needs can have an impact on children’s quality of learning.</li> </ul>  | <ul style="list-style-type: none"> <li>Personal education plans include specific measures to provide additional support to learning informed by the individual circumstances of the child or young person;</li> <li>Educational outcomes for children in care improve.</li> </ul> | Myra O’Farrell & Dee Glover                          | December 2016                 | Yellow |
| <b>Information about the physical health and mental and emotional health needs of children and young people informs training and development plans for staff and carers through the Children in Care Board.</b>                                   | <ul style="list-style-type: none"> <li>Workers and carers are supported to meet the needs of children and young people in care as identified through health assessments – for example, attachment disorders, and needs arising from FASD and ASD.</li> </ul> | <ul style="list-style-type: none"> <li>Workers working with children and young people are better able to understand the implications of health needs;</li> <li>Carers caring for children and young people are better equipped to meet needs.</li> </ul>                          | Claire Gregory for workforce; Simon Green for carers | From October 2016 and onwards | Yellow |
| <b>Information about the physical health and mental and emotional health needs of children and young people informs commissioning priorities through the Children in Care Board, reporting to the Children and Families’ Commissioning Board.</b> | <ul style="list-style-type: none"> <li>Services commissioned and provided respond to changing needs of care population;</li> <li>The effectiveness of services in addressing needs and improving outcomes is continuously monitored.</li> </ul>              | <ul style="list-style-type: none"> <li>Children and young people in care benefit from a range of support that is effective in meeting their needs and improving outcomes.</li> </ul>  | Nicola Curley & Lou Williams                         | March 2016 and onwards        | Green  |

**Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:**

**Summary of actions to be completed:**

| <b>Outstanding Action</b>   | <b>Remedial Actions Required</b>  | <b>Person Responsible &amp; to be completed by</b>  | <b>Date Completed</b> |
|---|---|---|-----------------------|
| Because the start date for re-commencing SDQs was delayed because of capacity issues from January 2016 to May 2016 has meant that there is less information available on which to base training and development plans for staff and carers.   | <ul style="list-style-type: none"> <li>This area to be monitored closely to ensure that information is gathered as per the original action in the table above.</li> </ul> | <ul style="list-style-type: none"> <li>Claire Gregory for workforce and Simon Green for carers – from October 2016</li> </ul> |                       |
| Because the start date for re-commencing SDQs was delayed because of capacity issues from January 2016 to May 2016 has meant that there is less information available on which to inform commissioning priorities through the Children in Care Board and on to the Children and Families Commissioning Board. | <ul style="list-style-type: none"> <li>This area to be monitored closely to ensure that information is gathered as per the original action in the table above.</li> </ul> | Nicola Curley and Myra O'Farrell – On-going   |                       |

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| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that there is a more robust approach to Corporate Parenting and that elected Members and senior managers listen to, and act on, the experiences of children and young people in order to improve their lives.</b> | <b>Recommendation 12</b> |
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| <b>Position as of 1<sup>st</sup> November 2015</b> |   | <b>RAG</b> |
|--|---|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>Corporate Parenting Panel and elected Members more generally have a deeper understanding of the issues facing children and young people in care, enabling them to act as advocates and challenge officers from the local authority and key partner agencies to deliver real improvements in outcomes for children and young people in care.</li> </ul> |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Children and young people in care have more opportunities to engage with Members, enabling them to communicate their views and so influence decisions made about the service on which they rely.</li> </ul>  |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |   | <b>RAG</b> |
|---|---|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>Corporate Parenting Panel and elected Members more generally have a deeper understanding of the issues facing children and young people in care, enabling them to act as advocates and challenge officers from the local authority and key partner agencies to deliver real improvements in outcomes for children and young people in care.</li> </ul>   |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Children and young people in care have more opportunities to engage with Members, enabling them to communicate their views and so influence decisions made about the service on which they rely.</li> </ul>  |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>Children in Care Board established and will support Members to provide scrutiny on key issues affecting children and young people, looking at timeliness and quality issues;</li> <li>A review of the participation strategy for children and young people in care has been commissioned;</li> <li>This review identified that additional capacity was required and additional £30K funding agreed by Corporate Management Team for this has been identified;</li> <li>Additional post being recruited from April 2016.</li> </ul> |            |

| Position as of 1 <sup>st</sup> July 2016 |  | RAG    |
|--|--|--------|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>Corporate Parenting Panel and elected Members more generally have a deeper understanding of the issues facing children and young people in care, enabling them to act as advocates and challenge officers from the local authority and key partner agencies to deliver real improvements in outcomes for children and young people in care.</li> </ul>  | Yellow |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Children and young people in care have more opportunities to engage with Members, enabling them to communicate their views and so influence decisions made about the service on which they rely.</li> </ul>   | Yellow |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>Children in Care and Care Leavers Strategy 2016 – 2019 completed;</li> <li>Revised pledge to children and young people in care completed;</li> <li>Participation Strategy completed;</li> <li>Additional Participation Officer to focus on children in care recruited;</li> <li>Review of status of Corporate Parenting Panel with Council to decide on whether this becomes a formal Committee at Council Meeting on 13<sup>th</sup> July 2016</li> <li>Training and support programme for members on Corporate Parenting Panel/Committee commissioned from LGA for delivery in Autumn 2016</li> </ul> | Green  |

| Position as of 1 <sup>st</sup> November 2016 |   | RAG   |
|--|---|-------|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>Corporate Parenting Panel and elected Members more generally have a deeper understanding of the issues facing children and young people in care, enabling them to act as advocates and challenge officers from the local authority and key partner agencies to deliver real improvements in outcomes for children and young people in care.</li> </ul>   | Green |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Children and young people in care have more opportunities to engage with Members, enabling them to communicate their views and so influence decisions made about the service on which they rely.</li> </ul>  | Green |
| <b>Actions Completed:</b>                    | <ul style="list-style-type: none"> <li>Panel has been changed to a formal Committee and new Chair and Members appointed</li> <li>Alternate formal and informal meetings allow Young People to attend and co-chair the informal meetings</li> <li>Committee Chair now attends the CIC Council regularly</li> <li>Plan developed in conjunction with LGA to redesign performance reporting; support the Chair; and refine reporting systems rolling out by March 17.</li> </ul> | Green |

Future/Uncompleted Actions:

| What Needs to Happen?  | Why?  | What will the difference be?  | Lead           | Due by   | RAG  |
|--|---|---|----------------|--|--|
| <b>Officers to support Corporate Parenting Panel to develop themes for scrutiny and challenge.</b>   | <ul style="list-style-type: none"> <li>Members depend on an open and transparent approach from the service in order to be effective champions for children in care.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Members are supported to champion the best interests of children and young people in care;</li> <li>Services to children and young people in care improve as a result of the targeted support of Members.</li> </ul> | Nicola Curley  | April 16 but development offer from LGA not due until Autumn 2016 and is now in progress | <div style="background-color: green; width: 100%; height: 100%;"></div> <div style="background-color: yellow; width: 100%; height: 100%;"></div> |
| <b>Child in care pledge to be reviewed in order to ensure that it is easily understandable and relevant to the needs and experiences of children and young people in care.</b> | <ul style="list-style-type: none"> <li>The current pledge is very long and may not be effective in supporting targeted approaches that improve services for children and young people in care.</li> </ul>       | <ul style="list-style-type: none"> <li>The Child in Care pledge is more relevant to the needs of children in care and is therefore a more effective tool in driving improvements to services.</li> </ul>  | Matt Oliver    | May 16 [slipped from March 2016]   | <div style="background-color: green; width: 100%; height: 100%;"></div>  |
| <b>Assessment of capacity required to secure effective engagement.</b>   | <ul style="list-style-type: none"> <li>We need to ensure that there is sufficient capacity to support the Children in Care Council to advocate for children in care.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Members are in a better position to understand the experiences of children in care and children in care are better able to influence decision making, with the result that services improve.</li> </ul>              | Matt Oliver    | March 2016   | <div style="background-color: green; width: 100%; height: 100%;"></div>  |
| <b>Participation Strategy to be revised and updated</b>  | <ul style="list-style-type: none"> <li>To ensure it provides the framework required in order that Members and officers are able to improve services based on learning from children and young people</li> </ul> | <ul style="list-style-type: none"> <li>Children and young people have more and more varied opportunities to engage in development of services and meet Members and senior officers</li> </ul>   | Matt Oliver    | May 16 [slipped from April 16]   | <div style="background-color: green; width: 100%; height: 100%;"></div>  |
| <b>The QA service to analyse and report on how the voice of children and young people in care has influenced the decision making process.</b>                                  | <ul style="list-style-type: none"> <li>Evidencing the impact of the above changes will encourage staff and children and young people to continue positive engagement.</li> </ul>                                | <ul style="list-style-type: none"> <li>More children and young people in care engage with Members and senior officers;</li> <li>Services improve as a result.</li> </ul>  | Alison Bennett | June 2016  | <div style="background-color: green; width: 100%; height: 100%;"></div>  |

Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:

Summary of actions to be completed:

| Outstanding Action | Remedial Actions Required | Person Responsible & to be completed by | Date Completed |
|--------------------|---------------------------|---|----------------|
|                    | •                         | •                                       |                |

|                             |  |                          |
|-----------------------------|--|--------------------------|
| <b>OFSTED SAID WE MUST:</b> | <b>Further develop the role of the Children in Care Council [CiCC] to help make this happen.</b> | <b>Recommendation 13</b> |
|-----------------------------|--|--------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |   | <b>RAG</b> |
|--|---|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>A fully functioning Children in Care Council is established that is able to inform and influence decisions made by the Council that affect the progress of children and young people in care.</li> </ul>   |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Children and young people in care are represented by a Council that reflects the diversity of their backgrounds, experiences and needs;</li> <li>Children and young people who participate within the CiCC develop new skills, abilities and confidence;</li> <li>All children and young people in care benefit from an active CiCC that is effective in advocating for them and ensuring that decisions made about services reflect their views, experiences and wishes;</li> <li>Overall services to children and young people improve as a result of this participation, securing better outcomes as a result.</li> </ul> |            |
| <b>Actions Completed:</b>                          | <ul style="list-style-type: none"> <li></li> </ul>  |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |  | <b>RAG</b> |
|---|--|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>A fully functioning Children in Care Council is established that is able to inform and influence decisions made by the Council that affect the progress of children and young people in care.</li> </ul>  |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Children and young people in care are represented by a Council that reflects the diversity of their backgrounds, experiences and needs;</li> <li>Children and young people who participate within the CiCC develop new skills, abilities and confidence;</li> <li>All children and young people in care benefit from an active CiCC that is effective in advocating for them and ensuring that decisions made about services reflect their views, experiences and wishes;</li> <li>Overall services to children and young people improve as a result of this participation, securing better outcomes as a result.</li> </ul>    |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>A review of the current participation strategy has commissioned;</li> <li>This review has identified the need for additional capacity and funding has been identified for recruitment of a new participation officer role for which recruitment will commence in April 2016;</li> <li>Additional capacity has been identified to support the Quality Assurance service to seek the views of children and young people in care and will be in place by May 2016;</li> <li>The Cabinet Adviser has taken a lead role in understanding the views and experiences of children and young people in care and care leavers.</li> </ul> |            |

| Position as of 1 <sup>st</sup> July 2016 |   | RAG    |
|--|---|--------|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>A fully functioning Children in Care Council is established that is able to inform and influence decisions made by the Council that affect the progress of children and young people in care.</li> </ul>   | Yellow |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Children and young people in care are represented by a Council that reflects the diversity of their backgrounds, experiences and needs;</li> <li>Children and young people who participate within the CiCC develop new skills, abilities and confidence;</li> <li>All children and young people in care benefit from an active CiCC that is effective in advocating for them and ensuring that decisions made about services reflect their views, experiences and wishes;</li> <li>Overall services to children and young people improve as a result of this participation, securing better outcomes as a result.</li> </ul> |        |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>New Participation officer appointed to support the CiCC</li> <li>Participation strategy completed with specific focus on CiCC</li> </ul>   | Green  |

| Position as of 1 <sup>st</sup> November 2016 |   | RAG    |
|--|---|--------|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>A fully functioning Children in Care Council is established that is able to inform and influence decisions made by the Council that affect the progress of children and young people in care.</li> </ul>   | Yellow |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Children and young people in care are represented by a Council that reflects the diversity of their backgrounds, experiences and needs;</li> <li>Children and young people who participate within the CiCC develop new skills, abilities and confidence;</li> <li>All children and young people in care benefit from an active CiCC that is effective in advocating for them and ensuring that decisions made about services reflect their views, experiences and wishes;</li> <li>Overall services to children and young people improve as a result of this participation, securing better outcomes as a result.</li> </ul> |        |
| <b>Actions Completed:</b>                    | <ul style="list-style-type: none"> <li>The dedicated participation officer has completed a further audit of actions needed to achieve the outcomes and impact identified above</li> </ul>   | Green  |

Future/Uncompleted Actions:

| What Needs to Happen?   | Why?  | What will the difference be?  | Lead  | Due by   | RAG |
|---|---|---|---|--|-----|
| <b>The review of the participation strategy to include views of children and young people and to be completed and findings implemented.</b>                   | <ul style="list-style-type: none"> <li>We need to ensure that there is sufficient capacity to support the Children in Care Council to advocate for children in care.</li> </ul>   | <ul style="list-style-type: none"> <li>Members are in a better position to understand the experiences of children in care and children in care are better able to influence decision making, with the result that services improve.</li> </ul>  | Matt Oliver   | May 16   |     |
| <b>The new website and social media platforms to be developed in partnership with the CiCC.</b>   | <ul style="list-style-type: none"> <li>Offering more opportunities and ways of communicating to children in care will improve levels of engagement;</li> <li>Developing new channels of communication will enable children and young people to participate but who may be placed some distance from Peterborough, for example.</li> </ul> | <ul style="list-style-type: none"> <li>Children and young people have more ways to communicate and engage with Members and others and are in a better position to influence decisions;</li> <li>Services development is informed by the experience of children and young people in care.</li> </ul> | Myra O'Farrell and Jenny Weeden                         | December 2016 for costing and options appraisal for children in care board |     |
| <b>The QA service to analyse and report on how the voice of children and young people in care has influenced the decision making process.</b>                 | <ul style="list-style-type: none"> <li>Evidencing the impact of the above changes will encourage staff and children and young people to continue positive engagement.</li> </ul>  | <ul style="list-style-type: none"> <li>More children and young people in care engage with Members and senior officers;</li> <li>Services improve as a result.</li> </ul>  | Alison Bennett  | June 2016  |     |
| <b>Seek continued increased engagement with CICC by senior officers, IRO manager and relevant Members in response to audit findings [new action Nov 2016]</b> | <ul style="list-style-type: none"> <li>Although engagement has improved there is more to do in this area</li> </ul>   | <ul style="list-style-type: none"> <li>Children and young people in care are better connected to Members and leaders, who in turn develop better understanding of how outcomes can be improved.</li> </ul>  | Matt Oliver liaising with Alison Bennett as appropriate | Feb 2017   |     |
| <b>Further consultation with CICC to ascertain wishes regarding age bands, links with Youth Parliament and engagement in recruitment [new action Nov 16]</b>  | <ul style="list-style-type: none"> <li>This will help the CICC maximise engagement among children in care and develop links to help sustainability</li> </ul>   | <ul style="list-style-type: none"> <li>The CICC is in a better position to reflect views of children in care</li> </ul>   | Matt Oliver liaising with Alison Bennett as appropriate | Feb 2017   |     |

06

Outstanding actions where progress has or is at risk of slipping, or requires particular oversight as of November 2016:

Summary of actions to be completed:

| Outstanding Action   | Remedial Actions Required   | Person Responsible & to be completed by  | Date Completed |
|--|---|--|----------------|
| In order to ensure that new actions identified in November 2016 following audits are completed by target date of Feb 2017, a further audit against required progress will be undertaken in January 2017. | <ul style="list-style-type: none"><li>A further audit is scheduled to be completed before the end of January 2017, with a wider scope to address the action plan and review progress against the recommended actions from the initial audit as well as the impact of the new worker role.</li></ul> | <ul style="list-style-type: none"><li>Alison Bennett: re-audit to be completed before the end of January 2017.</li></ul> |                |

|                             |  |                          |
|-----------------------------|--|--------------------------|
| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that the Virtual School has sufficient capacity to monitor and improve education outcomes for looked after children, including those in post 16 education.</b> | <b>Recommendation 14</b> |
|-----------------------------|--|--------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |   | <b>RAG</b> |
|--|---|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>The Virtual School has sufficient capacity to ensure that children and young people are supported to achieve their full potential in school and post 16 learning</li> </ul>  | Red        |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Educational outcomes for children and young people in care are improved;</li> <li>The gap in achievement between children in care and all children and young people is narrowed;</li> <li>Fewer young people leaving care are Not in Employment, Education or Training [NEET];</li> <li>The virtual school helps to secure apprenticeships for young people in care and leaving care.</li> </ul> |            |
| <b>Actions Completed:</b>                          | <ul style="list-style-type: none"> <li>The Assistant Director for Education has commenced a review of the Virtual School, including consideration of the resources needed to achieve the above;</li> <li>The Children in Care Board will support the operation of the Virtual School and improve quality of personal Education Plans.</li> </ul>  | Green      |

| <b>Position as of 1<sup>st</sup> March 2016</b> |  | <b>RAG</b> |
|---|--|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>The Virtual School has sufficient capacity to ensure that children and young people are supported to achieve their full potential in school and post 16 learning</li> </ul>   | Yellow     |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Educational outcomes for children and young people in care are improved;</li> <li>The gap in achievement between children in care and all children and young people is narrowed;</li> <li>Fewer young people leaving care are Not in Employment, Education or Training [NEET];</li> <li>The virtual school helps to secure apprenticeships for young people in care and leaving care.</li> </ul>  |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>The Assistant Director for Education has commenced a review of the Virtual School, including consideration of the resources needed to achieve the above;</li> <li>The Children in Care Board will support the operation of the Virtual School and improve quality of personal Education Plans;</li> <li>E-PePs implemented and measures in-place to enable reporting of quality of ePePs as well as whether completed;</li> <li>Implemented interim measures to ensure Pupil Premium attached to outcomes in PePs, pending full review by Assistant Director;</li> <li>Pupil achievement gap at Peterborough and national levels at key stage 2 in L4+ combined subjects has reduced significantly between 2014 and 2015 [-40 to -13];</li> <li>Pupil achievement gap at Peterborough level at key stage 4 in 5+ A-C GCSEs has reduced significantly between 2014 and 2015 [-35 to -17];</li> </ul> | Green      |

| Position as of 1 <sup>st</sup> July 2016 |  | RAG |
|--|--|-----|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>The Virtual School has sufficient capacity to ensure that children and young people are supported to achieve their full potential in school and post 16 learning</li> </ul>   |     |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Educational outcomes for children and young people in care are improved;</li> <li>The gap in achievement between children in care and all children and young people is narrowed;</li> <li>Fewer young people leaving care are Not in Employment, Education or Training [NEET];</li> <li>The virtual school helps to secure apprenticeships for young people in care and leaving care.</li> </ul>  |     |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>An outline plan regarding the future structure of the Virtual School has been produced. This, if enacted, will result in an expansion of staffing and enable greater capacity to both support and monitor;</li> <li>There is a draft job description and person specification for the role of Post-16 adviser, and recruitment to this post is to commence shortly;</li> <li>There is effective monitoring of pupil progress via contact with designated teachers and through ePEP, although this is more difficult with schools which are outside of Peterborough;</li> <li>Monitoring activity suggests that the impact of the KS1 literacy project has been good – outcomes are awaited;</li> <li>It is impossible at this stage to be able to predict the outcomes in relation to narrowing the gap due to the extensive changes made to the assessment process at both KS2 and KS4;</li> <li>Information regarding NEET will be available during the autumn term. However, the proportion of children in care who are at risk of becoming NEET is lower than it has been in previous years, and advisory work is being undertaken with the small number who fall into this category;</li> <li>The funding of schools via Pupil Premium Grant is now dependent upon receipt of an acceptable ePEP, and the targets within are now more easily and effectively monitored as outcomes.</li> </ul> |     |

| Position as of 1 <sup>st</sup> November 2016 |  | RAG    |
|--|--|--------|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>The Virtual School has sufficient capacity to ensure that children and young people are supported to achieve their full potential in school and post 16 learning</li> </ul>   | Green  |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Educational outcomes for children and young people in care are improved;</li> <li>The gap in achievement between children in care and all children and young people is narrowed;</li> <li>Fewer young people leaving care are Not in Employment, Education or Training [NEET];</li> <li>The virtual school helps to secure apprenticeships for young people in care and leaving care.</li> </ul>  | Yellow |
| <b>Actions Completed:</b>                    | <ul style="list-style-type: none"> <li>The temporary PVS Primary Literacy Project has added additional capacity for 2015/16 and this has been secured for 2016/17 (funded through Pupil Premium). This has enabled the team to provide additional targeted support for literacy. Initial analysis of data for targeted pupils suggest good impact and a data report will be available from Edge Hill University. She has also provided additional capacity linked to primary advisory work.</li> <li>Grading for Post 16 Education Coordinator approved after further consultation with NEET team manager. Recruitment process to be completed with start date 01.01.17.</li> <li>Funding for an additional primary advisory post has also been agreed and a new Job Description being designed to enable recruitment to take place in the same timescale as the Post 16 role.</li> <li>ePEPs have been completed and the system fully implemented with a completion rate of 98.2%. Pupil Premium funding is now linked to ePEPS</li> <li>Initial analysis of KS4 attainment data indicates a decline in the proportions achieving 5+ A*- C GCSEs including English and Maths (national CiC data not yet available); however the progress from starting points is much improved</li> <li>In the Phonics Screening Check, 6/9 (66%) Y1 pupils were assessed at Working At the expected level (does not include disapplied or SEN children) and end of Key Stage 1 outcomes are likely to be positive</li> <li>As at July 2016 all Year 11 CIC had a Post 16 destination – monitoring of engagement is currently being undertaken by social workers and the NEET team. Post 16 ePEP has been introduced with training for social workers in December 2016. (Apprenticeships were not the favoured route for leavers, who chose college or school-based courses)</li> </ul> | Green  |

Future/Uncompleted Actions:

| What Needs to Happen?   | Why?  | What will the difference be?  | Lead                        | Due by                            | RAG    |
|---|---|---|-----------------------------|-----------------------------------|--------|
| <b>The Assistant Director for Education to complete a review of the Virtual School.</b>   | <ul style="list-style-type: none"> <li>In order to develop a targeted action plan that includes consideration of any need for additional capacity/skills mix.</li> </ul>  | <ul style="list-style-type: none"> <li>Increased capacity within the Virtual School will support improved educational outcomes.</li> </ul>  | Terry Reynolds              | Feb 2016                          | Green  |
| <p><b>This review to explore capacity issues and to ensure that activities of the virtual school are focused on where they can have most impact.</b></p> <p><b>Additional capacity is being further explored. ePEPS are now implemented, scrutinised and monitored for every child.</b></p> | <ul style="list-style-type: none"> <li>While there may be a need for additional capacity, resources are limited and the activities of the Virtual School need to be focused where they have greatest impact – for example in ensuring that initial PEP meetings are effective.</li> </ul> | <ul style="list-style-type: none"> <li>Children and young people in care benefit from targeted support that is effective in improving outcomes.</li> </ul>  | Terry Reynolds & Dee Glover | March 2016                        | Green  |
| <p><b>This review to explore use of Pupil Premium Plus in supporting improved outcomes.</b></p> <p><b>Fully implemented</b></p>   | <ul style="list-style-type: none"> <li>This funding should be clearly linked to needs identified within PEPs so that children and young people in care are supported to achieve improved learning outcomes.</li> </ul>  | <ul style="list-style-type: none"> <li>Where children and young people in care have additional learning needs, they are provided with support which improves learning outcomes;</li> <li>Use of resources in this way is regularly reviewed to ensure continuing benefit to children and young people in care.</li> </ul> | Terry Reynolds & Dee Glover | Feb 2016                          | Green  |
| <b>The Virtual School needs to have embedded its support to young people in post 16 education in accordance with their wishes</b>   | <ul style="list-style-type: none"> <li>Young people’s learning should extend beyond 16;</li> <li>Young people in care may have particular support needs post 16 as earlier learning may have been disrupted.</li> </ul>   | <ul style="list-style-type: none"> <li>Young people benefit from effective support to improve their learning outcomes beyond 16.</li> </ul>   | Dee Glover                  | Jan 2017 – slipped from Sept 2016 | Yellow |
| <b>ePEPS are now implemented, scrutinised and monitored for every child.</b>  | <ul style="list-style-type: none"> <li>E-PEPs enable the more effective gathering of information about the needs and progress of children and young people in care</li> </ul>   | <ul style="list-style-type: none"> <li>Better information about the needs and progress of children in care supports improved learning outcomes</li> </ul>   | Terry Reynolds & Dee Glover | Jan 2016                          | Green  |

65

**Outstanding actions where progress has or is at risk of slipping, November 2016:**

**Summary of actions to be completed:**

| <b>Outstanding Action</b>   | <b>Remedial Actions Required</b>  | <b>Person Responsible &amp; to be completed by</b>  | <b>Date Completed</b> |
|---|---|---|-----------------------|
| Although most actions have now been completed, there is not yet evidence to show that these changes are feeding through into demonstrable impact for children and young people. This is partly because changes will take time to deliver results. | <ul style="list-style-type: none"> <li>Continued monitoring by service director and head of service</li> <li>Validated data needs to be analysed in relation to assessing success in “narrowing the gap” and report completed for CPP</li> <li>Key Stage 2 outcomes not yet available and will also need analysis in terms of progress against targets</li> </ul> | <p>Terry Reynolds and Gary Perkins – on-going</p> <p>Dee Glover December 17</p> <p>Dee Glover December 17</p> |                       |
| The Virtual School needs to have embedded its support to young people in post 16 education in accordance with their wishes.   | <ul style="list-style-type: none"> <li>Recruitment process to be completed in line with timeframe of January 2017.</li> </ul>   | Dee Glover – 01.01.17   |                       |

|                             |   |                          |
|-----------------------------|---|--------------------------|
| <b>OFSTED SAID WE MUST:</b> | <b>Ensure birth relatives of children who are being adopted can access counselling and support without excessive delay.</b><br><b>COMPLETED</b> | <b>Recommendation 15</b> |
|-----------------------------|---|--------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |  | <b>RAG</b> |
|--|--|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>All birth relatives are able to access counselling and support without excessive delay</li> </ul>   |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Birth families are supported to manage the feelings associated with adoption, and this is likely to benefit their own children</li> </ul>                               |            |
| <b>Actions Completed:</b>                          | <ul style="list-style-type: none"> <li>A review of systems and processes enabling birth relatives undertaken since the inspection has not identified any birth relatives facing significant delays.</li> </ul> |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |   | <b>RAG</b> |
|---|---|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>All birth relatives are able to access counselling and support without excessive delay.</li> </ul>   |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Birth families are supported to manage the feelings associated with adoption, and this is likely to benefit their own children.</li> </ul> |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>Completed.</li> </ul>  |            |

| <b>What Needs to Happen?</b> | <b>Why?</b>   | <b>What will the difference be?</b>                   | <b>Lead</b> | <b>Due by</b> | <b>RAG</b> |
|------------------------------|---|---|-------------|---------------|------------|
| <b>Actions completed</b>     | <ul style="list-style-type: none"> <li>N/A</li> </ul> | <ul style="list-style-type: none"> <li>N/A</li> </ul> | N/A         |               |            |

**Outstanding actions where progress has or is at risk of slipping, November 2016:**

**Summary of actions to be completed:**

| <b>Outstanding Action</b> | <b>Remedial Actions Required</b>                   | <b>Person Responsible &amp; to be completed by</b> | <b>Date Completed</b> |
|---------------------------|--|--|-----------------------|
| none                      | <ul style="list-style-type: none"> <li></li> </ul> |  |                       |
|                           | <ul style="list-style-type: none"> <li></li> </ul> |  |                       |
|                           | <ul style="list-style-type: none"> <li></li> </ul> |  |                       |

|                             |   |                              |
|-----------------------------|---|------------------------------|
| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that, at the point at which they stop being looked after, all care leavers have access to comprehensive, accessible information about their health histories.</b><br><br><b>COMPLETED</b> | <b>Recommendation<br/>16</b> |
|-----------------------------|---|------------------------------|

| <b>Position as of 1<sup>st</sup> November 2015</b> |  | <b>RAG</b> |
|--|--|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>Systems are in place to ensure that at the point of leaving care, all care leavers have access to accessible and comprehensive information about their health histories.</li> </ul>   |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Care leavers are aware of any relevant health histories, enabling them to access better quality medical care in later life for themselves and ensure that their own children's health care is also informed by any relevant familial factors, improving health outcomes for themselves and their families.</li> </ul> |            |
| <b>Actions Completed:</b>                          | <ul style="list-style-type: none"> <li>The Health Passport has been completed and was implemented from September 2016.</li> <li>All Care Leavers now receive this at their final CIC Health Assessment, with a copy to their GP and Personal Advisor.</li> <li>Care Leavers' Pack has been updated and has been implemented from November 2016.</li> </ul>   |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |  | <b>RAG</b> |
|---|--|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>Systems are in place to ensure that at the point of leaving care, all care leavers have access to accessible and comprehensive information about their health histories.</li> </ul>   |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Care leavers are aware of any relevant health histories, enabling them to access better quality medical care in later life for themselves and ensure that their own children's health care is also informed by any relevant familial factors, improving health outcomes for themselves and their families.</li> </ul>                 |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>Designated Nurse has reviewed priorities for the LAC health team and has ensured that capacity is available to take this forward;</li> <li>Care leavers have been engaged and have done some preparatory work around their expectations for the Health Passport, and will contribute to the planned task and finish group.</li> </ul> |            |

| <b>Position as of 1<sup>st</sup> July 2016</b> |  | <b>RAG</b> |
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| <b>Outcome Required:</b>    | <ul style="list-style-type: none"> <li>Systems are in place to ensure that at the point of leaving care, all care leavers have access to accessible and comprehensive information about their health histories.</li> </ul>   |  |
| <b>Impact for Children:</b> | <ul style="list-style-type: none"> <li>Care leavers are aware of any relevant health histories, enabling them to access better quality medical care in later life for themselves and ensure that their own children's health care is also informed by any relevant familial factors, improving health outcomes for themselves and their families.</li> </ul> |  |
| <b>Actions Completed:</b>   | <ul style="list-style-type: none"> <li>Health passport has been designed and agreed in consultation with the Care Leavers' Group;</li> <li>Leaving Care pack has been completed in consultation with Care Leavers' Group</li> </ul>  |  |

#### Future/Uncompleted Actions:

| What Needs to Happen?   | Why?   | What will the difference be?   | Lead                             | Due by                                | RAG |
|---|--|--|----------------------------------|---------------------------------------|-----|
| <b>Leaving care pack to be reviewed by a task and finish group in partnership with care leavers.</b>                                      | <ul style="list-style-type: none"> <li>There will be some elements of the current pack that are effective, and we need to retain these.</li> </ul>   | <ul style="list-style-type: none"> <li>Continuity of practice with positive impact will be maintained.</li> </ul>  | Head of Service Children in Care | March 16                              |     |
| <b>Revised leaving care pack to be developed by task and finish group in partnership with care leavers, to include a health passport.</b> | <ul style="list-style-type: none"> <li>The pack needs to be reformed in order that it provides information needed by care leavers in an accessible format.</li> </ul>                            | <ul style="list-style-type: none"> <li>Care leavers have information about their health histories as well as other relevant information about their personal histories.</li> </ul> | Myra O'Farrell                   | End June 16 [slipped from May 16]     |     |
| <b>New process for ensuring that a comprehensive health passport forms part of revised care leaver pack implemented and established</b>   | <ul style="list-style-type: none"> <li>To establish the practice across the service and ensure that all children and young people have this information at the point they leave care.</li> </ul> | <ul style="list-style-type: none"> <li>As above.</li> </ul>  | Myra O'Farrell                   | End June 2016 [slipped from May 2016] |     |

#### Outstanding actions where progress has or is at risk of slipping, November 2016:

#### Summary of actions to be completed:

| Outstanding Action | Remedial Actions Required                          | Person Responsible & to be completed by | Date Completed |
|--------------------|--|---|----------------|
|                    | <ul style="list-style-type: none"> <li></li> </ul> |   |                |

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| <b>OFSTED SAID WE MUST:</b> | <b>Strengthen Care Leavers' engagement in their pathway plans, and their awareness of their rights and entitlements.</b> | <b>Recommendation 17</b> |
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| <b>Position as of 1<sup>st</sup> November 2015</b> |  | <b>RAG</b> |
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>For all care leavers to participate in the development of their pathway plans, and to be fully informed of their rights and entitlements</li> </ul>   |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Care leavers are more involved and in control of plans that affect them, enabling them to have greater ownership in the support they need to achieve independence;</li> <li>Care leavers are aware of their rights and entitlements and are in a better position to proactively seek support and assistance before issues become more complex and embedded;</li> <li>Care leavers feel more in control of their transition to adulthood.</li> </ul> |            |

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| <b>Position as of 1<sup>st</sup> March 2016</b> |  | <b>RAG</b> |
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>For all care leavers to participate in the development of their pathway plans, and to be fully informed of their rights and entitlements</li> </ul>   |            |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Care leavers are more involved and in control of plans that affect them, enabling them to have greater ownership in the support they need to achieve independence;</li> <li>Care leavers are aware of their rights and entitlements and are in a better position to proactively seek support and assistance before issues become more complex and embedded;</li> <li>Care leavers feel more in control of their transition to adulthood.</li> </ul>   |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>Additional Head of Service capacity in Children Looked After and Leaving Care services in order to improve practice standards;</li> <li>Review of CLA and Leaving Care Service structure to improve focus on care leavers through development of a dedicated sub team to ensure needs of care leavers aged 18 and above are met;</li> <li>Review of capacity within participation services including analysis of whether additional capacity is required to enable effective participation by children in care and care leavers;</li> <li>External website developer commissioned to develop a website for children and young people in care to be asked to explore a dedicated area for care leavers, which can provide advice, guidance and signpost care leavers to support as needed;</li> <li>Practice workshops held with all relevant team managers and practitioners to ensure awareness of information to be given to care leavers as they reach 16 years of age providing information on rights and entitlements;</li> <li>All care leavers provided with further information at least 3 months before age of 18 including details of useful websites, contact information and national and local sources of information on entitlements and rights.</li> </ul> |            |

| <b>Position as of 1<sup>st</sup> July 2016</b> |  | <b>RAG</b> |
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| <b>Outcome Required:</b>                       | <ul style="list-style-type: none"> <li>For all care leavers to participate in the development of their pathway plans, and to be fully informed of their rights and entitlements</li> </ul>   |            |
| <b>Impact for Children:</b>                    | <ul style="list-style-type: none"> <li>Care leavers are more involved and in control of plans that affect them, enabling them to have greater ownership in the support they need to achieve independence;</li> <li>Care leavers are aware of their rights and entitlements and are in a better position to proactively seek support and assistance before issues become more complex and embedded;</li> <li>Care leavers feel more in control of their transition to adulthood.</li> </ul> |            |
| <b>Actions Completed:</b>                      | <ul style="list-style-type: none"> <li>Leaving care information pack for care leavers has been developed in partnership with the Care Leavers' Group</li> </ul>  |            |

| <b>Position as of 1<sup>st</sup> November 2016</b> |  | <b>RAG</b> |
|--|--|------------|
| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>For all care leavers to participate in the development of their pathway plans, and to be fully informed of their rights and entitlements</li> </ul>   |            |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Care leavers are more involved and in control of plans that affect them, enabling them to have greater ownership in the support they need to achieve independence;</li> <li>Care leavers are aware of their rights and entitlements and are in a better position to proactively seek support and assistance before issues become more complex and embedded;</li> <li>Care leavers feel more in control of their transition to adulthood.</li> </ul> |            |
| <b>Actions Completed:</b>                          | <ul style="list-style-type: none"> <li>Pack due to be published this month</li> <li>Website options appraisal to the Children in Care Board in November.</li> </ul>  |            |

**Future/Uncompleted Actions:**

| What Needs to Happen?  | Why?  | What will the difference be?   | Lead           | Due by   | RAG    |
|--|---|--|----------------|--|--------|
| <b>Case File Audit Target: for case file audits to evidence effective participation in development of pathway plans gradually increasing to 85% by Dec 2016.</b> | <ul style="list-style-type: none"> <li>Pathway plans developed in partnership with young people will be more relevant to their needs;</li> <li>Young people will have a greater sense of control over their transition to adulthood.</li> </ul> | <ul style="list-style-type: none"> <li>Where young people are more involved in planning and decision making, outcomes are likely to be improved as aims and objects are in line with their wishes and feelings.</li> </ul> | Myra O'Farrell | Steadily improving trend required, with compliance by Dec 2016 | Yellow |
| <b>Task and Finish group established to work in partnership with care leavers to review current leaving care pack.</b>   | <ul style="list-style-type: none"> <li>We need to ensure that information provided to care leavers is relevant and accessible.</li> </ul>   | <ul style="list-style-type: none"> <li>Care leavers will be better informed of rights and entitlements and will be in a better position to seek support early should they encounter any difficulties.</li> </ul>           | Myra O'Farrell | Feb 2016   | Green  |
| <b>Ensure leaving care pack provides accessible information about rights and entitlements.</b>   | <ul style="list-style-type: none"> <li>We need to ensure that information provided to care leavers is relevant and accessible.</li> </ul>   | <ul style="list-style-type: none"> <li>Care leavers will be better informed of rights and entitlements and will be in a better position to seek support early should they encounter any difficulties.</li> </ul>           | Myra O'Farrell | June 2016  | Green  |
| <b>Website developed in partnership with external provider to include section for care leavers.</b>  | <ul style="list-style-type: none"> <li>A dedicated area of the website can be used to help to ensure that care leavers are able to access advice and support</li> </ul>   | <ul style="list-style-type: none"> <li>Young people are better informed about issues of importance to them and are able to identify sources of support and advice.</li> </ul>  | Jenny Weeden   | Action requires review –see below                              | Yellow |

**Outstanding actions where progress has or is at risk of slipping, November 2016:**

**Summary of actions to be completed:**

| Outstanding Action  | Remedial Actions Required   | Person Responsible & to be completed by  | Date Completed |
|---|---|--|----------------|
| <b>New website to be launched, including any associated social media platforms.</b> | <ul style="list-style-type: none"> <li>Options to be presented to children in care board 17<sup>th</sup> November 2016</li> </ul> | <ul style="list-style-type: none"> <li>Website costing and timeline for implementation to be shared at the CiC Board 17.11.16</li> </ul> |                |

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| <b>OFSTED SAID WE MUST:</b> | <b>Make greater use of apprenticeships to increase opportunities for care leavers.</b> | <b>Recommendation 18</b> |
| <b>MOSTLY COMPLETE</b>      |  |                          |

| <b>Position as of 1<sup>st</sup> November 2015</b> |  | <b>RAG</b> |
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| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>Care leavers are supported to access a range of learning, training and employment opportunities in accordance with their needs and aspirations.</li> </ul>  | Red        |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Young people leaving care have more choices available to them as they continue learning and training post 16 and post 18;</li> <li>Young people leaving care receive the support they need in order to successfully manage the eventual transition into employment;</li> <li>Fewer young people leaving care are at risk of spending periods when they are not in education, employment or training.</li> </ul> |            |

| <b>Position as of 1<sup>st</sup> March 2016</b> |   | <b>RAG</b> |
|---|---|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>Care leavers are supported to access a range of learning, training and employment opportunities in accordance with their needs and aspirations.</li> </ul>   | Yellow     |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Young people leaving care have more choices available to them as they continue learning and training post 16 and post 18;</li> <li>Young people leaving care receive the support they need in order to successfully manage the eventual transition into employment;</li> <li>Fewer young people leaving care are at risk of spending periods when they are not in education, employment or training.</li> </ul>  | Red        |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>Agreement that the local authority will provide financial support to care leavers taking apprenticeships to ensure that they are not financially disadvantaged compared with accessing benefits or collage bursaries;</li> <li>Partnership established between Peterborough City College to help raise the profile of apprenticeships among young people in care and care leavers;</li> <li>Partnerships with corporate partners to explore offering apprenticeships to care leavers;</li> <li>Corporate Parenting Panel priorities include delivery of apprenticeships for care leavers;</li> <li>NEET team has dedicated care leaver champion;</li> <li>Training identified for Personal Advisers in relation to supporting care leavers into employment;</li> <li>Work is taking place within key partner agencies including Cross Keys and AMEY to identify bespoke care leaver</li> </ul> | Green      |

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|  | employment training packages; <ul style="list-style-type: none"> <li>• Three young people accessing supported workforce training through AMEY;</li> <li>• All apprenticeship vacancies circulated to relevant teams in CSC;</li> <li>• Arrangements in place for any young people for whom apprenticeship is the primary Education, Employment and Training Plan to be monitored via weekly performance management report</li> </ul> |  |
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| <b>Position as of 1<sup>st</sup> July 2016</b> |   | <b>RAG</b> |
| <b>Outcome Required:</b>                       | <ul style="list-style-type: none"> <li>• Care leavers are supported to access a range of learning, training and employment opportunities in accordance with their needs and aspirations.</li> </ul>   |            |
| <b>Impact for Children:</b>                    | <ul style="list-style-type: none"> <li>• Young people leaving care have more choices available to them as they continue learning and training post 16 and post 18;</li> <li>• Young people leaving care receive the support they need in order to successfully manage the eventual transition into employment;</li> <li>• Fewer young people leaving care are at risk of spending periods when they are not in education, employment or training.</li> </ul>  |            |
| <b>Actions Completed:</b>                      | <ul style="list-style-type: none"> <li>• New information packs to provide information for young people in care about staying on in education post 16 have been developed or are in development;</li> <li>• New performance group has been established to explore range of post 16 and adult skills learning and reporting to Children and Families Joint Commissioning Board;</li> <li>• Virtual school has formed closer relationship with NEET team to improve information and support to young people at risk of becoming NEET as care leavers;</li> <li>• New appointment to virtual school agreed from September 2106 to enhance capacity and provide additional support to post 16's;</li> <li>• Post 16 education is now agreed as a priority theme for the Council as a whole.</li> </ul> |            |

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| <b>Position as of 1<sup>st</sup> November 2016</b> | <b>RAG</b> |
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| <b>Outcome Required:</b>    | <ul style="list-style-type: none"> <li>Care leavers are supported to access a range of learning, training and employment opportunities in accordance with their needs and aspirations.</li> </ul>  |  |
| <b>Impact for Children:</b> | <ul style="list-style-type: none"> <li>Young people leaving care have more choices available to them as they continue learning and training post 16 and post 18;</li> <li>Young people leaving care receive the support they need in order to successfully manage the eventual transition into employment;</li> <li>Fewer young people leaving care are at risk of spending periods when they are not in education, employment or training.</li> </ul> |  |
| <b>Actions Completed:</b>   | <ul style="list-style-type: none"> <li>Post in process of recruitment</li> <li>Apprenticeship target already reached this year, and due to be exceeded by financial year end.</li> </ul>   |  |

**Future/Uncompleted Actions [note these are revised actions compared to previous action plan]:**

| What Needs to Happen?   | Why?  | What will the difference be?  | Lead                        | Due by                         | RAG |
|---|---|---|-----------------------------|--------------------------------|-----|
| <b>New strategic group to identify work plan and priorities to promote post 16 learning including apprenticeships for care leavers</b>                                      | <ul style="list-style-type: none"> <li>In order to set objectives for post 16 career options for care leavers.</li> </ul>   | <ul style="list-style-type: none"> <li>More care leavers supported in appropriate apprenticeships which they successfully complete.</li> </ul>  | Pat Carrington              | October 2016                   |     |
| <b>Ensure that PEPs for older children and young people include consideration of the appropriateness of apprenticeships as part of overall planning and target setting.</b> | <ul style="list-style-type: none"> <li>Children and young people need time and support in order to consider their options and what careers may best suit them.</li> </ul> | <ul style="list-style-type: none"> <li>Children and young people are better prepared to make decisions about their futures, and have more information about the choices available to them.</li> </ul> | Pat Carrington & Dee Glover | March 2017 for full completion |     |

**Outstanding actions where progress has or is at risk of slipping, November 2016:**

**Summary of actions to be completed:**

| <b>Outstanding Action</b>   | <b>Remedial Actions Required</b>  | <b>Person Responsible &amp; to be completed by</b>  | <b>Date Completed</b> |
|---|---|---|-----------------------|
| e-PEPs for older young people to include consideration of the appropriateness of apprenticeships as part of overall planning and target setting | <ul style="list-style-type: none"><li>This action will be completed following appointment of new post within Virtual School to enhance post 16 capacity</li></ul> | Target date March 2017 to allow for new worker to develop understanding of needs in respect of this action. |                       |

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| <b>OFSTED SAID WE MUST:</b> | <b>Ensure that learning from complaints is used to shape and inform frontline practice and influence service improvements.</b> | <b>Recommendation 19</b> |
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| <b>Position as of 1<sup>st</sup> November 2015</b> |  | <b>RAG</b> |
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| <b>Outcome Required:</b>                           | <ul style="list-style-type: none"> <li>Complaints help services to improve and deliver a more customer focused service;</li> <li>Collating feedback from complaints and identifying common themes provides an opportunity for practice and procedures to change in order to support the continuous improvement of services.</li> </ul>   | Yellow     |
| <b>Impact for Children:</b>                        | <ul style="list-style-type: none"> <li>Children and young people benefit from a service that learns from events in the past that could have been handled better;</li> <li>Children and young people who make complaints in their own right do so knowing that where their experience contributes to learning by the service as a whole, outcomes for other children and young people will be improved along with their own.</li> </ul> |            |
| <b>Actions Completed:</b>                          | <ul style="list-style-type: none"> <li>Initial review of actions needed, informing the plan below</li> </ul>   | Green      |

| <b>Position as of 1<sup>st</sup> March 2016</b> |   | <b>RAG</b> |
|---|---|------------|
| <b>Outcome Required:</b>                        | <ul style="list-style-type: none"> <li>Complaints help services to improve and deliver a more customer focused service;</li> <li>Collating feedback from complaints and identifying common themes provides an opportunity for practice and procedures to change in order to support the continuous improvement of services.</li> </ul>  | Yellow     |
| <b>Impact for Children:</b>                     | <ul style="list-style-type: none"> <li>Children and young people benefit from a service that learns from events in the past that could have been handled better;</li> <li>Children and young people who make complaints in their own right do so knowing that where their experience contributes to learning by the service as a whole, outcomes for other children and young people will be improved along with their own.</li> </ul>  |            |
| <b>Actions Completed:</b>                       | <ul style="list-style-type: none"> <li>The Corporate Complaints Service already analyses complaints received including themes, outcomes and any learning that would benefit future users of children's services;</li> <li>This learning is shared with Corporate Parenting and Scrutiny panels;</li> <li>Since May 2015, themes from complaints are a standing item on service improvement meetings chaired by the Assistant Director in order to support practice improvements;</li> <li>This approach has had an impact and complaints are being responded to in a much more consistently timely way;</li> <li>There has been a reduction in complaints indicating that practitioners and managers are adapting their practice</li> </ul> | Green      |

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|  | to ensure that issues are addressed before becoming a cause for complaint. |  |
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| Position as of 1 <sup>st</sup> July 2016 |  | RAG |
|--|--|-----|
| <b>Outcome Required:</b>                 | <ul style="list-style-type: none"> <li>Complaints help services to improve and deliver a more customer focused service;</li> <li>Collating feedback from complaints and identifying common themes provides an opportunity for practice and procedures to change in order to support the continuous improvement of services.</li> </ul>   |     |
| <b>Impact for Children:</b>              | <ul style="list-style-type: none"> <li>Children and young people benefit from a service that learns from events in the past that could have been handled better;</li> <li>Children and young people who make complaints in their own right do so knowing that where their experience contributes to learning by the service as a whole, outcomes for other children and young people will be improved along with their own.</li> </ul> |     |
| <b>Actions Completed:</b>                | <ul style="list-style-type: none"> <li>Quarterly report produced by QA team on complaints, follow up of action taken and learning shared with teams</li> </ul>   |     |

| Position as of 1 <sup>st</sup> November 2016 |  | RAG |
|--|--|-----|
| <b>Outcome Required:</b>                     | <ul style="list-style-type: none"> <li>Complaints help services to improve and deliver a more customer focused service;</li> <li>Collating feedback from complaints and identifying common themes provides an opportunity for practice and procedures to change in order to support the continuous improvement of services.</li> </ul>   |     |
| <b>Impact for Children:</b>                  | <ul style="list-style-type: none"> <li>Children and young people benefit from a service that learns from events in the past that could have been handled better;</li> <li>Children and young people who make complaints in their own right do so knowing that where their experience contributes to learning by the service as a whole, outcomes for other children and young people will be improved along with their own.</li> </ul> |     |
| <b>Actions Completed:</b>                    | <ul style="list-style-type: none"> <li>The new QA structure has been implemented with the inclusion of a dedicated service user consultation officer role. A Service User Consultation Plan which aligns to the overarching participation strategy, has been prepared and due to present to EDMT in November 2016;</li> <li>Mind of My Own [MOMO] application launched and fully operational;</li> <li></li> </ul>                     |     |

**Future/Uncompleted Actions:**

| What Needs to Happen?  | Why?   | What will the difference be?  | Lead                            | Due by                                     | RAG |
|--|--|---|---------------------------------|--|-----|
| <b>There needs to be a more direct link between the QA process and workforce development and so that the latter can be influenced by the former. Although this is agreed in principle, clear expectations required about how this will work in practice.</b> | <ul style="list-style-type: none"> <li>Workforce development and training plans can respond more quickly to themes from QA audits;</li> <li>QA will ensure that workforce development and training plans are also informed by themes from complaints.</li> </ul> | <ul style="list-style-type: none"> <li>Children and young people benefit from a continuously improving service informed by a clear understanding of strengths and weaknesses of past service delivery.</li> </ul> | Alison Bennett & Claire Gregory | March 2016                                 |     |
| <b>Develop further approaches to seek the views of children and young people about the quality of services by increasing capacity within QA service to undertake user feedback surveys, linking these to the participation strategy.</b>                     | <ul style="list-style-type: none"> <li>Complaints are only one source of information about the quality of services. More general approaches to securing feedback captures other information we can use to support service improvement.</li> </ul>                | <ul style="list-style-type: none"> <li>The experiences of the wider population of children and young people inform continuous service improvement.</li> </ul>   | Alison Bennett & Claire Gregory | November 2016<br>[slipped from June 2016]] |     |
| <b>QA Service to publish quarterly factsheets summarising learning from complaints and any feedback exercises and to circulate these through the Social Work Forum and use of team meetings.</b>   | <ul style="list-style-type: none"> <li>This approach will help to support the dissemination of learning across the service.</li> </ul>   | <ul style="list-style-type: none"> <li>As above.</li> </ul>   | Alison Bennett                  | April 2016<br>[slipped from Feb 2016]      |     |

**Outstanding actions where progress has or is at risk of slipping, November 2016:**

**Summary of actions to be completed:**

| Outstanding Action   | Remedial Actions Required  | Person Responsible & to be completed by  | Date Completed |
|--|--|--|----------------|
| <p>A new post created within QA is to be recruited to in order to increase capacity to undertake consultation with young people and families. Some HR delays in the recruitment process has delayed appointment, with some impact on increased routes for seeking the views of children and young people about the quality of services by increasing capacity within QA service to undertake user feedback surveys, linking these to the participation strategy.</p> | <ul style="list-style-type: none"> <li>Once post holder is in place, the plan is to establish a Service User Forum for children, young people and parents who are CIN or subject to CP is due to be launched in February 2017 to provide a forum for service user feedback about the quality of services.</li> </ul> | <p>Alison Bennett<br/>Target timetable for full implementation is Feb 2017</p> |                |