Norfolk County Council
at your service

Children's Services
Overview & Scrutiny Panel

Date: **Thursday 21 November 2013**

Time: **2:00pm**

Venue: **Edwards Room, County Hall, Norwich**

S u p p l e m e n t a r y   A g e n d a   3

9.   **Children's Services Improvement Plans**   **(Page C3)**

**For further details and general enquiries about this Agenda
please contact the Committee Officer:**
Catherine Wilkinson on 01603 223230
or email committees@norfolk.gov.uk

**Chris Walton
Head of Democratic Services**

County Hall
Martineau Lane
Norwich
NR1 2DH

Date Agenda Published: 21 November 2013

IN TRAN
communication for all

If you need this document in large print, audio, Braille, alternative format or in a different language please contact the Catherine Wilkinson on 0344 800 8020 or 0344 800 8011 (textphone) and we will do our best to help.

Norfolk County Council

Children's Services
Strategic Improvement Plan

2013-2015

Refresh October 2013

Version 1.05

Improving **Times**
...in Children's Services

C3

CONTENTS

1. Introduction

1.1 Context to the Norfolk Children's Services Strategic Improvement Plan

Norfolk County Council (NCC) is committed to achieving the very best outcomes possible for Children and Young People. We will do this by embedding 4 key principles which are:

- Getting the basics right
- Leading and managing well
- Effective performance management
- Productive and purposeful partnership working

This Improvement Plan and supporting programme of work shows how the Council working with its partners will quickly build sustained improvement that delivers consistently outstanding early help, safeguarding, looked after children and education services for the children and families of Norfolk. Central to this is our vision for children and young people:

"We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future."

Our first priority is to make sure that all children are safe and achieve the best possible educational outcomes. We will then build dynamic, self-assured, forward thinking, sustainable services that are valued and recognised as outstanding by all service users, staff, auditors and inspectors. We will work with all our partners to ensure we provide a consistently high quality service that achieves the best possible positive outcomes for children and families. We will get it right for every child every time.

Improvement in this key area of the County Council's work has been given high priority by the newly elected Administration in Norfolk with a strong, determined focus on safeguarding and support and challenge for schools.

This refreshed Improvement Plan will capitalise on and extend work that has been underway in the County under the auspices of key partnerships such as the Health and Wellbeing Board, the Children's Trust Joint Commissioning Group and the Early Help Programme Board, in particular the work on developing a stronger Early Help Strategy.

NCC will lead this improvement plan and with the help and challenge of others will succeed in making sustainable improvement in the delivery and impact of services to protect the most vulnerable children in Norfolk. We will know all our services well and act swiftly and decisively where performance is poor. We have demonstrated our capacity to set up structures that will improve key aspects of

delivery with our partners (for example the Multi Agency Service Hub), and will now demonstrate that we can take the learning from recent Ofsted inspections and make meaningful, sustainable improvements. We are ambitious and determined to improve all children's services so that we achieve and sustain consistently high standards of practice which ensure maximum positive impact on the outcomes for children and young people in Norfolk.

1.2 The Council's response to the Ofsted Focussed Inspection and Inspection of Support for School Improvement

The strategic plan 'A Good School for Every Norfolk Learner' encompasses NCC's ambition for radical and rapid improvement of educational outcomes and provision across Norfolk. The strategy includes a particular focus on improving schools already graded by Ofsted as 'Satisfactory' or 'Requiring Improvement', and those schools judged by the LA analysis of pupil achievement over time to be at risk of 'Requiring Improvement'. The Strategic LA Plan is enhanced by the addition of the LA Post Ofsted Action Plan for improving arrangements to support school improvement, which will focus sharply on the 6 immediate areas for improvement identified by HMI in June 2013.

This plan will support the 4 overarching NCC aims for rapid improvement in Children's Services and enable the LA to meet its ambitious targets and objectives. A key component of the strategy is the specific improvement programme 'Norfolk to Good and Great '(N2GG) which is detailed more specifically at a strategic and operational level in separate documents. Key milestones are identified to ensure the meeting of targets and rigorous scrutiny of the impact of this crucial programme will be carried out by Members Overview and Scrutiny and the Education Improvement Board.

1.3 The Council's response to the Ofsted Inspection of child protection and looked after children

The Council's response to the findings of recent inspections consists of two programmes of work **which will run concurrently**:

Programme One: Four Operational Improvement Plans.

Focus is on immediate, 3 month and 6 month areas for improvement creating a stable platform from which to drive a sustainable, longer term improvement trajectory. We have commissioned extensive and rigorous audit activity to ensure that we have a clear picture of the quality of casework and the management of front-line staff. The rigour applied to audits and having robust data will be the drivers for achieving sustainable service transformation and will make all our decisions in an evidence-based and timely manner recognising the current urgency to quickly improve. We will also act quickly and decisively to incorporate any policy and legislative changes that may be relevant (e.g. The Children and Families Bill).

The four operational Improvement Plans will be specific to:

- **Early Help**
- **Safeguarding**
- **Looked After Children**
- **Education**

These plans will be overseen by individual boards with accountability for the identified areas of improvement and multi agency operational teams responsible for the delivery of all actions, milestones and outcomes.

Programme Two: Strategic Improvement Plan

Focus is on the embedding of fundamental building blocks to ensure and assure sustained improvement in all services for children. Recognising the importance of maintaining one integrated approach, our improvement programme will ensure that partnerships are productive and purposeful and always with a clear focus on improving children's lives. Achieving sustainable, positive impact is not just through undertaking specific actions and processes, but by addressing **how** we develop and implement the improvements with our partners and with children and young people and their families and carers. The 'how' will be through changed behaviours, attitudes and organisational cultures that put the child and family experience first at all times and demonstrate effective, high quality governance, leadership and performance management.

The three areas of strategic improvement that are covered in this strategic improvement plan are:

- **Practice Standards**
- **People**
- **Performance and Quality**

A number of enabling work-streams will assist in a matrix fashion to ensure that there is specialist resource for effective delivery. These work-streams will be ICT, Collaboration and Communications, Finance, Service User Engagement, Human Resources.

2. Norfolk's Vision for Improvement

- The first stage of improvement will be a relentless focus on getting the basics right. We are focussing our efforts to ensure that all social care practice is safe and delivered by a competent, well support and resilient workforce.

- We are building a service culture where standards are continuously high, clear and unequivocal, staff and managers feel personally accountable for the standard of their work, seek evidence of the impact of their work and engage enthusiastically and routinely in quality assurance including external views.

- We are making sure that systems are always child centered and community focused. Family Support Teams will be social work led, with community based specialist Children and Family Social Work Teams working alongside that will respond to the needs of our most vulnerable children, in need of protection and care.

- Improvement is being supported and delivered by all partner agencies working together to ensure best practice outcomes for all Norfolk children and young people.

We will know we have achieved adequate when:

- Early help to families is consistent and effective with partners clear about how to contribute and the difference they are making.

- Partners have the right information to know how well the safeguarding system is working and will hold each other to account through the Norfolk Safeguarding Children Board.

- Staff satisfaction is high and public confidence is good.

Once our services are securely adequate we will be to work towards delivering 'outstanding' children's services.

Our journey of improvement will not happen overnight. This plan clearly sets out dates for achieving specific actions and tasks with an initial focus that will ensure we can be judged as securely and consistently adequate in Ofsted terms. We are working towards a time when the direction and oversight provided by the Improvement Board is no longer required, due to the new, robust governance arrangements detailed below.

3. The approach

3.1 Governance

The following diagram summarises the governance structures in place to ensure and assure sustained improvement:

C9
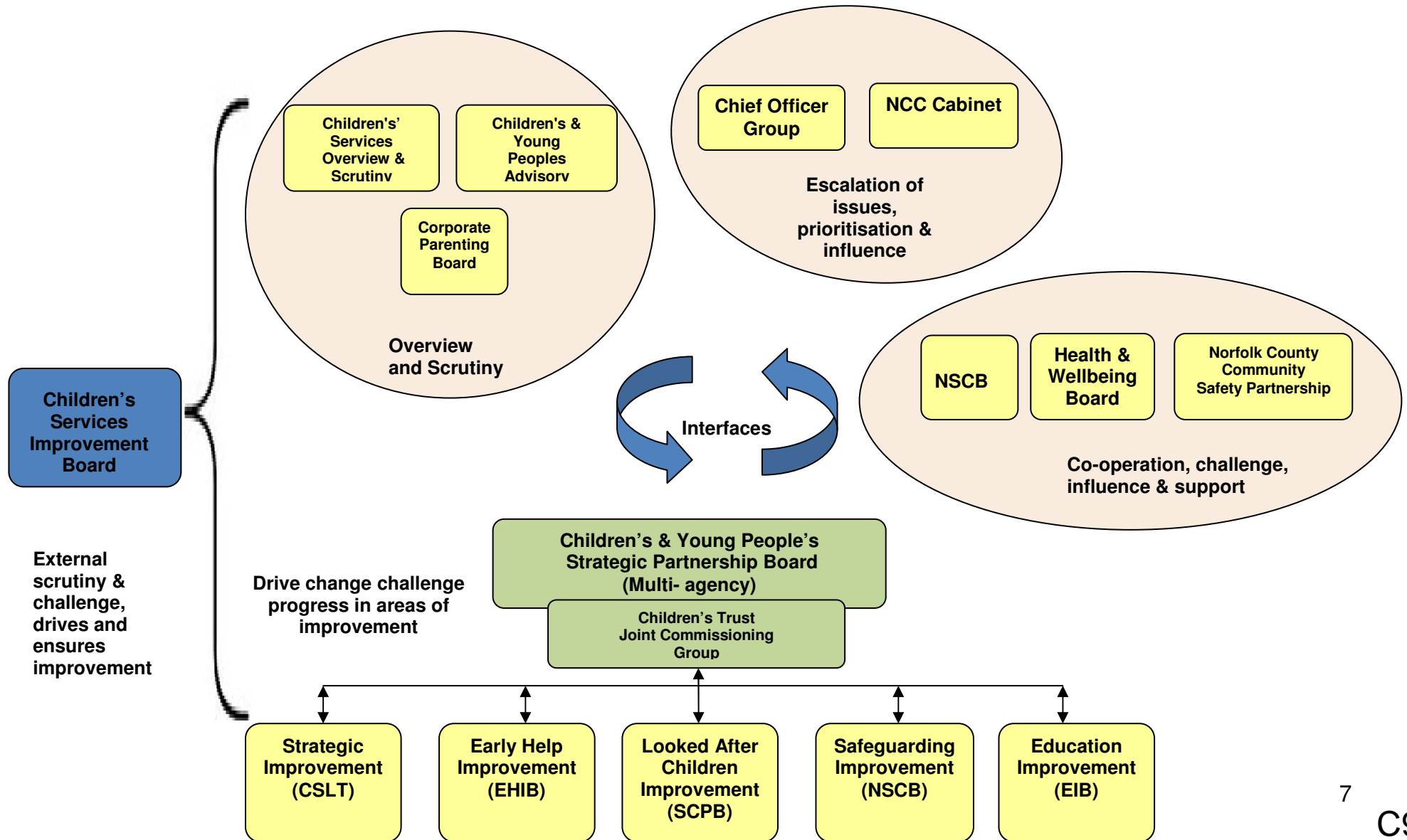
Children's Services Improvement Board

This interim board meets monthly and has an independent chair (Simon Hart). It includes senior executive officers from health, police and NCC as well as representatives from DfE. This board is overseeing progress towards achievement of 'adequate' and thereafter once an improved Children's Services performance trajectory is evidenced and assured as sustainable this board will be disestablished. It is proposed that this board is 'streamlined' in terms of membership and begins to take on an executive function. Improvement Board agreement to these changed arrangements is sought.

Children and Young People's Strategic Partnership Board

This board will be a multi agency board with oversight across the whole of the children's services operation in Norfolk. It is proposed that it will meet monthly and be chaired by the DCS. It will report to the Improvement Board and also through Chief Officers' Group to Cabinet and Overview and Scrutiny Panel as well as to Executive groups within the wider partnership. It will include officers from across the council who are supporting NCC improvement. It will also include senior representatives of partners including health (Chair of the Health and Well-being Board), police and all phases of education. The role of this Board will be to quickly drive change and challenge the progress of the individual plans attached to each major area of improvement (Strategy, Early Support, Corporate Parenting, Safeguarding and Education) to ensure the required actions, milestones and outcomes are achieved within the specified time-frame.

Once an improved Children's Services performance trajectory is established and assured as sustainable this board will remain and be accountable for the overall performance of all Norfolk's children's services going forward.

Early Help Board

This board will retain its current chairmanship and will take responsibility for the effective delivery of all operations and functions that fall within this area of children's services multi agency delivery including, critically the continual driving up of performance standards and the delivery of the Early Support Operational Improvement Plan. It will report through the chair-person directly into the Children's and Young People's Strategic Partnership Board.

Norfolk Safeguarding Children Board

This board will retain its current chairmanship and membership and will take responsibility for the effective delivery of all operations and functions that fall within this area of children's services multi agency delivery including, critically the continual driving up of

performance standards and the delivery of the Safeguarding Improvement Plan. It will report through the chair-person directly into the Children's Services and Young People's Strategic Partnership Board.

Corporate Parenting Board

This board will be chaired by the Lead Member for Children's Services and include the same membership as currently. It will take responsibility for the effective delivery of all operations and functions that fall within this area of children's services multi agency delivery including, critically the continual driving up of performance standards and the delivery of the Looked After Children Improvement Plan. It will report through the chair-person directly into the Children's and Young People's Strategic Partnership Board.

Education Board

This board will be chaired and have the same membership as it has currently. It will take responsibility for the effective delivery of all operations and functions that fall within this area of children's services multi agency delivery including, critically the continual driving up of performance standards and the delivery of the Education Improvement Plan. It will report through the chair-person directly into the Children and Young People's Strategic Partnership Board.

Health and Well-Being Board

This is a statutory committee and includes County and District elected members, representatives from Norfolk and Waveney PCT, CCG's, Police and third sector. It has oversight of all health related care matters.

Children's Trust Joint Commissioning Group

This group has already been established and under the new governance arrangements will be directed in its commissioning function by the Children and Young People's Strategic Partnership Board.

3.2 Involving our workforce, partners and service users

The full engagement and involvement of our workforce and partners is fundamental to the success of our improvement programme.

Improving our services in order to improve outcomes for children, young people and families will involve and impact on the entire Children's workforce across partner agencies in the County. Collaboration, communication and the engagement of users of our

services are cross-cutting work-steams in this plan because of their fundamental importance in achieving rapid, sustainable shifts and improvements.

A communication plan is under development to ensure that we have a robust and effective mechanism to communicate both internally and externally with all our key stakeholders. Clear, effective communications between professionals and service users underpins all that we do and we will ensure that our processes and systems support this 'people centred approach' and are not merely bureaucratic and administrative functions.

The County Council has a range of mechanisms in place to engage with service users. The continued development of the quality and extent of engagement will form an important part of the Improvement Programme. In particular, the views and perceptions of young people with additional needs and those who are classed as 'hard to reach' will be systematically and rigorously sought. These are the service users who know and live with the services we provide, their views and perceptions will inform our improvement plan and future service delivery arrangements. As part of these arrangements a programme of Equality Impact Assessments will be carried out.

3. 3 Key themes for improvement

We will concentrate on the following fundamental areas to ensure rapid improvement:
1) Getting the basics right
2) Improving performance across the department
3) Building successful partnerships with other agencies and organisations
4) Delivering effective leadership throughout services

3.3.1 Getting the Basics right

We accept that rapid change is necessary to improve outcomes for children and young people and are determined to build consistently high quality, sustainable services for the future. We will work energetically to create and sustain momentum on our continued improvement journey. This will be demonstrated through the timely achievement of progress and milestones.

Whilst we will ensure that we address the areas for improvement highlighted through the Ofsted inspection, we will do this through a wider programme of improvement to ensure that the quality we achieve is sustainable and the benefits for children and families continue to be realised. This will involve effective and efficient use of resources, including finances; ensuring that the standards we are working towards become mainstreamed; and that high quality staff are recruited and retained.

Our staff are our principal asset in delivering high quality services for our communities. We will ensure that our staff have the professional skills, resources and motivation to deliver the very best for children, young people and their families.

3.3.2 Improving performance across the department

We will use robust data to measure all elements of performance and we will also ensure that the quality of all services is audited and reviewed on a regular basis according to a risk profile managed by Children's Services leadership Team (CSLT). Decisive action will be taken where performance is poor.

3.3.3 Building successful partnerships with other agencies and organisations

No single agency can achieve the changes we are striving for in order to achieve the best outcomes for children and young people. We will work with all of our stakeholders, including our own workforce, partner organisations, elected members and service users to ensure that our progress is effective, efficient and sustainable. Norfolk's programme for improvement will be developed with partners and stakeholders in a culture of openness. Our services will reflect the professional and cultural needs of the community and will be developed through open engagement with the community.

3.3.4 Delivering effective leadership throughout services

Strong leadership and management will be embedded throughout the organisation.

3.4 External Scrutiny and Oversight

In order to improve rapidly and in a sustainable manner it is important that Norfolk partners embrace external scrutiny and the role of critical friends. To this ends Norfolk is planning to engage with the review framework known as the Eastern Region Peer Safeguarding Health Check (PSHC). This is a methodology that has proven ability to raise performance standards quickly and will assist the Improvement Board in its own oversight and scrutiny of performance improvements.

The Improvement Board will be recommended to approve this methodology as set out in the Framework and Guidance for the Eastern Region PSHC.

3.5 Bi Annual Refresh

This document and the four operational Improvement Plans will be working documents and will be refreshed every 6 months. The process of reviewing what has been done, the impact of what has been done and what next needs to be done further to improve is a discipline which will benefit all teams and ensure improvement is sustained.

The next version of these plans will be in April 2014 and will be fully aligned with the updated Ofsted framework.

4. The Improvement Programme

4.1 Purpose and Approach

Our strategic programme comprises key themes/work-streams (see below).

The sum of these parts recognises the following continuous cycle of improvement:

PLAN	Defining the high standards we will achieve
DO	Updating processes and procedures in line with these standards, and supporting people to achieve them through effective communication and training
CHECK	Monitoring the qualitative and quantitative elements of service delivery and achievement of standards through a robust framework of internal and external quality assurance and audits
ACT	Using learning about our performance and effectiveness to inform individual and service development plans (e.g. practice, training, communication) and redefine still higher standards
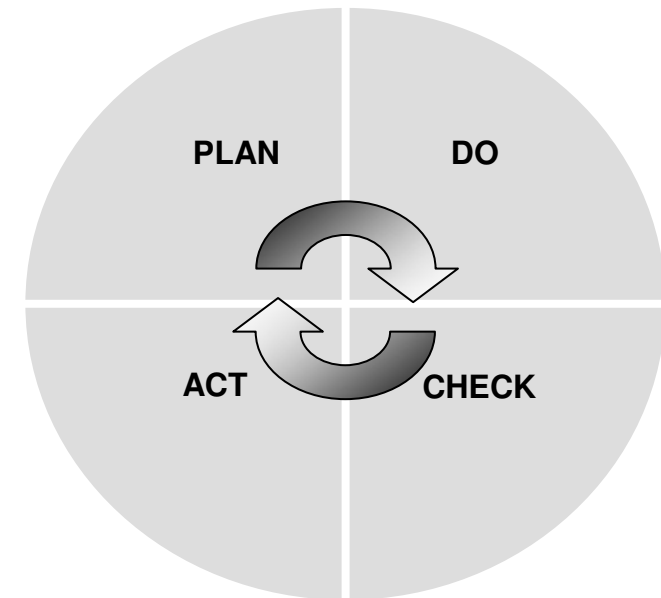
4.2 Strategic Programme Structure

In order to improve quickly we will be concentrating on three fundamental areas:

PRACTICE STANDARDS

Outcome Clear, consistent and consistently improving processes and standards along with robust systems and infrastructure which are equal to the best and support the delivery of high quality services to children and their families.

PEOPLE

Outcome A Children's workforce with the requisite skills and support to contribute to outstanding positive outcomes for children. A fully competent and enthusiastic workforce with the confidence to appropriately challenge each other and their partners to ensure the best possible outcomes for the child.

PERFORMANCE AND QUALITY

Outcome A rigorous and robust culture of performance and quality assurance embedded in children's social care which includes all interfaces with other services and is focussed on the quality of experience for Norfolk's children and families.

The illustration below provides an overview of the improvement programme framework, which contains the 4 distinct work-streams outlined above, plus 5 which 'cut across' the entire programme.

Work-streams will not operate in isolation; there will be some overlap and dependencies across the programme (for example, improved practices defined by 'Practice Standards' must be effectively communicated (Collaboration & Communication) and trained (People). Effective matrix management across the programme will ensure that all dependencies, (and assumptions and risks) are identified and well managed.

CHILDREN'S SOCIAL CARE AND SAFEGUARDING IMPROVEMENT PROGRAMME

PRACTICE STANDARDS

PEOPLE

PERFORMANCE & QUALITY

COLLABORATION & COMMUNICATION

SERVICE USER ENGAGEMENT

FINANCE

ICT

HUMAN RESOURCES

4.2 Progress Monitoring

Progress will be monitored on two levels:

Programme level performance
Monitoring of actions, achievement of milestones and deadlines will be recorded in the following way

A 'RAG' (Red, Amber, and Green) system will be used to report the status of individual actions, defined as follows:

White (W)	Not started (not yet due to start)
Blue (B)	Completed
Green (G)	Work Progressing as expected (to timescale)
Amber (A)	Work is not on track at present, but plans are in place to ensure progress by identified timescale
Red (R)	Work is not progressing as expected, high risk of not meeting timescale and needs attention

Outcomes for children performance
The achievement of improved standards of performance for children and families will be recorded in the following way

Green (G)	Work Progressing as expected (to timescale)
Amber (A)	Work is not on track at present, but plans are in place to ensure progress by identified timescale
Red (R)	Work is not progressing as expected, high risk of not meeting timescale and needs attention

5. Detailed Improvement Plan

5.1 Practice Standards

Accountable	Tom Savory
Responsible	Andrea Brown
Project manager	Miles Fox-Boudewijn
Outcome	Clear, consistent and consistently improving processes and standards along with robust systems and infrastructure which are equal to the best and support the delivery of high quality services to children and their families.

What we will see
- The voice of the child will be central to all work with Norfolk children
- Good quality multi-agency early help will be provided to children and their families as and when needs arise
- Referrals to Children's Services will contain high quality, relevant information with an obvious understanding of local thresholds
- All assessments of children in Norfolk will be timely and of high quality, defined by competent use of the assessment framework, inclusion of information from partner agencies, evidence from children being seen and seen alone unless inappropriate, specific reference to issues of equality, diversity and identity, succinct relevant chronologies, genograms and ecomaps, and high quality analysis of risk and protective factors and capacity for positive change
- All children receiving a service will have SMART child centred plans based on the assessed needs of the child which will be regularly reviewed, evaluated and monitored
- Inclusion, involvement and participation of parents and the wider family in the plan to meet the needs of their children will always be the expectation unless it would be unsafe to do so.
- Multi-agency information sharing and decision-making will be robust and provide appropriate challenge to ensure that the needs of the child are jointly assessed and met, and any significant harm or likelihood of significant harm is correctly identified, categorised and addressed.
- S47 investigations will be timely, thorough and evidence appropriate 'professional curiosity' to ensure children are kept safe.
- Rationale for decisions will be defensible, well evidenced and communicated with the child where appropriate as well as the family and all other professionals
- All plans for Norfolk children will be regularly reviewed in accordance with statutory requirements and local agreements and will respond to the child's changing needs as identified through regular assessment
- Plans will be well understood by parents and where appropriate, the child, and include robust contingency arrangements that are agreed by all family and professionals involved.
- Children, parents, carers and partner agencies will be invited to provide evaluation at key points in a child's journey through social care, which will ensure expectations are met, professional standards are upheld and improvements are monitored

- Recording on the child's electronic file will be accurate and concise and provide a coherent account of issues, interventions, and the child's journey together with their wishes, feelings and views.
- Case supervision will be reflective and recorded to demonstrate how complexities have been evaluated and decisions for action made in line with the needs of the child. Personal supervision records will demonstrate the support provided to workers and continuing professional development in line with professional standards.

How do we define the standard?
- The Children Acts 1989 + 2004 and associated Statutory Guidance including Working Together to Safeguard Children 2013
- The College of Social Work Professional Capabilities Framework for social workers
- Standards for Employers of Social Workers in England and Supervision Framework

Performance Area	Strategic Intent and Actions	Respon-sible	Enabling Teams	Target Date	How measured/KPIs	R A G
PS1.1 Clearly expressed standards, procedures and guidance supported by business systems which enable safe and consistent social care practice	**Standards are clearly expressed** **Actions:** 1.1.1 Conduct a full and detailed visual overview the journey of the child through children's social care 1.1.2 Set out clear expectations and practice standards for all agencies in safely managing the child's journey through social care 1.1.3 Commission a review of all internal Tri-X procedures to ensure they are consistent, clearly set out, reflect the expectations above and provide a one-stop shop for Children's Services social care practitioners	AB/AH/MC AB/AM AB/AH	CPO NSCB	Dec 2013 Dec 2013 Jan 2014 for Mar 2014	From January 1st 2014 weekly Carefirst analysis and monthly consolidated performance data show consistency of standards across all teams From January 1st 2014 regularised targeted audits show consistent quality of practice (including all partner agencies)	

	1.1.4 Ensure practitioners have access to good practice examples and that additional staff guidance materials reflect the expectations above	AB/DM	QA	Dec 2013	From January 1st targeted evaluations of practice standards by service users show increased levels of satisfaction month on month
	1.1.5 Ensure the Carefirst system supports and is able to effectively monitor the practice standards and expectations above	AB/CB/GP/KA	ICT PPP QA	Jan 2014	
	1.1.6 Ensure all internal and multi-agency audits monitor and measure quality of practice	DM/AM	QA NSCB	From Sept 2013	From January 1st partner agency evaluations of practice standards show increased levels of satisfaction month on month
	1.1.7 Ensure that practice standards and procedures are updated according to changes in legislation, statutory guidance and according to learning from SCRs and MARs	AB/DM/AM	QA NSCB	Every 6mths from March 2014	
PS.1.2 Meet or exceed required standards of quality and timeliness for S47 strategy discussions/meetings	**Children are not left at risk of significant harm** **Actions:** 1.2.1 Ensure that expectations and practice standards for all agencies are clearly set out with regard to quality and timeliness of strategy meetings	AB/AM	NSCB	Dec 2013	From January 1st 2014 weekly Carefirst analysis and monthly consolidated performance data show S47 strategy discussions/ meetings are taking place within timescales across all teams
	1.2.2 Ensure all internal Tri-X procedures clearly set out and reflect the above	AB/AH		By Mar 2014	From January 1st 2014 regularised targeted audits show improved quality and consistency of S47 strategy discussions/ meetings across all teams (including all partner agencies)
	1.2.3 Ensure staff guidance and the supporting agenda for strategy discussion/ meetings reflect the above	CM		Sept 2013	
	1.2.4 Ensure that the Carefirst system	AB/CB/GP/KA	QA ICT PPP	Jan 2014	From January 1st partner agency (including

	supports and reflects the expectations and practice standards and is able to effectively monitor timeliness of S47 strategy discussions **1.2.5** Ensure that internal and multi-agency audits regularly monitor the quality of strategy discussions/ meetings	DM/PH	QA NSCB	Sept 2013	schools) evaluations of S47 strategy discussions/ meetings show increased levels of satisfaction month on month	
PS.1.3 Ensure child protection enquiries are dealt with by a qualified social worker	**Children who may be at risk of significant harm have their needs and circumstances professionally investigated and assessed** **Actions:** **1.3.1** Ensure that practice standards clearly set out the expectation that children who are subject to child protection enquires are allocated/ re-allocated to a qualified social worker **1.3.2** Ensure all internal Tri-X procedures and processes clearly set out and reflect the above **1.3.3** Ensure staff guidance including job descriptions clearly set out and reflect the above **1.3.4** Ensure the Carefirst system supports and can accurately monitor the above	AB/AM AB/AH AB/DM/ ES AB/CB/ GP/KA	NSCB QA QA HR QA PPP ICT	Dec 2013 By Mar 2014 Dec 2013 Jan 2014	From January 1st 2014 weekly Carefirst analysis and monthly consolidated performance data show that all children subject to child protection procedures are allocated to a qualified social worker and that no children are unallocated From January 1st 2014 regularised targeted audits show that all children subject to child protection procedures are allocated to a qualified social worker and that no children are unallocated or unduly waiting to have their needs assessed	
PS.1.4 Consistently complete assessments to required levels of timeliness and quality, and include effective	**The Initial and Core Assessments and the analysis therein are of good or outstanding quality and take place within agreed timescales** **Actions:**				From January 1st 2014 weekly Carefirst analysis and monthly consolidated performance data show timescales being met in relation to Initial and Core Assessments across all teams	

analysis of risk and protective factors	1.4.1 Ensure that practice standards clearly set out the expectations of quality and timescales for Initial and Core Assessments	AB/AM	NSCB	Dec 2013	From January 1st 2014 regularised targeted audits show assessments being of consistent good quality and timescales met in relation to Initial and Core Assessments across all teams
	1.4.2 Ensure all internal Tri-X procedures clearly set out and reflect the expectations above	AB/AH	QA	By Mar 2014	From January 1st targeted evaluations of practice standards by service users show increased levels of satisfaction and understanding regarding assessments month on month
	1.4.3 Ensure good practice examples and additional staff guidance materials clearly set out and reflect the expectations above	AB/DM	QA	Dec 2013	
	1.4.4 Ensure the Carefirst system supports and reflects the expectations above and is able to effectively monitor the timeliness of initial and core assessments	AB/CB/ GP/KA	QA ICT PPP	Jan 2014	From January 1st monthly partner agency evaluations of practice standards show increased levels of satisfaction and understanding regarding assessments month on month
	1.4.5 Ensure internal and multi-agency audits regularly monitor the quality of assessments	DM/PH/ AM	QA NSCB	Sept 2013	
PS.1.5 Ensure all multi-agency meetings are timely and result in specific and measurable plans that are well understood by all involved	**Multi-agency meetings and plans ensure children are effectively protected and their wellbeing improving** **Actions:** 1.5.1 Ensure that practice standards for all agencies clearly set out expectations for all multi-agency meetings and the resulting plans	AB/AM	NSCB	Dec 2013	From January 1st 2014 weekly Carefirst analysis and monthly consolidated performance data show multi-agency meetings are held within timescales From January 1st 2014 regularised targeted audits show consistency of practice standards in relation to multi-agency meetings and children's plans across all teams.
	1.5.2 Ensure all internal Tri-X procedures clearly set out and reflect the expectations above	AB/AH	QA	By Mar 2014	From January 1st targeted evaluations of practice standards by service users show increased levels of satisfaction and understanding of plans month on month
	1.5.3 Ensure all additional staff guidance materials and good practice examples reflect the expectations above	DM/AB	QA	Dec 2013	
	1.5.4 Ensure the Carefirst system supports	AB/CB/ GP/KA	QA ICT		From January 1st partner agency evaluations of

	and reflects the expectations above and is able to effectively monitor timeliness **1.5.5** Ensure internal and multi-agency audits regularly monitor the quality of plans and whether they are well understood by all involved	DM/PH/ AM	PPP QA NSCB	Jan 2014 From Sept 2013	practice standards show increased levels of satisfaction with regard to multi-agency meetings and plans month on month	
PS.1.6 High quality and consistent management decision making and oversight which always leads to appropriate and timely action	**Decision-making is robust, has clear accountability and helps keep children safe** **Actions:** **1.6.1** Ensure that practice standards clearly set out the expectations to ensure good quality recording of management decisions and timely action **1.6.2** Ensure all internal Tri-X procedures clearly set out and reflect the expectations above **1.6.3** Ensure all additional staff guidance materials for supervision and management oversight clearly set out and reflect the expectations above **1.6.4** Ensure the Carefirst system supports and reflects the expectations above and is able to effectively monitor management oversight and supervision **1.6.5** Ensure internal audits measure the quality and timeliness of management decision-making	AB/AM AB/AH AB/DM AB/CB/ GP/KA DM/PH	NSCB QA QA QA PPP ICT QA	Dec 2013 By Mar 2014 Sept 2013 Jan 2014 Sept 2013	From January 1st 2014 weekly Carefirst analysis and monthly consolidated performance data show that supervision and management oversight is recorded on case files within appropriate timescales From January 1st 2014 regularised targeted audits show consistency of practice standards in relation to supervision and management oversight and the resulting actions From January 1st regular evaluations of supervision by workers show increased levels of satisfaction month on month From January 1st monthly partner-agency evaluations of practice standards show increased levels of satisfaction with regard to timely decision-making and resulting actions month on month	

PS.1.7 Ensure that Early Help delivered using the Family Support Form provides consistent quality of assessment and support	**Children and families receive good quality early help when they need it** **Actions:** **1.7.1** Ensure that multi-agency practice standards in relation to Early Help clearly set out the expectations of all agencies, (including commissioned services) to ensure good quality assessment within the Family Support Form, and timely action **1.7.2** Ensure all internal Tri-X procedures clearly set out and reflect the expectations above **1.7.3** Ensure all additional staff guidance materials clearly set out and reflect the expectations above **1.7.4** Ensure the recording and reporting system supports and reflects the expectations above **1.7.5** Ensure internal and multi-agency audits monitor and measure the quality of assessments and support	CC/LD CC/LD CC/LD CC/LD CC/LD	CPO NSCB	Jan 2014 Mar 2014 Jan 2014 Jan 2014 Jan 2014	From January 1st 2014 monthly consolidated multi-agency performance data show increasing use of the Family Support Form month on month From January 1st 2014 targeted audits show consistency of practice standards in relation to the Family Support Form From January 1st targeted evaluations of early help by service users show increased levels of satisfaction month on month From January 1st multi- agency evaluations of the early help show increased levels of satisfaction month on month	
PS.1.8 See children alone unless it is inappropriate to do so, explicitly consider their diversity and include their views in case records	**Children's individual needs and 'the voice of the child' is central to all case work** **Actions:** **1.8.1** Ensure that practice standards guidance clearly sets out the expectations for children to be seen and seen alone unless it is inappropriate to do so and that practitioners explicitly consider children's diversity, and how 'the	AB AB/AH	NICC	Dec 2013 By Mar	From January 1st 2014 weekly Carefirst analysis and monthly consolidated performance data show children being seen, and seen alone, within minimum visiting frequency timescales From January 1st 2014 regularised targeted audits show consistency of practice standards in relation to children being seen and seen alone, their views recorded and diversity considered. From January 1st use of services to support communication and understanding with children	

	voice of the child' and will be recorded **1.8.2** Ensure all internal Tri-X procedures clearly set out and reflect the expectations above **1.8.3** Ensure all additional staff guidance materials regarding identity and diversity, clearly set out and reflect the expectations above **1.8.4** Ensure the Carefirst system supports and reflects the expectations above and is able to effectively monitor the frequency of child seen visits	DM AB/CB/ GP/KA	QA QA ICT PPP	2014 Sept 2013 Jan 2014	and families, including INTRAN, show they proportionate to the above From January 1st targeted evaluations by service users show increased levels of satisfaction month on month in relation to feeling listened to and respected as an individual with due regard to their diversity	
PS.1.9 Effectively promote and use advocacy support for children and young people	**Children in need of protection are involved with and able to participate in decision-making that affect their lives** **Actions:** **1.9.1** Ensure that practice standards guidance clearly sets out the expectations for children to be offered the use of and choice about advocacy within decision-making meetings **1.9.2** Ensure all internal Tri-X procedures clearly set out and reflect the expectations above **1.9.3** Ensure that internal audits and QA monitor use of advocacy for children within decision-making meetings	AB AB/AH DM/PH	NICC QA	Dec 2013 By Mar 2014 Jan 2014	From January 1st 2014 targeted audits show consistency of practice standards in relation to promoting children's access to advocacy services From January 1st use of advocacy services show they proportionate to expectations set out in commissioning arrangements From January 1st targeted evaluations by service users show increased levels of satisfaction month on month in relation to the offer and use of advocacy	
PS.1.10 Accurate and comprehensive records kept in relation to Privately Fostered children and	**Children who are privately fostered are appropriately referred, assessed and have accurate records** **Actions:** **1.10.1** Ensure that all multi-agency and	PC/AM/	NSCB	Mar	From January 1st 2014 weekly Carefirst analysis and monthly consolidated performance data show improvements in relation to timeliness of assessments for privately fostered children.	

their carers					
	single agency Tri-X procedures clearly set out the standards and expectations for referral and assessment of privately fostered children	AB/AH		2014	From January 1st 2014 regularised targeted audits show consistency of practice standards in relation to privately fostered children.
	1.10.2 Ensure all additional staff guidance materials and good practice examples clearly set out and reflect the expectations above	PC/DM	QA	Mar 2014	From January 1st referrals to social care for privately fostered children will show an increase month on month until they are broadly in line with national data and statistics
	1.10.3 Ensure the Carefirst system supports and reflects the procedures for assessing privately fostered children and is able to effectively monitor referrals and timeliness of response	CB/GP	QA	Jan 2014	From January 1st targeted evaluations of practice standards by service users in relation to private fostering assessments show increased levels of satisfaction month on month
	1.10.4 Ensure internal audit measures the quality of recording for privately fostered children	DM	QA	Jan 2014	

5.2 People

Accountable	Elly Starling
Responsible	HR Business Partner Team
Project Manager	Howard Collins
Outcome	The children's workforce has the requisite skills and support to contribute to positive outcomes for children. They are fully competent and compliant and have the confidence to challenge each other appropriately and their partners to ensure the best outcomes for the child.

What we will see in our staff:

- All of our staff know the vision for Children and Young People in Norfolk and can articulate their contribution in achieving the vision, because there is a clear line of sight between service and individual objectives

- All of our staff will understand and consistently demonstrate the behaviours expected of them in a high performing service

- Our staff fully understand how performance is measured and ensure that information and data is recorded appropriately to support this

- All staff have meaningful performance management discussions with their managers that is appropriate to their role

- All of our staff take their professional development seriously and actively reflect on their performance, seeking feedback and development when needed

- Our staff proactively build excellent working relationships with schools, health, police and other agencies that they work with the achieve excellent outcomes for children and young people

- Social workers have regular, effective and supervision that is reflective, supportive and challenging and develops their practice

- All social workers and associated staff follow best practice policies and procedures in a consistent way

- Our social workers work to a high standard in line with the Professional Capabilities Framework; all other professionals work to the standards identified by their own professional bodies

- We can demonstrate that our practice places the child at the heart of what we do and listens to relevant parties; this will lead to the best possible outcome for the child

- We have a culture where our staff appropriately challenge their peers if they see poor behaviour or practice

- Our staff respect the service users they work with, each other and their partners

- We have excellent working relationships with union colleagues

What we will see in our managers:

- There is clear leadership and accountability <u>demonstrated</u> throughout all levels of management and leadership

- Our managers use all the information available to them to fully understand their team's performance and that of individuals; they use this to <u>identify</u> trends and issues early on and <u>address</u> them where necessary taking formal action and <u>acknowledge</u> high performance

- Our managers manage performance (including attendance) on a daily basis <u>and take responsibility for managing</u> issues before they become problems

- Managers who manage service areas and other managers understand the totality of the performance for their area of accountability and proactively manage situations early before they become problems; where "issues" need to be handled formally they handle them firmly but fairly.

How do we define the standard?
- NCC Values and Children's Services Behaviours
- Professional Capabilities Framework
- NCC Standards of conduct and behaviour
- NCC Leader Role Profile and role profiles
- Other relevant NCC operating policies
- Ofsted grade descriptors
- Audit Framework and Standards
- Carefirst reporting

Assumptions made:

No major change to the structure of the Children's Services directorate because of the upcoming Senior Management Review.
L&D and OD have the capacity to support all the required development to planned timescales

Performance Area	Strategic Intent and Actions	Respon-sible	Enabling Teams	Target Date	How measured/KPIs	R A G
P.1.1 Equitable workload split across all social care teams	**Social Care Teams have an agreed, specified manageable caseload** **Actions** **1.1.1** All safeguarding teams are accountable to one Assistant Director (Professional Head of Social Work)	TS	Reward	1 July 13	Accountabilities demonstrated through regular contacts and shown in all notes of meetings	
	1.1.2 Assess current caseloads relating to LAC, S47 & S17 work to inform estimate of additional capacity required.	TS	PH / KA	1 July 13	Social Work Caseloads reducing to optimum - month on month	
	1.1.3 Analysis of workforce capacity and expertise against population data and identified needs of children and families across the county • Trends in areas of practice requiring development identified through the PCF exercise – complete • Understand the geographical split and split of need across the 7 divisions – complete • Understand the assumptions made in the LAC and Early Help strategies and plans with respect to numbers and types of case over the next 3 years – due for completion end of October • Collate all of the above information to inform the Workforce Plan 2014 - 17	ES	PPP/Commissioners/Managers Sandra Summerfield / Don Evans ES plus agreed service managers	30 Nov 13 31 Oct 13 30 Nov 13	Carefirst performance data and audit evidence shows improvements in all indicators week on week and month on month	
	1.1.4 Assess current team structure against the Workforce Plan to inform the future deployment of Social Work capacity across Norfolk, this includes the recent additional	ES	ES / SS to facilitate with Assistant Directors	31 Dec 13	Evidence that practitioners are involved in the designing and implementing new structures	

					Informal and formal feedback from practitioners indicates that risk levels are reducing and staff are responding positively to the structural changes applied	
		increase in capacity • Recommendations re structure from 2014 onwards will be made to CSLT for agreement before sign off by the Design Authority				
	1.1.5	Recruitment, induction and deployment of temporary agency staff to provide additional capacity through to 31 March 14 • Cohort 1 started 7/10 Cohort 2 started 14/10 Cohort 3 started 21/10	ES	GL / AG	31 Oct 13	
	1.1.6	Agency staff are deployed into teams to maximise their affect on backlog clearance and increased demand • Step one – deploy staff as per 1.1.2 – completed Step 2 – Understand backlog and deploy staff in relevant teams to clear it	TS	TS / Laura Sutton	31 Oct 13	
	1.1.7	Newly Qualified Social Workers deployed in teams that can properly support the ASYE • All NQSWs are deployed into teams and allocated a mentor and assessor – complete • NQSWs are part of the 2013/14 ASYE programme – complete	ES	JK /HS	31 Oct 13	
	1.1.8	Social Care teams have dedicated business	ES	YB / JD	31 Oct 13	

	support • Recruit and deploy additional staff as identified through workload analysis					
	1.1.9 Social workers embrace new ways of working and reflect on practice in an open way • Set up a pilot team mentoring scheme, three month pilot then evaluate effectiveness. Full recommendations to CSLT by 31 March 14	ES	AB/ L&D Team	30 Nov 13		
P.1.2 Strong managers and leaders	**Managers are competent and confident to proactively manage performance and push standards up** **Actions**					
	1.2.1 All managers are very clear on the expectations of them as managers and leaders; role descriptions to be discussed in one to ones with manager	ES	CSELT / HRBP	31 Oct 13	Minutes and notes of team meetings and 1:1s show that team manager roles are being properly emphasised and enacted	
	• Review team manager role profile to ensure fit for purpose and reissue to team managers • Reissue leadership profile to all managers	ES	L&D	31 Oct 13		
	1.2.2 There is a comprehensive and effective management development offer available for all levels of manager/leaders; "getting the basics right" • Needs discussed with the Corporate OD and Corporate L&D Manager, awaiting proposals, including how impact will be evaluated	ES	L&D / OD team	15 Nov 13	Minutes and notes of team meetings and 1:1s show that the offer is being taken up l	

	1.2.3 Immediate development needs are identified in all managers and leaders to get the basics right; skills and behaviour • Through honest one to one discussions with their Team Managers, Tier 4 manager to identify areas for development and agree how these will be met and measured • Through honest one to one discussions with their direct reports, AD's to identify areas for development and agree how these will be met and measured • CSLT to prioritise needs to ensure greatest impact	ES	Tier 4 managers / ADs	30 Nov 13	Minutes and notes of team meetings and 1:1s show that a systematic approach to professional development is being applied linked to individual and team needs and performance data and audit evidence	
	1.2.4 Managers attend / undertake development as identified • Managers to report overall progress against plan monthly to track attendance and to ensure priority areas addressed before appraisal 2014	ADs	Tier 4 managers /L&D	31 March 14	Monthly managers reports available and fully populated	
	1.2.5 Managers who are qualified Social Workers that are not confident (and/or competent) as managers, are identified and given the chance to move to practitioner roles (where practice is not in question)	ES	Tier 4 / BPs	31 March 14	Programme in place to progress this and demonstrates improved practice at team level through performance data returns and audit evidence	
	1.2.6 Managers use supervision and other performance management meetings to: Ensure that the child's voice is at the heart of	ES	ADs to ensure this happens at all levels of management	30 Nov 13	Team meetings and 1|:1 supervision notes demonstrate that this is taking place and performance data and audit evidence demonstrates that practice is improving	

	what we do Use performance data and other evidence to identify and address issues with performance early on Identify excellent practice, acknowledge it and share with others Ensure that best practice and processes are followed	ES	ES / JH	30 Nov 13	Evidence is available through review of all paperwork, performance data and audit evidence that the quality of management is improving
	1.2.7 A programme for aspiring managers and leaders is developed and agreed by end of 2013 and launched in January 2014		Tier 4 managers	31 Dec 13	
	• Proposals for a "grow your own" approach to developing future managers is signed off by CSLT ready for launch in January 2014 • First cohort of aspiring managers identified (based on the agreed model) and "joining" instructions issued. • Evaluate first event and plan future events		ES / JH	28 Feb 14	
	Standards of Social Work Practice improving month on month **1.3.1** Social workers understand the standards required of them; embed the PCF in their supervision and appraisal	ES	AB / HS / L&D		Evidence is available through review of all paperwork, performance data and audit evidence that the quality of social work practice is improving
	• Link to PCF is on the Children's Services Intranet – Complete • OD to develop template for the assessment of SWs against the PCF and behaviours framework at appraisal.		JH	28 Feb 14	
	• OD to identify other professional frameworks that require a customised approach at appraisal			28 Feb 14	
	1.3.2 Results of PCF assessments are analysed and	ES	L&D		Team meetings and 1:1

	fed into training plan and career pathways model • Analysis completed • Career Pathway and other development activities developed to meet identified needs			30 Sep 13 30 Nov 13	supervision notes demonstrate that this is taking place and performance data and audit evidence demonstrates that practice is improving
	1.3.3 Where individual self-development needs have been indentified through assessment these are followed up with the social worker; devise process. • Instructions sent out to managers and staff; process is for discussion and agreed actions to be recorded through 1:1s	ES	AB / HS	30 Oct 13	
	1.3.4 A versatility chart developed to assess competence in use of Carefirst, 4 pilot teams completing it. hold due to Ingsen work	PH	CPO / QA Team		
	1.3.5 All Social Workers receive high quality supervision which provides challenge and support to push up standards; they understand the need for it and actively engage in it ; training activity required	TS	L&D / AB / All managers	30 Nov 13	
P1.4 Recruitment and Retention	**1.4.1** A strong marketing campaign is developed to recruit up to 80 social workers for the start of 2014/5 financial year (this covers increase in establishment and vacancies at the time)	ES	Marketing/ Recruitment/ Jane Kett	Start w/c 14 or 21 October	Regular updates to CSLT show that high quality permanent staff are being recruited week on week
	1.4.2 Develop communications plan for our staff to ensure that they get the same messages as those we are trying to recruit; use same theme as campaign	ES	Communication s	Develop initial communicat ion by start of campaign	Feedback from existing staff show they have received the communications and actions positively and that that actions are informed by these communications
	1.4.3 Arrange 2 recruitment rounds, Nov / Dec and Jan / Feb	ES	Recruitment/ Jane Kett	31 Oct 13	

	1.4.4	Develop recruitment theme further to use across the whole service	ES	Marketing/ ES	28 Feb 14	
	•	A full analysis on the success of the campaign will be done and recommendations made to CSLT				
	1.4.5	Develop a protocol to support internal transfers	ES	BPs / HR / Work Force Group	30 Jan 14	Numbers of internal transfers show that 'growing of own' quality staff is taking place
	•	An agreed and published process will feed into any recruitment activity				
	1.4.6	Develop an intense induction package for all new staff	ES	WFG	30 Nov 13	Feedback from staff demonstrates positive impact of these induction sessions
	•	Two pilot programmes run in October. Evaluate and recommend future model of induction				
P1.5 Behaviours of all staff rapidly improve	**1.5.1**	All staff in Children's Services and across the county council understand the vision for children and young people in Norfolk	SL / COG	Communications	30 Nov 13	Formal and informal feedback from staff show that there is clear understanding of the vision and staff's own role in achieving this
	•	Refresh current vision and communicate across NCC and partners	ES	CSELT / ES	31 Oct 13	
	1.5.2	In one to ones, managers and staff discuss behaviour as part of performance management; thereby ensuring whole performance is looked at	ES	OD	30 Nov 13	Team meetings and 1:1 supervision notes demonstrate that this is taking place and performance data and audit evidence demonstrates that practice is improving
	•	Development activity is identified and initiated through one to ones. Progress checked.				
	1.5.3	Staff can access hints and tips on developing behaviours				
	•	A suite of options to "learn" and / or "adapt				

		behaviour is developed and available on the intranet				
	1.5.4	All Children's Services staff understand how they contribute to achieving positive outcomes for children and young people	ES	OD / All Managers	30 April 14	
	•	OD to develop a golden thread document and process to be used at appraisal. This will prompt staff and managers to discuss and record how individual objectives contribute to service wide / organisation wide objectives				
	1.5.5	All staff see the value of performance management and appraisals and actively engage in the process to maximise the benefit to them	ES	OD	31 March 14	Formal and informal feedback from staff shows that there is clear understanding and 'buy in'.
	•	Communication and briefings are developed to encourage staff participation				
			ES	HRBP / CS L&D Board / L&D Team	31 Jan 14	
	1.5.6	Develop a service wide WFD plan to support WF Planning across the whole of Children's Services				
	•	A full plan that takes into account both improvement plans, the WF Plan and other corporate needs to signed off by CSLT				
P1.6 Relationships between Partners and Unions	**1.6.1**	Our partners have Workforce plans and development plans to support their part in the vision for children and young people	ES / SL	Improvement Board	31 Dec 13	Children and Young People's Partnership Board and Joint Commissioning Board minutes show that this is taking place
	•	Partner agencies produce plans that are clear about the deployment of staff and their training and development of those staff in order to meet the needs of children and young people				

34

1.6.2 Unions understand the need for the change and work in partnership with CLST • All unions are invited to attend staff briefing sessions – complete • All unions are invited to and encouraged to attend monthly meetings with the Director and her Leadership Team – meetings set up. • Agendas agreed between managers and unions; topical areas to be covered, not individual cases; these should be discussed with appropriate manager / HRBP • Where urgent needs arise management side will make every effort to communicate with relevant union colleagues prior to communicating with all staff	ES / SL	CSLT / All staff	Immediate	Minutes and notes of meetings show that this is the case	

5.3 Performance & Quality Improvement Plan

Accountable	Helen Wetherall
Lead	Katherine Attwell and Phil Holmes
Project Manager	Craig Visser
Outcome	A rigorous and robust culture of performance and quality assurance embedded in children's social care which includes all interfaces with other services and is focussed on the quality of experience for Norfolk's children and families.

What we will see:
- Managers and teams who are confident in talking about their team's and individual performance, handling management information, data and evidence from Performance Monitor, from Quality Assurance reports, and information generated through 'self-serve' from Care First
- Director and Assistant Directors addressing performance matters in their weekly Leadership Team meetings with honest and open discussion about performance, sharing good practice, problem solving to address issues, target setting and monitoring of progress against targets
- A systematic, planned programme of thematic audits, complemented by management audits and team-to-team peer audits, with clear accountability for follow-through on actions
- Clear strategic direction from CSLT based on analysis of need and priorities for improvement, milestones and targets
- Increasingly fewer discussions about compliance; more discussions about practical steps to improve performance at a divisional, team and individual level
- Routine multi-agency discussions about system-wide performance issues

Impact
- Norfolk's performance – set against an agreed set of indicators from Working Together – is at or above national average.
- Consistent performance across different divisions and teams

How do we define the standard?
- The Children Acts 1989 + 2004 and associated Statutory Guidance **including** Working Together to Safeguard Children 2013
- Staff reference group – benchmarking views, competencies, behaviours around performance management. Re-visiting at 6 monthly intervals to assess change and improvement
- Best practice audit standards

5.3.1 Performance Management

Performance Area	Strategic Intent and Actions	Respon-sible	Enabling Teams	Target Date	How measured/KPIs	R A G
PQ 1 Performance Management	**All performance management processes result in identifiable improvements to front line service delivery**					
	1.1 Review and re-launch Performance Monitor	DB		June 2013	• Performance data discussed in all SW team meetings and action taken when appropriate as shown in minutes of meetings.	
	1.2 Six-monthly review and refinement of content, tone, distribution of Performance Monitor	DB		Dec 2013		
	1.3 Workshop or staff reference group to baseline current attitudes and competencies for performance management.	HW	PPP	Oct 2013	• Performance data discussed in all SW 1:1 supervision meetings and action taken when appropriate as shown in notes of meetings	
					• Performance data discussed in annual appraisals and used to inform every individual staff overall performance grade and training and development plans	
	1.4 Deliver a planned programme of work to automate a series of manager reports directly from Care First (Ingson's work listed here)	TS	Ingsons	Sept 2013	• Weekly manager reports presented to CSLT and actions taken to address poor performance where reported on a prioritised basis	
	1.5 Second and third tier officers to attend workshop to determine the most effective KPIs and audit framework mapped against the 'Pathways of a Child'	SL	PPP	Sept 2013		
	1.6 Monthly Performance and Quality meetings taking place in all Divisions attended by Member of CSLT	HW	Audit Team and PPP	From Oct 2013		

	1.7 A programme of hands-on support from PPP and CS Audit team (e.g. performance clinics, floor walking) for teams to demonstrate how to use and manipulate performance information available to CS teams	HW	PPP	Nov 2013	• More information reports generated through 'actuate' available for managers to self-serve, rather than being created through support services.
	1.8 Eastern Region Peer Safeguarding Healthcheck planned and delivered	HW	John Harris and ER network	Feb 2014	• ERPSHC evidence informs further improvements to practice
	1.9 Monthly Performance and Challenge Board established including CSLT member and cross section of staff to review Performance data and evidence	HW	Audit Team and PPP		• Outputs from these meetings used to improve practice

Norfolk County Council

Safeguarding
Operational Improvement Plan

2013 – 2015

Version 1.05

Improving Times
...in Children's Services

C41

Safeguarding Operational Plan

Accountable	Colin Chapman
Responsible	Abigail McGarry
Outcome	A highly effective Norfolk Safeguarding Children Board which ensures that the partner agencies are working together and taking collective responsibility across the county for keeping children and young people safe and protecting them from harm; it also inspires confidence in Norfolk residents including children and young people that effective safeguarding is in place.

What we will see
Overview
An LSCB that:
- influences, supports, monitors and evaluates, responds, learns and improves in order to demonstrate its effectiveness and effectiveness of partners
- provides the strategic direction and operating framework that is needed to ensure that Board partners focus on their responsibilities to work together to reduce risk, prevent and respond to situations where children and young people are likely to suffer harm or abuse
- fulfils a strategic role in scrutinising and challenging the overall quality of safeguarding work undertaken by all organisations so that practice continues to improve by:
  - co-ordinating the safeguarding activity of all parties
  - ensuring safeguarding work is consistent, effective, collaborative and high quality
  - promoting local working together arrangements to ensure that when children and young people (and their families) need help, the help they receive is joined up, has a clear purpose and direction, and that children and young people have a "voice" in the process.

Board Review
- By 30 September 2013, the Board has undertaken a comprehensive review of its function, purpose and value, has considered any recommendations made, and decided what action to take in order to improve its effectiveness and value added
- By 31 March 2014, the Board has implemented these actions
- By 31 March 2014 has agreed a three year NSCB Business Plan, which:
  - sets out the actions to continue improving the effectiveness of the Board and the work of its partners
  - identifies priorities that match the needs of children, young people and their families, and matches them to the time and resources available from partners
  - demonstrate how the Board will be organised to achieve improved outcomes in these priority areas

o   includes mechanisms by which the Board will monitor and evaluate progress against the Business Plan.

Performance Framework
- By 30 September 2013, NSCB has agreed a 'basic' set of performance measures for review by the Board on a regular basis thereafter
- By 31 March 2014, taking into account the outcome of the review of the Board's function, purpose and value, NSCB has introduced a more comprehensive performance framework of quantitative, qualitative, and outcome focussed measures for regular review by the Board thereafter, so that it can:
  - o   evaluate achievement against the priority areas set out in the Business Plan
  - o   hold itself and its partner agencies to account in delivering improved outcomes for children and young people
  - o   demonstrate that it learns from experience and promotes improvement
  - o   tell if it is making a difference and adding value.

Improvement Board Succession
- When the Department for Education is assured that the improvements made are secure and robust, the NSCB will be equipped and in a position to take over any outstanding actions and to sustain the improvements made whilst the Improvement Plan was in force.

This plan is intended to be a dynamic document and as such, will be refreshed every 6 months. The first refresh in March 2014 will fully reflect the new Ofsted requirements.

How do we define the standard?
- The Children Acts 1989 + 2004 and associated Statutory Guidance **including** Working Together to Safeguard Children 2013

- The College of Social Work Professional Capabilities Framework for social workers

- Standards for Employers of Social Workers in England and Supervision Framework

Performance Area	Strategic Intent and Actions	Respon-sible	Enabling Teams	Target Date	How measured/KPIs	R A G
SO1.1 The NSCB has sufficient high quality information so that it can effectively monitor and challenge deficiencies in all front line safeguarding and child protection practice	**The NSCB has an effective Performance Management Framework to assess safeguarding practice and its impact on children and families** **Actions:** **1.1.1** Data reflects the core business of the Board focusing on • Early help • Vulnerable children and edge of care • Child Protection • Learning from serious cases and child deaths • Workforces development • Effective governance arrangements **1.1.2** A fully populated performance scorecard, including commentary goes to Board quarterly **1.1.2** Data and management information are shared systematically between partners and performance issues are highlighted at Board with clear recommendations **1.1.3** The NSCB shares relevant learning actions learning action plans from case reviews with other partnerships e.g. NSAB, CCSP, NDAP	AM PB AM/ PB	NSCB MEG NSCB L'ship Group	13 Dec 2013	Evidence shows increased use and improved quality of early help systems (Family Support Form) specifically Decreased rate of re-referrals 100% of child protection cases with allocated social worker Improved timeliness of assessments month on month with target of 100% Evidence from audit of improved qualitative measures around engagement with and outcomes from: initial child protection conferences; reviews; Children In Need meetings/reviews and core group meetings Reduction in the number of recommendations from SCRs/MARs that are RAG rated red	

4

C44

	1.1.4 NSCB audit activity aligns with Children's Services so that themes and findings are shared regularly Audit activity • By year end 10 audit reports to go to Board with focus on effectiveness of early intervention to underlying causes on re-referrals • Actions against recommendations from previous audits tracked to identify improvements and persistent areas of weakness • reports on voice of the child and family engagement is aligned to survey feedback activity and incorporated into planning for future audits	PB/ DM	NSCB MEG & CSC QA Team	31 Jan 2013	
SO1.2 Timeliness and quality of all multi-agency meetings	**Partners are engaged with and participate in relevant multi-agency meetings, including providing relevant reports.** **Arrangements for and outcomes of meetings enable partners to effectively engage in safeguarding and protecting children.** **Actions:** **1.2.1** Ensure practice standards are developed in partnership with other agencies so there is clarity and consistency about expectations **1.2.1** Information is communicated effectively across all levels of each organisation	Heads of Agencies Heads of Agencies	PPP CSC QA Team NSCB Support	31 Jan 2014	Timeliness measure show month on month improvement regarding: • Strategy Discussions • Core Group Meeting • Child In Need Review Audit measure show 100% compliance with practice standards From Jan 1 all monthly targeted evaluations of practice standards by

5

C45

	Attendance and timeliness quantified for: • Initial Child Protection Conferences • Review Child Protection Conferences • LAC Review Month on month improvement recorded **1.2.3** Establish a system where any issues with multi-agency meeting arrangements can be logged and dealt with quickly and effectively Quality audit linked to meetings above plus • LADO Strategy Discussion • Early Help Meeting **1.2.4** Ensure that practice standards are integral to induction processes for all staff and volunteers working with children in Norfolk **1.2.5** All agencies have a clear understanding of the quality and timeliness of their workforce's contributions to safeguarding meetings		Ind Chair Service NCC Bus Support		service users show increased levels of satisfaction and understanding of plans month on month From Jan 1 all monthly partner agency evaluations of practice standards show increased levels of satisfaction with regard to multi-agency meetings and plans month on month
SO1.3 Multi-agency meetings result in plans for the protection of children that are specific, measurable and focus on individualised needs	**Child Protection Plans include robust contingency arrangements that are well understood by both parents and professionals.** **Actions:** **1.3.1** Child Protection plans adhere to practice standards so that they: • Are written to reflect the thresholds of need • Outline the concerns for the child	AM/ AB	PPP QA Team		Child protection plan audit shows month on month improvement to quality of contingency arrangements and linked to survey feedback

6

C46

	• Clearly state who will be involved in the plan • Outline frequency of agency visits to child • Identify the assessments required to take place • clearly outline the outcomes for the child • states what actions are required to achieve the outcomes • includes a contingency plan • has review date • ensures that core group membership is appropriate to the needs of the child **1.3.2** Core groups are held in timescales and in adherence to the practice standards. The core group will address the areas of significant concern identified within the outline plan and produce specific objectives that will achieve lasting change. • child protection plans are monitored regularly • any new referrals for the child or a member of their family are made known to the core group • meetings are minuted and minutes distributed in agreed timescales • Records of core groups are audited to show that the focus includes an overview of family needs and the journey of the child/children	Ind Chair Service		Service user feedback from parents show that 100% of parents are clear about the details of the plan and the contingency arrangements. Professionals' feedback show that 100% of professionals are clear about the details of the plan and the contingency arrangements. Improved record keeping assessed in all cases as evidenced by audits.

| SO1.4 Local safeguarding arrangements are co-ordinated and effective | **Joint working is co-ordinated and supports frontline staff to evaluate their own and their partners' practice to ensure local safeguarding arrangements are operationally secure and linked to positive outcomes for children and families with particular focus on children under five.**

Actions:
1.4.1 Managers from Community Health Care and Social Work teams provide intense supervision and support around the management of individual cases as they are allocated to duty, safeguarding and children in need teams.
1.4.2 Team managers/team leaders from the organisations work locally to allocate tasks around individual cases as they are referred and provide a clear line of communication between frontline practitioners in adherence to agreed practice standards.
1.4.3 Regular meetings between managers to track cases scheduled
1.4.4 Joint working processes evaluated and evidence of impact and outcomes for children and families assessed, including service user feedback
Signposting to services is systematically updated and circulated to all partner agencies bi-annually to ensure that frontline staff know what services the partnership provided to support children and families. | NCHC

East Coast

CSC Op Man | Health Teams & Duty Teams | 15 Mar 2014 | Outcomes from pilot show:
• Improved decisions making through joint assessment evidenced through audit month on month
• Month on month reduction in re-referrals for under 5s
• Month on month increase in use of Family Support Form
• Month on Month increase in joint visits and assessments
• Month on month increase in pre-birth assessments
• Month on month increase in positive feedback from service users as evidenced in surveys
• Month on month increase in positive feedback from professionals involved in pilot evidenced in surveys

Children and Young People Partnership Board and Joint Commissioning function demonstrates a clear set of priorities and evidence based commissioning | |

8

SO1.5 Referral systems ensure that we get it right first time for children, young people and their families	**The Multi-Agency Safeguarding Hub effectively assesses children's needs at point of entry so effective and timely interventions and plans are put in place to keep them safe.**	TS/AH	MASH Board		Data and audit evidence shows best practice at the front door (MASH)
	Partnership working results in better confidence in joint working, including information sharing around sensitive issues.	JW	Police Data Officer		Audit outcome to show that 100% of children of domestic abuse incidents is clearly stated to social care and the risks to children are clear from the referral form
	Actions **1.5.1** Review of MASH operational model to ensure best practice should include:- • One entry point • One front door • First point of contact • Representation in MASH • One threshold document • Strategy discussions owned by duty team	JW	MASH Board		
	1.5.2. Information from the police regarding domestic violence incidents is audited to evidence that it is provided in accordance with the standard format and is more variable..				
	1.5.3 Review of Governance of MASH				

| SO1.6 Safeguarding Policies and procedures are fit for purpose and support effective co-ordination and understanding of local safeguarding practice | NSCB multi-agency policies and procedures for safeguarding and promoting the welfare of children are developed and implemented.

Actions:
1.6.1 Feedback sought on policies and procedures are in relation to:

• the actions to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
• training of persons who work with children or in services affecting the safety and welfare of children;
• recruitment and supervision of persons who work with children;
• Safer Staffing guidance is published
• Online policy manual launched as part of roadshow in conjunction with learning lessons from SCRs | AM | NSCB | 13 Dec 2013

31 Jan 2014

15 Feb 2014

31 Mar 2014 | Feedback from professionals on the threshold document shows that the document is rated at least 7 out of 10 in terms of usefulness and responses fed back to Board

Section 11 self- assessments analysed for compliance with target of 100%

The number of professionals using online policy guidance shows month on month increase

Knowledge of organisations policies and procedures are embedded and evidenced through audits, surveys and Section 11 self assessments | |
| | **1.6.2** Implementation of pre-birth protocol is audited to ensure all agencies are compliant | AM | NSCB | 13 Dec 2013 | Audit findings show that the protocol is used in all cases and disseminated across team | |

	1.6.3 The joint resolution protocol provides clear guidance to staff of all agencies about how to address differences in operational responses so that children are not at potential risk.	AM	LSCGs	28 Feb 2014	Audit findings show that the protocol is used in all cases and disseminated across team
	1.6.4 Survey monkey to be undertaken as follow up to roadshows with specific question regarding using the resolution policy; target of 100% positive response				Target 100% positive response
	1.**6.5** Awareness and understanding of private fostering arrangements protects potentially vulnerable children	AM	WDG Media & Comms	31 Oct 2013	Evaluation of Best Practice Group shows that 100% of participants report an increased understanding of private fostering and the referral process
				31 Mar 2014	Referrals made regarding a private fostering arrangement increases each quarter resulting in a year end increase

SO1.7
The NSCB governance arrangements enable a co-ordinated approach to safeguarding across the county and the Board is effective in its role of scrutiny and challenge
	The council involves senior partners with new initiatives at appropriately early stages, ensuring that strategies are responsive and meet the needs of children, young people and communities in Norfolk.
	
	Actions
	1.7.1 The pace of change, particularly around child sexual exploitation and CSA priority safeguarding Issues, is accelerated
	1.7.2 Peer review process is developed and
					Children and Young People Partnership Board and Joint Commissioning function demonstrates a clear set of priorities and evidence based commissioning
					
					Audit of specific cohorts/safeguarding issues show:
					    o increase in CSE referrals
					    o decrease in re-referrals

	implemented to support improvement process Measure against specific cohorts/safeguarding issues reported to Board showing impact of actions planned **1.7.3** Peer review of CSE referral and assessment processes within the MASH are rated good overall and clearly identify strengths and weaknesses in the process				o decrease in number of children on CP plans for more than two years
	Governance arrangements are accelerated through a robust change programme resulting in improved accountability and efficient working, which is linked directly to focused safeguarding actions. **Actions** **1.7.3** Ownership and challenge amongst agencies is embedded. **1.7.4** All statutory agencies identified in Working Together 2013 are fully engaged with the main NSCB.				All actions within the NSCB action plan for the change programme is RAG rated as green by year 100% of subgroups are chaired by members of the Leadership Group All of statutory partners on the board have submitted a safeguarding report which has been through their own agency's governance

Norfolk County Council

LAC Operational Improvement Plan

October 2013 - 2015

Version 1.08

Improving Times
...in Children's Services

LAC Operational Improvement Plan

Accountable	Assistant Director - Strategy & Commissioning, Safeguarding & Additional Needs
Responsible	Corporate Parenting SMT
Project Manager	
Outcome	Children and families are supported to stay together and children only become looked after when it is absolutely necessary and appropriate to their needs. Norfolk Children's Services will consistently deliver a high-quality, professional service to the right children at the right time.

This plan is intended to be a dynamic document and as such, will be refreshed every 6 months. The first refresh in March 2014 will fully reflect the new Ofsted requirements.

What we will see

As a result of systemic failures which have been detailed elsewhere, Norfolk has one of the highest rates of LAC in the country. This must and will change.

We will deliver a comprehensive multi-agency Looked After Children (LAC) offer which ensures our children & young people (referred to form this point as 'children') are physically and emotionally healthy and experience positive relationships where they are cared for, valued, encouraged to be ambitious and enabled to achieve those ambitions.

We believe that, so long as it is consistent with their safety and well being, children should be brought up within their own family. This belief will underpin our social work practice and service development and will be evidenced in the outcomes of our interventions. As such, we will work with children, their families and their local community, to support the family to acknowledge and work through difficulties, make any necessary changes and ultimately to stay together in a safe and loving environment.

Where a period of time in our care is necessary and appropriate, we will ensure that a professionally informed, risk assessed and dynamic planning and assessment framework is used as the foundation for decision-making, throughout the period in our care. Our care placements will always be high quality and appropriate to the individual child's needs. Every placement will deliver clearly stated, measurable and time-bound objectives for each child.

C54

Where reunification is possible, however far in the future that might be, we will work tirelessly with children and their families, to secure that outcome and will support them to sustain it.

Where reunification is not possible, we will ensure that children have permanent nurturing placements which enable them to reach independence confidently and with optimism for their future.

We know that care leavers are more likely than their peers to:
● be not in education, employment or training (NEET)
● be homeless or living in poor quality accommodation
● be young parents
● have relatively high drug and alcohol use
● have mental health problems
● be over-represented in prison

We will ensure that our care-leavers have the support and assistance they need to manage the transition to independence by providing stability whilst in our care, working with them to create individualised pathway plans, linking with other key agencies and maintaining our contact and input through to independence and beyond.

How do we define the standards?

- The Children Acts 1989 and 2004
- Statutory Guidance including Working Together to Safeguard Children 2013
- The College of Social Work Professional Capabilities Framework for Social Workers
- Standards for Employers of Social Workers in England and Supervision Framework
- Children and Young People's Act 1933 and 1963
- Education Act 1996
- Child Care Act 2006

C55

- Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006
- Improving Behaviour and Attendance Statutory Guidance 2008
- Education & Skills Act 2008 (which replaced Section 140 of the Learning and Skills Act 2000).
- Children Missing Education Statutory Guidance 2009
- Safeguarding and Promoting the Welfare of Disabled Children Using Short Breaks Statutory Guidance 2010
- Services and Activities to Improve Young People's Wellbeing Statutory Guidance 2012
- Education Act 2011
- Early Education and Childcare Statutory Guidance 2013
- Sure Start Children's Centre Statutory Guidance 2013
- The Children and Families Bill 2013

Performance Area	Strategic Intent and Actions	Responsible	Enabling Teams	Target Date	How measured/ KPIs (not all actions will have directly measurable KPIs, but all will contribute to achieving the strategic intent)	R A G	Link to other plans
1. Elected member overview and scrutiny	***Elected members understand and discharge their corporate parenting responsibility for LAC and care leavers***						
	1.1 Strengthen the operation of the O&S Panel by engaging the Chair from an authority that has successfully been through the improvement journey to mentor Norfolk's Chair. Chair mentor to deliver a workshop to NCS senior management team on effective engagement with members.	TS		Oct 2013	All minutes of O&SP meetings show levels of scrutiny and awareness of LAC issues. Clear actions are generated from the O&SP and fed through to operational teams.		
	1.2 All papers presented at O&SP to be reviewed and sharper data focussed papers produced.	TS		Oct 2013	Minutes of the Corporate Parenting Strategic Board show effective analysis of data, partnership decision-making and series of directives to inform practice. Actions from these directives are reported back to the Board to ensure completion of actions.		
	1.3 Re-establish Corporate Parenting Strategic Board with elected member-lead, multi-disciplinary membership working to clear Terms of Reference and lines of accountability.	TS		Dec 2013			
	1.4 Introduce regular reporting from CPSB to all elected members on NCC's performance against it's statutory responsibilities	TS		March 2014			

	1.5 Increase level of awareness amongst party leaders and members in NCC's role as Corporate Parent through facilitated workshops and distribution of LGA 10 questions etc	TS		Nov 2013			
	1.6 Explore introduction of a programme whereby NCC members observe and monitor the progress of a specific looked after child (effectively creating Corporate Parenting 'champions')	TS		March 2014			
2. Planning for and assessment of LAC and care leavers	***All looked after children and care leavers have timely, completed care plans and pathway plans which are specific to their individual requirements and their needs are met***						
	2.1 All LAC will have an assessment of their needs recorded on carefirst and this will inform their care plan	AM		Oct 2013	Report – 100% of LAC have an assessment of needs recorded by March 2014		
	2.2 Rigorous performance management to ensure all LAC and care leavers have an up to date care plan including weekly performance management meetings and target-setting for individual Social Workers (Family Support Worker Post 19), which will also be reviewed in supervision.	AM/ WD		August 2013	Report- 100% of LAC have care plan by January 2014.		

6

C58

	2.3 Rigorous performance management to ensure all relevant LAC and care leavers have an up to pathway plan including weekly performance management meetings and target-setting for individual Social Workers (Family Support Worker Post 19), which will also be reviewed in supervision.	AM/ WD		August 2013	Report- 100% of relevant LAC and care leavers have pathway plan by January 2014.	
	2.4 Bring a relentless, multi-agency focus to the quality of care plans. This will be achieved through: - IRO to QA all care plans and pathway plans through review process & escalate issues to Team Manager when standards not met. - 6-weekly tier 4 and IRO meeting - Fortnightly social work team meetings	AM/ WD/ PR		Oct 2013	IRO QA report and CP weekly Performance Action Plan evidence 100% of plans meet quality standard by March 2014 Report – Number of cases escalated	
	2.5 Portfolio of good practice examples is compiled to establish a consistent quality benchmark	AM/ PH		March 2014		
	2.6 Review the newly introduced improved Pathway Plan record	AM/ WD/ PR		March 2014		
	2.7 Ensure for all children who do not have adequate contact time with a parent/carer, consideration is given as part of care planning and reviews to whether they would benefit from an independent visitor	AM/ WD/ DE/ PR		Oct 2013	Audit of review minutes shows IV considered for 100% of relevant children by March 2014 Quarterly Report - IV service usage data and analysis produced by January 2014	

	All looked after children and care leavers have a timely, completed health assessment which is specific to their individual health requirements and is embedded in the care planning process to ensure their needs are met						
	2.8 Rigorous performance management to ensure all LAC have an up to date health assessment including weekly performance management meetings and target-setting for individual Social Workers (Family Support Worker Post 19), which will also be reviewed in supervision.	AM/ CK/ MG		Oct 2013	Report – 70% of LAC have up to date assessment by December 2013, 85% by March 2014, 100% by June 2014		
	2.9 Establish a multi-agency audit process to enable us to bring a relentless focus to the quality of health assessments	PH/ MG/ AM		Dec 2013	Quarterly multi-agency QA report produced by March 2014.		
	2.10 NCS to contribute to the review of LAC Health services to inform the future commissioning of service to ensure LAC health assessments are completed within statutory time frames.	DE/ KK/ MG		Dec 2013	Review proposals reflect NCS input		
	2.11 Explore the development of a health leaving care service, benchmarked against national best practice	MG/ AM		June 2014			
	2.12 Introduce twilight IHA clinics to reduce DNA / cancellation rates.			March 2014	Report – 25% decrease evidenced in DNA/Cancellation rates by June 2014		

8

	2.13 Ensure core assessments are shared with Health to enable comprehensive holistic completion of health assessments based on robust back ground information to inform decision making.	AM/ KS/ MG/ KK		March 2014		
	2.14 Review mechanism for managing SDQs in order to enable them to be incorporated into LAC Health assessments.	CS/ AM/ MG		Dec 2013		
	2.15 Share good examples of health plans found during LAC inspection with frontline teams	AM		Nov 2013	Statutory review minutes evidence consideration of health needs for 100% of children with identified health needs	
	2.16 IROs to ensure that children's health needs, as identified in their health assessments, are considered at every LAC review. IROs to ensure any unmet needs are addressed	WD/ AM		Oct 2013		
	All looked after children have a timely, completed PEP which is specific to their individual education requirements and is embedded in the care planning process to ensure their needs are met					
	2.17 Rigorous performance management to ensure all LAC have an up to date PEP including weekly performance management meetings and target-setting for individual Social Workers (Family Support Worker Post 19), which will also be reviewed in supervision.	AM/ CS/ WD	Virtual School	Nov 2013	Report – 80% of LAC have an up to date PEP by Dec 2013, 90% by March 2013, 100% by Jun 2014	
	2.18 Bring a relentless multi-disciplinary focus to the					

	quality of PEPs	WD/ AM/ CS		Nov 2013		
	2.19 Quarterly multi-disciplinary QA report which highlights good and poor performance and escalates to relevant manager as required is produced by March 2014.				Quarterly report highlights clear areas for action which are monitored for completion by all managers	SW/GA transition protocol
	2.20 Ensure relevant changes of circumstance in EET are communicated and that when a young person becomes NEET, a guidance advisor is alerted immediately.	AM/ MB/ KP/ KS		Nov 2013		RPA Action Plan
	2.21 All LAC and care leavers (yr 9-14) have a named guidance adviser and the guidance advisor role is more closely integrated into the pathway planning process conducted by a social worker.	KP/ TC/ KS		Nov 2013	By December 2013 85% of yr 12 and 77% of yr 13 LAC are participating in EET – longer-term targets to be set	Bridges to success/ VSIP
	2.22 Increase knowledge about and engagement with education and the virtual school among social workers including: Training day to update SWs on the changing educational landscape and progression pathways	KP/ TJ/ KS/ TC		Oct 2013		
	2.23 Identify more education, training and employment (including apprenticeships) opportunities for looked after children and care leavers and ensure they are equipped to apply for them.	TJ/ KP		Feb 2014		
		TJ				

	2.24 Establish an appropriate and legal mechanism in relation to continued financial support of LAC/care leavers engaging in apprenticeships.			Dec 2013		
	2.25 NCC to lead by example in supporting care leavers to apply for employment opportunities in the Council	TJ		Feb 2013		
	2.26 Regularly audit Personal Education Plans (PEPs), feed findings and good examples into teams and ensure these are used to achieve improvement	WD/ CS		Nov 2013		
	2.27 Consider whether a review of PEP approach/content is merited, taking into account any changes that may be required by future LAC inspection	PH/ CS/ AM/ WD		March 2014	Monthly IRO QA report and case audit - 100% of review minutes reflect consideration of PEP targets by December 2013	
	2.28IROs to ensure that the targets in children's PEPs are considered at every LAC Review. Where there are unmet educational needs then IROs to ensure these are followed up	WD		Dec 2013		
3. Practice which is led by the principles of Best Social Work Practice	***Outstanding social care practice related to looked after children***					EHIP
	3.1 Ensure high quality, written social worker reports are always provided to support the statutory review process	AM/ WD/ AB		Nov 2013	Report – 100% of reviews have a written report by November 2013	
	3.2 Ensure copies of all assessments, plans and reviews are shared with children and young	AM/ WD/		Nov 2013	Report – 100% of assessments/ plans/review minutes are shared	

	people, (and parents/carers where appropriate) within a reasonable amount of time	AH/ MG			within statutory timescales or 4 weeks, whichever is soonest by November 2013		
	3.3 Social workers receive regular, recorded supervision which reviews LAC review decisions and meets statutory, personal and professional development needs	AM/ AH		Oct 2013	Report - 100% of social workers receive appropriate supervision by December 2013, as evidenced by 1:1 supervision notes		
	3.4 All supervising staff receive training and support in relation to providing reflective, professional supervision in a consistent manner.			Dec 2013	Report - 100% of supervisors trained by December 2013 All 1:1 supervision notes show evidence of reflective practice		
	3.5 Implement any changes arising from the review of how supervision is recorded			March 2014			
4. Timely placement of children for adoption	***Reduce the number of children with an adoption plan who wait longer than 6 months for a placement***						
	4.1 Progress and monitor through the courts the 41 cases of children for whom adoption is no longer the plan	PR		Oct 2013	Increase in approved adopters to 70 per yr by March 2014		
	4.2 Ensure where drift occurs in adoption plans this is proactively challenged by IROs	WD		Oct 2013	Increase in adoption matches to 85 per yr by March 2014		
	4.3 Implement monitoring and reporting mechanisms associated with children waiting for a placement in carefirst	PR		Jan 2014	Decrease in waiting time for overall process to 548 days by March 2014		

12

	4.4 Gather and analyse data to inform likelihood of successful adoption across cohorts	PR		March 2014			
	4.5 Implement targeted recruitment campaign to over 45s, gay and lesbian community and religious and voluntary organisations.	PR		Nov 2013			
	4.6 Reduce the average days between a child entering care and moving in with adopted family from 588 to 548	PR		March 2014			
5. Sufficient capacity to meet the needs of looked after children	***Appropriate capacity in all parts of the system (in frontline appropriate staffing levels and available time which allow social workers to conduct the social work task as set out in national guidance)***						EHIP
	5.1 Increase overall number of frontline social workers	TS/ AM/ AH		Oct 2013	Evidence that practitioners are involved in the designing and implementing new structures		
	5.2 Use the new compliment of workers and effective deployment to address shortfall in capacity across frontline operation through	AM/ AH		Oct 2013			
	5.3 Bring caseloads to target levels of 21 to 24 per worker in Corporate Parenting Teams	AM/ AH		Dec 2013	Informal and formal feedback from practitioners indicates that risk levels are reducing and staff are responding positively to the structural changes applied		
	5.4 Cease 'buddy system' and ensure seamless transition from unqualified to qualified practitioner	AM		October 2013			
	5.5 Define more clearly the role of FSW as part of ensuring an appropriate skills mix	TS/ AM/ AH		Dec 2013			

	5.6 Complete analysis of IRO numbers and caseloads and make recommendations relating to IRO capacity	WD		March 2014	Recommendations and options paper produced by January 2014 and implementation of agreed option by March 2014, leading to sufficient IRO capacity to deliver a consistent, high quality service	
	5.7 Employ temporary IROs to cover current demand and reduce caseloads in the short term	WD		Dec 2013		
6. An Edge of Care provision which is closely matched to local needs and provides equitable services across Norfolk leading to a reduction in LAC	*The right children come into care at the right time*					EHIP
	6.1 Implement Resource & Practice Development Group to identify appropriate alternatives to care and positively influence social work practice and culture around entry to care. All referrals will be discussed within 3 working days	DE/ LS AH/ JS		Oct 2013	Report – 100% compliance with timescale by October 2013	
	6.2 Implement weekly Edge of Care panel, Chaired by a member of CSLT, to add further rigour to planning for children of the edge of care and ongoing review of placements made.	TS		Oct 2013	Report - 10 children per month prevented from entering care by December 2013	
	6.3 Introduce R&PDG and Edge of Care Panel process and objectives to practitioners through staff briefings and Operational Instruction and further embed practitioner understanding of the R&PDG and Edge of Care panel through roadshow events	DE/ JS/ AH		Oct 2013		
	6.4 Placements within the wider family are always sought prior to accommodation, including the	AH		Oct 2013	By March 2014, 100% case audits evidence family options	

14

	use of FGCs				have been exhausted Report - Number of FGCs Report – Number of placements made with wider family	
	6.5 Expansion of Assisted Boarding School Schemes	AH/ JS		Oct 2013	Report – number of LAC in assisted boarding places increased to 50 by September 2014	
	6.6 All cases where accommodation is being sought or emergency accommodation has occurred to be reviewed by the Edge of Care Panel within 2 weeks	TS		Nov 2013	Report – 100% of cases compliant by December 2013	
	The right children come into care for the right duration					
	6.7 All new cases are subject to ongoing review by the EoC panel – as specified by the panel up to the first statutory review	TS/ AH		Dec 2013	Audit of cases – 100% have review dates and are reviewed in timescale by December 2013	
	6.8 SW teams and IROs identify the first cohort of children who have potential to return to their families or move to a step-down placement and Team Managers ensure options are identified and plans progressed.	AM/ AH/ WD		Nov 2013	Report – list of names compiled by November 2013 Reunification and step-down placement timelines established and monitored by December 2013. Report – Agreed number of reunifications/step-down	

15

				placements achieved by March 2014		
	6.9 A systematic review of the current LAC population is conducted to identify potential reunification or step-down opportunities. Spreadsheet – cohorts populated by December 2013	AM/ AH/ WD		Nov 2013	Report – Agreed % of reunifications involving family support Report – type of support offered		
	6.10 Step-down/up is actively considered throughout child's the time in care	AM/ AH/ JS/ WD		Oct 2013	Report – Agreed % of reunifications with support Report – duration of post-reunification support		

	6.11 The R&PDG in conjunction with the SW identify reunification support packages targeting the family as well as the child for support
	   Report – data summary and evidence of use in commissioning process by March 2014
	   Report – provider performance by March 2014
	Report – LAC placement mix
	Report – Select list
		AM/ AH/ JS/ WD
		
		JS/ AH
				Oct 2013
				
				Oct 2013
					Report – Agreed % of in-county In-county placements by October 2013		

	6.12 Post-reunification support packages are in place for at least 6 months						

16

		The right children are matched to the right placements	DE		March 2014		
		6.13 Commissioning activity is informed by data including - LAC demographics - Provider performance	DE/ CL		Oct 2013		
		6.14 Placement team have access to and use a wide variety of placement types.	DE/ CL		Oct 2013		
		6.15 Priority is given to in-County resources					
7.		*The experience, views and opinions of LAC and care leavers are captured and actively used to influence service provision*				**7.**	EHIP
		7.1 Establish new ways to facilitate engagement of wider LAC population with CiCC and broaden the representation of the CICC to include more children and young people from rural areas	IK/ AM/ PR	Comms and SU Team through-out	Feb 2014		Baselines established and targets set for increase in representation
		7.2 Develop regular reporting on the work of the CICC and CYPAB (Children and Young Person's Advisory Board) and encourage increased promotion of CICC and CYPAB by social workers in appropriate areas	AM/ AH/ IK		March 2014		Minutes and notes of team meetings and 1:1 supervision show that this is happening
		7.5 Review complaints process					Analysis of complaints data

		Redesign and print new complaints leaflet. Send to all LAC and care leavers with covering letter from cabinet member. Raise awareness of new leaflets amongst key staff, including social workers, fostering service including carers, IROs and children's homes via team meeting and support groups.	DMc/ CH/ IK/ AM		Oct 2013	shows that all complaints are dealt with in a timely manner and that the originator is contacted to inform of actions

Mystery shopper approach shows that originators are happy and LAC know how to complain | |
		Report – No. of complaints received, method of raising complaint & how did child find out about complaints process by March 2014	WD/ AM		Dec 2013	Evidence of dispute resolution process being used to resolve issues for children in a timely way and improve outcomes	
		Report – No. of advocates & how did child find out about advocacy service by March 2014	DE/ AM		March 2014	Mystery shopper approach shows that children and young people are aware of the advocacy service and how they might use it	
		7.6 Ensure children and young people know about and understand how to access their advocacy service	WD/ DE		March 2014		
		7.7 Improve the model for seeking (and acting on) feedback from NCC's LAC community so their views are used to inform service improvement	WD		March 2014		
		7.8 LAC Review Feedback is routinely sought from children and young people and the information received is used to influence service development.					
		7.9 The IRO service to collate information about	AM/ IK		Dec 2013		

18

		challenge through the dispute resolution process.'						
		7.10 Adopt revised 'Promise' for 7-15 and 16+. Send to all LAC and care leavers and raise awareness of new document amongst key staff, including social workers, fostering service including carers, IROs and children's homes via team meeting and support groups.	DE					

Key
EHIP – Early Help Improvement Plan
VSIP – Virtual School Improvement Plan
RPA – Raising the Participation Age

'A Good School for

Every Norfolk Learner'

Strategy for Supporting School Improvement

2013 - 2015

Improving Times

...in Children's Services

Contents

	Page
Introduction An overview of the ambition and approach to achieving 'A Good School for Every Norfolk Learner'	**3 - 4**
Section 1 – The Strategy – 'A Good School for Every Norfolk Learner' An outline of the strategy to transform provision and outcomes for Norfolk schools. This includes the strategic aims for the strategy, high level targets and key milestones.	**5 – 10**
Section 2 – Post Ofsted Action Plan This plan focuses on the six areas for improvement identified by Ofsted in June 2013.	**11 – 20**
Glossary	**21**

We 'aim to accelerate the pace of educational improvement in Norfolk… by harnessing all partners in the Norfolk education system to a common purpose and to make the best possible use of available resources.'

A Good School for Every Norfolk Learner – Norfolk County Council Cabinet, April 2013

The strategy for supporting school improvement - 'A Good School for Every Norfolk Learner' - encompasses the Local Authority's ambition for radical and rapid improvement of educational outcomes and provision across Norfolk. The strategy includes a particular focus on improving schools already graded by Ofsted as 'Satisfactory' or 'Requiring Improvement', and those schools judged by the Local Authority (LA) analysis of pupil achievement over time to be at risk of 'Requiring Improvement'. The strategy for supporting school improvement is enhanced by the addition of the LA Post Ofsted Action Plan for improving arrangements to support school improvement, which will focus sharply on the 6 immediate areas for improvement identified by HMI in June 2013. This plan will support the four overarching aims for rapid improvement in Children's Services and enable the LA to meet its ambitious targets and objectives. A key component of the strategy is the specific improvement programme 'Norfolk to Good and Great '(N2GG). Key milestones for improvement are identified to ensure the meeting of targets in the strategy; rigorous scrutiny of the impact of the strategy including N2GG will be carried out by Members Overview and Scrutiny and the Education Service Improvement Board.

C73

Introduction - Planning for a Good or Outstanding School for Every Norfolk Learner

Norfolk's Ambition

Norfolk's ambition is for there to be, as a minimum, a **'Good School for Every Norfolk Learner'**[1]. This is because a child or young person in Norfolk is entitled to be educated in a school that is at least good and we expect that our schools will be as good as and then better than schools in any other part of England. Educational standards in Norfolk are not yet good enough. Standards at Key Stage 1 are at national average but at both Key Stage 2 and Key Stage 4 they remain below national average. There are fewer good and outstanding schools in Norfolk than in most parts of the country.

Our ambition is to be a Local Authority in which standards improve rapidly beyond national averages. We want our children to benefit from an education that is as good as that available anywhere and we want them to be ready and prepared for life as economically ambitious citizens. In autumn 2012, a consensus emerged amongst those with an interest in education that Norfolk's strategy for school improvement needed to be sharper and more robust. The partnership amongst Headteacher and Governor Associations, County and District Councillors, Academy sponsors, the Dioceses and teacher unions is already strong and is now driving our refreshed approach.

This approach, '**A Good School for Every Norfolk Learner**', clearly sets out the role and ambition of the LA in
- monitoring the standards in all Norfolk schools including Academies and Free Schools
- quickly intervening where necessary and
- harnessing the expertise of Headteachers and Governors in confidently good and outstanding schools as system leaders.

Implicit in this endeavour is the ready availability of high quality school improvement services from a range of providers.

Two thirds of our schools are now good or better, an improvement of 4% in Primary Schools and 12% in Secondary Schools since autumn 2012. Whilst we need this to be much nearer to 100%, the improvements give growing confidence that our refreshed approach is beginning to make the difference Norfolk needs. We also take pride in individual achievements amongst Norfolk schools, colleges and providers.

At the heart of our sharper approach to school improvement is the '**Norfolk to Good and Great**' (N2GG) programme. N2GG targets Grade 3 schools, accelerating the progress of such schools to 'good' including through ensuring that no children are left 'unseen'. The programme, directed by a successful Headteacher and drawing in local, national and international expertise, includes learning from the London Challenge and from successful statistical neighbours. £1M funding provided by Norfolk County Council ensures that resources and other forms of support are readily accessible for Norfolk Headteachers and Governors so that school funding can be applied efficiently and with impact. Rigorous evaluation of strategies used is an important part of the N2GG approach with proven successful strategies embedded in a systematic way in Grade 3 schools.

Strong, effective governance and leadership is the hallmark of a successful school. Such leadership brings confidence to the whole community and places first class teaching and learning at the heart of the school. It brings an unshakeable belief that lives can be changed for the better through successful education. The Academy programme plays an important part in Norfolk in providing a fresh start for weak schools and a strengthened approach to governance and leadership. Where appropriate, the Academy programme also provides for strong schools the opportunity to build further on existing autonomy. The task of the Local Authority, and the focus of our planning, is that will positively encourage and influence Governors, Headteachers and other school leaders so that they fulfil their leadership role effectively leading to swift positive impact on the quality of teaching and learning in all our schools.

In Norfolk education is developing quickly. It needs to because the local economy, not least the burgeoning £30Bn energy sector, demands higher level knowledge and skills. Apprenticeships in Norfolk are increasing rapidly as a result of concerted and coordinated efforts between partners with strong leadership provided by the County Council. Our Post 16 sector is strong and includes three good FE Colleges and two good Sixth Form Colleges. Norfolk's University Technical College, with a focus on the engineering and energy sector, will admit 14 and 16 year olds from next year.

Norfolk's traditional reputation as a contented and comfortable part of England is now set against an appetite to be competitive and world class. No-one should under-estimate the determination and passion we have to make Norfolk education the best and to provide, as a minimum, '**A Good School for Every Norfolk Learner**'.

Norfolk style

With much to achieve in a short space of time, our urgent and immediate priority is to help education providers achieve maximum positive impact on children and young people and their learning. Our work is now characterised by pace, focus, impact, and keeping things simple. This approach is underpinned by four imperatives that transcend all improvement work across Norfolk's Children's Services, namely:

- Getting the basics right
- Leading and managing well

---

[1] http://www.schools.norfolk.gov.uk/School-management/School-Performance/Schoolimprovement/index.htm

C74

- Effective performance management
- Productive and purposeful partnership working.

This coherent approach across the children's services improvement efforts provides a sound framework for rapid improvement in all areas of weakness.

Strategic Planning

The over-arching strategic action plan for 'A Good School for Every Norfolk Learner' contains four aims, namely
1. Raise Standards at all Key Stages
2. Increase proportion of schools judged good or better
3. Improve leadership and management including corporate leadership and strategic planning
4. Improve monitoring and evaluation of impact.

These capture the key actions in the refreshed approach to supporting school improvement described in the pamphlets that make up 'A Good School for Every Norfolk Learner'. Appropriate progress measures enable us to evaluate the success of this refreshed approach that we are taking.

Post Ofsted Action Plan

Six key areas for improvement are described in the letter following the Inspection of Norfolk LA's support for school improvement in June 2013. The detailed action plan provides the necessary steps to be taken to address these areas for improvement. The action plan contributes significantly to the overall strategic plan.

The first of the six areas for improvement is to commission a review of how the strategies 'A Good School for Every Norfolk Learner' and 'N2GG' could rapidly lead to better outcomes. This review will take place in September 2013 against a rigorous specification. The recommendations from this review will improve and sharpen further the overall strategic plan, the post Ofsted action plan and the operational plan for 'N2GG'.

Performance Management

Senior Education Officers meet to consider education improvement in each District of Norfolk and to provide challenge to education providers and to each other. The outcomes from such District boards are reported to the **Education Service Improvement Board**, comprising Members and representatives of the Headteacher and Governor Associations, as well as to the bi-monthly meetings of Children's Services Overview and Scrutiny Panel.

Senior Officer Team for Supporting Education Improvement

A re-organisation of the senior team within the Education section of Children's Services took place in readiness for 1 September 2013. The new structure and accountabilities sharpens the focus on education improvement, allocates clear accountability for aspects of 'A Good School for Every Norfolk Learner' and links the key senior officers directly with the Assistant Director and Children's Services as a whole. The team now comprises:

Assistant Director: Gordon Boyd
Head of Education Achievement Service: Chris Snudden
Head of Education Intervention Service: Mary-Jane Edwards
Head of Education Partnership Service: Paul Dunning
Head of Norfolk Integrated Advisory Traded Services (NIEAS): Paul Hoey
Head of Place Planning and Organisation: Chris Hey
Head of Admissions: Richard Snowden
Head of N2GG: Denise Walker
Attendance and Exclusions Strategy Manager: Val Creasy
Employability and Skills Strategy Manager: Trish Judson

Conclusion

Taken together, the strategy to achieve 'A Good School for Every Norfolk Learner' and the Post Ofsted Plan will be underpinned by a concerted approach to communicate and engage the learning community across Norfolk. The actions taken, in partnership with headteachers and governing bodies, will be rigorously monitored and evaluated to ensure that we transform the way school improvement takes place in Norfolk.

C75

Section 1 – The Strategy – 'A Good School for Every Norfolk Learner'

Summary of the Strategy

The case for change was taken to Cabinet in April 2013. This report identified the need for significant change in the approach taken to support school improvement in order to rapidly transform the provision and outcomes for Norfolk learners. The strategy outlined in the report sets an aspiration that all schools will have the capacity to be judged good or better by July 2016. In order to achieve this, a radical revision of existing approaches to intervention and support for school improvement is needed. Since the Cabinet paper, this case for change has been consolidated by the revision of the senior management team within the education section of Children's Services. This has included a review of activity and actions undertaken by the services involved to meet four strategic aims:

1. **Raise Standards at all Key Stages**

2. **Increase proportion of schools judged good or better**

3. **Improve leadership and management including corporate leadership and strategic planning**

4. **Improve monitoring and evaluation of impact.**

The approach to achieving the aspirations in the strategy is captured in five steps.

Step 1 - Analysing the performance of schools and assessing risk

Step 2 - Sharper analysis and challenge leading to agreed diagnosis

Step 3 - Commissioning a response to individual need

Step 4 - Growing capacity to build a self-sustaining school system

Step 5 – Evaluating and sharing the learning

The new LA education services are focused on working in partnership with schools and other partners to provide a rigorous and robust approach to each step. The strategy engages experienced professionals from outside of Norfolk to provide external challenge and scrutiny. Wherever possible the approach is strengthened by expertise drawn from successful strategies which have led to good improvement, e.g. the London Leadership Challenge, or LAs where improvement has been consistent and sustained.

The Strategy

Step 1 – Analysis of the performance of schools and assessment of risk is undertaken by the Achievement Service. This ensures that the achievement of every school, including Free Schools and Academies is analysed using the Ofsted inspection criteria. This view is used to determine the relationship of the LA with every school. The risk analysis focuses on the view of achievement based on published data for the school, over time. It has a particular focus on the performance of vulnerable groups. It is intentionally an objective process, focused on achievement and is carried out in a similar way to a pre-inspection analysis leading to a hypothesis. The aim is to challenge Norfolk schools about their standards and to categorise all schools in order to differentiate the challenge and support for improvement. Schools are categorised 6 ways, as schools of concern (category A and D), as requiring improvement (category B and C) as good or great (category E and F). This risk is communicated in confidence to all headteachers and Chairs of Governors and revisited and revised at least termly, or when new performance information is available.

Step 2 – External challenge to accurately diagnose need. This crucial process is undertaken following the risk assessment of all schools so that and accurate assessment of specific improvement needs is made. The role is carried out in two ways, depending on the category of the school. For those schools deemed schools of concern the Intervention Service will carry out a further gradation of schools and this will determine the approach by Intervention Officers. For some schools more intensive scoping audits will be used to identify the key issues underpinning the concern. For all other schools the sharper focus of evidence for determining overall effectiveness will result in an accurate and focused diagnosis of need to move to securing good or outstanding Ofsted outcomes. The challenge role for these schools will be undertaken by an Education Challenge Partner (ECP). The LA is recruiting experienced professionals drawn from outside of Norfolk with a proven track record of leading inspections, an outstanding school or school improvement. Category B and C schools will be visited by an ECP during the autumn term in order to enable swift access to Norfolk to Good and Great. The aim is to ensure an effective commission of the right, tailor made programme to secure a good Ofsted outcome. Category E and F schools will be the focus for the ECP during the spring term to consider the school's approach to achieving excellence and sustaining success. ECPs will contribute significantly to the evaluation of the impact of the school's improvement and the LA support for improvement.

C76

Step 3 - Commissioning a response to individual need. For schools of concern the detailed grading of schools and scoping audits will lead to a clear prioritisation in approach which will determine the use of LA powers including LA Warning Notices, Performance, Standards and Safety Notices, removal of financial delegation, use of Interim Executive Boards, use of additional governors, implementation of LA Improvement Boards and the use of system leaders. For schools requiring improvement once the diagnosis of need has been undertaken by the ECP this leads to a clear commission of a relevant improvement package. For schools eligible for 'Norfolk to Good and Great' a tailor-made programme will be designed in partnership with the school, taking account of actions already determined by the school, in order to meet their specific improvement needs. The package will be drawn from the focused menu of successful and effective activity. For example the work of system leaders, providing high quality school to school support will be a significant part of the package for most schools. Some programmes drawn from the former London Challenge, now part of the Norfolk Teaching School Alliances offer, like the Improving and Outstanding Teacher Programme will be part of the menu.

Step 4 - Growing capacity to build a self-sustaining school system. Through the work with the Norfolk Teaching School Alliances, Norfolk Headteacher Associations and other System Leaders, within and outside of Norfolk, the strategy will focus on building better and more capacity for school to school support. The Norfolk Teaching School Alliances and experienced system leaders will work with the LA to develop a programme with good and outstanding schools across Norfolk to achieve excellence and sustain success. The approach will focus on engaging all Norfolk schools in this group to make some contribution to system leadership, thus building capacity in them and in the system across the county. Working strategically with the Teaching Alliances this system will further build capacity by strengthening quality assurance and rigour of school to school support to ensure that it is of the highest quality and meets the needs of other schools. ECPs will work with good and outstanding schools to undertake a rigorous evaluation of strengths and areas for improvement to enable more schools to have a clear trajectory to become outstanding. The LA will work with the headteacher associations to support their development of effective leadership of improvement and a self-improving school system.

Step 5 - Evaluate and share the learning. Through a more rigorous and comprehensive approach the LA role in supporting school improvement will be of the highest quality in order to deliver maximum impact. A rigorous approach will be taken to ensure that effective and experienced personnel will be engaged to provide intervention, challenge and support to all schools. Quality assurance of all those in key roles will be undertaken and a robust monitoring schedule will be identified linked to ambitious milestones. For example progress data will be routinely collected, collated and analysed from all schools of concern and schools requiring improvement. This will enable the LA to analyse progress and hold schools, including governing bodies, and relevant LA staff to account. The close monitoring and periodic evaluation of impact will be regularly reported to the Children's Services Overview and Scrutiny Panel and the Education Service Improvement Board, to ensure accountability for impact. The learning from this evaluation will be used formatively to modify and adapt the strategy as needed.

What will be different about this strategy?

The categorisation of all schools will be objective and unequivocal. It will be shared in confidence only between the relevant parts of Children's Services and individual schools. It will also be shared with the Local Member, if the school is a cause for concern.

The approach to intervention with schools of concern will be underpinned by greater use of the LA powers of intervention. The Education Intervention Service will work more often with governing bodies to hold them to account alongside headteachers.

The work of Education Challenge Partners will provide an external and sharp view of school effectiveness in order to make an accurate and more detailed diagnosis of need in relation to improvement.

The 'Norfolk to Good and Great' Programme will ensure that schools have a customised programme of activity that will meet their improvement needs. It will be made up of key improvement programmes or strategies that have been successful both within and beyond Norfolk.

The work of Teaching School Alliances, Norfolk Headteacher Associations and the development of system leadership across Norfolk will be approached systematically and strategically.

The work of all LA staff engaged in intervention, challenge or improvement will be rigorously quality assured and evaluated.

For full Cabinet Paper see http://www.schools.norfolk.gov.uk/view/NCC123395 For suite of accompanying pamphlets see http://www.schools.norfolk.gov.uk/School-management/School-Performance/Schoolimprovement/index.htm

C77

Strategic aims, targets and objectives

Improvement Aims:
1) **Raise Standards at all Key Stages**
2) **Increase proportion of schools judged good or better**
3) **Improve leadership and management including corporate leadership and strategic planning**
4) **Improve monitoring and evaluation of impact**
5) **Communicate and engage all stakeholders**

Aim 1) Raise Standards at all Key Stages LA Lead: Chris Snudden	**Outcomes / Evaluation of Impact** Norfolk / *Norfolk provisional* (national / *national provisional*) By July 2014 outcomes compare favourably with national averages By July 2015 outcomes securely exceed national averages				
Targets	**2012 %**	**2013 %**	**2014 %**	**2015 %**	**2016 %**
1.1 Improve Early Years outcomes (% achieving Good Level of Development)	N/A	45.3 (51)	55	60	70
1.2 Improve outcomes at Key Stage 2 %L4+ Reading, Writing and Mathematics	69 (75)	*70 (76)*	77	81	85
% Expected Progress Reading	N/A	*84.9 (88.0)*	88	90	92
% Better than Expected Progress Reading	N/A	*26.9 (29.7)*	30	34	38
% Expected Progress Writing	N/A	*88.5 (91.5)*	90	91	92
% Better than Expected Progress Writing	N/A	*24.6 (29.5)*	30	34	38
% Expected Progress Mathematics	*83 (87)*	*83.9 (88.0)*	88	90	92
% Better than Expected Progress Mathematics		*25 (31.5)*	32	34	38
1.3 Improve outcomes at key Stage 4 (5 A* - C inc En & ma)	55.6 (59.4)	*54 (60.1)*	60	63	66
% Expected Progress English	66.6 (68.0)	*65.6 (70.1)*	70	72	74
% Better than Expected Progress English	25.6 (28.9)	*25.7 (31.0)*	31	33	35
% Expected Progress Mathematics	67.7 (68.7)	*66.9 (70.6)*	71	73	75
% Better than Expected Progress Mathematics	27.4 (32.1)	*27.3 (32.8)*	33	35	37
1.4 Increase participation post 16 **Age 16+**	91.3 (91.6)	95	96	97	98
Age 17+	80.3 (84.3)	90	92	94	95

Aim 2) Increase the proportion of schools judged good or better and learners attending good or better schools LA Lead: Mary-Jane Edwards	**Outcomes / Evaluation of Impact** Norfolk (national) By July 2014 the percentage of schools judged good or better compares favourably with national averages By July 2015 the percentage of schools judged good or better is securely above the national average				
Targets	**2012 %**	**2013 %**	**2014 %**	**2015 %**	**2016 %**
2.1 Improve % of Early Years settings judged good or better	78 (74)	79 (77)	82	84	86
2.2 Improve % of primary phase schools judged good or better	60 (69)	64 (79)	79	85	95
Improve the % of primary learners attending good or better schools	58 (68)	63 (78)	78	85	95
2.3 Improve % of secondary phase schools judged good or better	47 (66)	59 (73)	75	80	95
Improve the % of secondary learners attending good or better schools	45 (69)	58 (75)	74	80	95
2.4 Ensure all special schools are good or better	91 (81)	82 (87)	91	100	100
2.5 Reduce % of schools in an Ofsted category	3 (3)	3 (3)	2	0	0
2.6 Reduce % of schools judged to Require Improvement (including existing satisfactory)	37 (28)	32 (19)	20	15	5

C78

Aim 3) Improve leadership and management including corporate leadership and strategic planning Lead: Gordon Boyd	Outcomes / Evaluation of Impact By Jul 2014 – 100% positive progress with all outcomes identified in Post Ofsted Action Plan By July 2015 – All targets for improved pupil and school outcomes to be fully met
Objectives	

3.1	**Ensure the LA has an ambitious vision and clear plan for improving schools which is communicated through public documents**	**Ambition and clarity of strategies for improvement are articulated in public documents**
3,2	**Elected members are enabled to hold senior officers to account for effective support of rapid improvement in the effectiveness of schools**	**Accountability for the impact of LA actions and use of resources is visible and measurable**
3.3	**Schools understand strategies for school improvement and governing bodies are held to account**	**All targets for improvement are met in a timely manner**
3.4	**Partnerships / Structural solutions are used to enable rapid improvement**	
3.5	**Commissioning and brokerage of high quality intervention, advice, training and support leads to rapid school improvement**	
3.6	**Resources are targeted, used effectively and their impact is monitored and evaluated**	

Aim 4) Improve monitoring and evaluation of impact Lead: Paul Dunning	Outcomes / Evaluation of Impact By July 2014 Additional resources have enabled targets for improved pupil and school outcomes to be fully met By July 2015 All targets for improved pupil and school outcomes to be fully met
Objectives	

4.1	**Establish a coherent and comprehensive monitoring and evaluation schedule to underpin all LA actions to support school improvement**	**Monitoring is carried out routinely and summarised for Senior Management Team / Elected Members as required**
4.2	**Agree meeting schedule that holds senior officers to account for improvements**	**Evaluation documents are shared internally and publically and form the basis of the on-going self-evaluation**
4.3	**Ensure all LA education improvement staff are routinely quality assured**	**Public money is robustly accounted for and shows impact on pupil and school outcomes**

Aim 5) Communicate and engage all stakeholders Lead: Trish Judson	Outcomes / Evaluation of Impact By July 2014 All schools, governors, are fully engaged with strategy for improvement By July 2015 All targets for improved pupil and school outcomes to be fully met
Objectives	

5.1	**Establish a communication and engagement strategy in partnership with Norfolk's Education, training and Business leaders**	**All schools and providers are engaged in intervention, improvement or system leadership**
5.2	**Identify key communication strategies for all key stakeholders e.g. schools, governors, parents, trainee teachers, councillors, other LA staff etc.**	**Parents and the wider community can demonstrate broad understanding of the Norfolk ambition**
5.3	**Develop a website as a key communication platform**	**LA staff can demonstrate understanding of the Norfolk ambition and commitment to it.**

C79

Key Milestones

Date	Summary Milestones	Ref to Post Ofsted Plan
By Sept 2013	• **Every Chair of Governors and headteacher knows whether it is a school causing concern, school requiring improvement or a provider of system leadership**	**2**
By Dec 2013	• **Norfolk strategic plan is scrutinised and evaluated for potential impact on Norfolk outcomes**	**1**
	• **100% of schools of concern have undertaken a review of governance (if they have not done so within the last year)**	**2**
	• **100% of governing bodies of cohort 1 schools in N2GG have a plan of action which has been evaluated and agreed by the LA**	**2**
	• **80% of pupils in schools causing concern are on track to make expected progress**	**3**
	• **80% of pupils in RI schools or those at risk of RI are on track to make expected progress and to attain at least in line with national expected level**	**3**
	• **All schools in Ofsted categories have had financial delegation removed or have an Interim Executive Board in place**	**4**
	• **All schools in Ofsted categories are working with the LA and DFE to become a sponsored Academy**	**4**
	• **All good or better schools, as judged by Ofsted and LA, are engaged in or working towards system leadership**	**5**
	• **All milestones for improvement are being fully met**	**6**
By April 2014	• **100% of governing bodies, identified as weak by the external review of governance have additional governors, removal of delegated powers or have been replaced with an IEB**	**2**
	• **90% of pupils in schools causing concern are on track to make expected progress**	**3**
	• **80% of pupils in RI schools or those at risk of RI are on track to make expected progress and attain at least in line with national expected level and in line with FFT estimates at 25th percentile**	**3**
	• **% of schools in receipt of a Performance, Standards and Safety Warning Notice is in line with regional average**	**4**

C80

	• **System leadership is drawn from 75% of good or better Norfolk schools**	5
	• **Monitoring shows good progress towards all targets**	6
By July 2014	• **80% of schools causing concern have made rapid progress and are no longer schools of concern**	2
	• **80% of RI schools, or at risk of RI, that are inspected by Ofsted have achieved a good or better outcome**	2
	• **Meet target for 2014 for % of schools judged good or better**	2
	• **80% of pupils in schools causing concern are making expected progress and on track to attain at least in line with national expected level and with FFT estimates at 25th percentile**	3
	• **90% of pupils in RI schools or those at risk of RI are making expected progress and attaining at least in line with national expected level and with FFT estimates at 25th percentile**	3
	• **% of schools in receipt of a Performance, Standards and Safety Warning Notice is above the national average**	4
	• **All schools in Ofsted categories have had financial delegation removed or have an Interim Executive Board in place**	4
	• **All schools in Ofsted categories are working with the LA and DFE to become a sponsored Academy**	4
	• **System leadership is drawn from 90% of good or better Norfolk schools**	5
	• **The % of outstanding schools is at least in line with the national average**	5
	• **Evaluation of impact shows that all targets for improvement have been met**	6

These key milestones are recorded in bold in the full action plan below

Section 2 – Post Ofsted Action Plan

Summary of what will we do differently

Ofsted Area for Improvement		Why do we think this is an area for improvement?	What will we do?
Priority 1	Commission an external, forward-looking review of the strategies 'A Good School for Every Learner in Norfolk' and 'Norfolk to Good to Good Great' to identify how these could rapidly lead to better outcomes	Our new Strategic Plan – 'A Good School for Every Norfolk Learner' which includes 'Norfolk to Good and Great' (N2GG) – is yet to show impact	1) Ensure an external review of our Strategy is carried out urgently - and revisions / amendments made 2) Ensure targets and milestones are shared and understood by Children's Services and all schools 3) Ensure alignment of Strategic Improvement Plan with the wider improvements across Norfolk Children's Services

Priority 2	Ensure that schools, including governors, are held to account for their own improvement and for raising the achievement of their pupils	LA has not been sufficiently and consistently robust in holding headteachers and especially governors to account for poor or mediocre performance	1) Focus intervention in schools causing concern, requiring improvement (RI) or at risk of RI through governing bodies (GBs) by LA attendance at GB meetings so that:
			  - Governors know the LA view of achievement for their school
			  - Governors required to produce improvement plans
			  - Governors know they will be routinely held to account by LA for impact
			2) Deploy external Education Challenge Partners to provide accurate challenge to headteachers and governors, and diagnosis of need in order to ensure schools have the right priorities for improvement
			3) Collect half termly pupil progress data for all schools of concern and RI or at risk of RI to hold headteachers to account and with report taken to GB
			4) Issue timely LA warning notices and Performance, Standards and Safety Notices
			5) Immediately remove delegated powers from all schools in an Ofsted category, and identified schools causing concern
			6) Broker the strengthening of GBs through the identification of new, high quality governors, governor intervention, governor self-reviews and external reviews

Priority 3	Use available performance information systematically to check that schools are improving against frequent and ambitious milestones	Analysis was inconsistent and the view of some schools was too generous. Ambitious milestones were not identified or used to monitor and challenge under performance	1) Every school will be categorised by achievement of pupils and this view will be shared with schools including governors, updated termly 2) Recruitment of high quality external Education Challenge Partners will enable accurate diagnosis of school improvement needs 3) Governing bodies of schools of concern will receive robust challenge to improve, plans will be routinely monitored and pupil progress collated and analysed 4) Pupil performance data will be routinely collected, collated and analysed to challenge rate of progress 5) Strategic leadership will monitor impact of LA actions against published targets and specific milestones
Priority 4	Intervene more promptly and robustly, applying formal procedures where appropriate, in those schools which consistently underperform	Intervention in schools of concern or those with an emerging concern was sometimes too slow and not always robust	1) Focus intervention on accountability of headteachers and governing bodies 2) LA powers of intervention will be used more swiftly and more routinely 3) Academy Conversion Programme will be accelerated where appropriate 4) N2GG programme will work with every RI or at risk of RI school
Priority 5	Accelerate the implementation of new arrangements for commissioning system leaders, and partnerships, to improve educational Provision	Strong schools not used quickly enough to improve weaker schools. Capacity is still limited to provide effective school to school support across the county. More small schools need strong effective, long term leadership	1) Contact all schools judged good or better by Ofsted and LA to recruit high quality system leaders 2) Develop achieving excellence strategy to support good schools to get to outstanding 3) Recruit high quality experienced Local or National Leaders of Education to develop primary and secondary system, build capacity and improve effectiveness 4) Enable system leaders to work with groups/ clusters/ families of schools 5) Require all small schools to review future leadership arrangements 6) Enhance strategy for accelerating strong partnerships / federations /academies with Diocesan Boards
Priority 6	Sharpen evaluation of its strategy for, and practice in, challenging and supporting schools.	Strategy not evaluated fully and acted upon	1) Develop coherent plan for evaluation and monitoring of Strategy 2) Identify clear governance and accountability for impact of Strategy 3) Ensure external challenge to monitoring processes and evaluation evidence 4) Build capacity in strategic leaders and elected members to challenge monitoring and evaluation outcomes

C82

Action Plan

Priority 1	Commission an external, forward-looking review of the strategies 'A Good School for Every Learner in Norfolk' and 'Norfolk to Good and Great' to identify how these could rapidly lead to better outcomes Lead: Chris Snudden			**What will success look like?** • **Validation of Strategy plans to improve Norfolk education** • **Revisions/amendments made in the light of review as needed** • **Members understand and agree strategy**
No	**Action**	**Who**	**When**	**Milestones**
1.1	Commission external review	CS	By Oct 2013	**By October 2013** • Norfolk strategic plan is scrutinised and evaluated for potential impact on Norfolk outcomes • rigorous monitoring and evaluation strategy in place • LA documentation identifies challenge and support for improvement, is published and available to all stakeholders **By November 2013** • Recommendations for amendments / refinements adopted • Modified plan – shared with all stakeholders, adopted by ESIB and fully implemented **By Dec 2013** • Communication strategy to develop engagement of all stakeholders is visible **By July 2014** • Targets for improvement of pupil and school outcomes achieved -
1.2	Modify / amend strategic plans as needed – following review	CS	By Oct /Nov 2013	
1.3	Following review - work with external providers to ensure strategy takes full account of findings - Share revised plan with key stakeholders e.g. headteachers, governors, Council, Children's Services, parents, community leaders, MPs, key employers - Develop engagement through communication of ambition to raise standards across the county and define the contribution of all stakeholders – e.g. through development of '5 key ways to help …*raise standards or improve your school*' for parents - sent home via schools, displayed in Doctors surgeries etc. Also for councillors, for governors, for employers	CS /DW TJ	Oct 2013	
1.4	Revise LA documentation to describe more effective scrutiny and challenge, including LA approach to Intervention, Achievement, Partnerships, System Leadership etc.	GB	By Oct 2013	
1.5	Work in partnership with the Norfolk Headteacher and Governor Associations (NPHA, NSEL, NASSH, NGN) to ensure effective communication of improvement strategy to all schools - Produce joint summary of the strategy led by this group	GB	By Nov 2013	
1.6	Closely monitor strategic plans (See monitoring and evaluation) and ensure rigorous governance of actions to improve	CS	From Sept 2013 -	
Priority 2	Ensure that schools, including governors, are held to account for their own improvement and for raising the achievement of their pupils Leads: Chris Snudden / Mary-Jane Edwards			**What will success look like?** Improved outcomes for schools in Ofsted inspection Improved outcomes for pupils at every key stage Improved governance of schools Improved leadership of schools
No	**Action**	**Who**	**When**	**Milestones**
2.1	Categorise all Norfolk schools through annual risk assessment (revise termly – as needed)	CS	By June 2013	**By September 2013** • **Every Chair of Governors and headteacher knows whether it is a school causing concern, school requiring improvement or a provider of system leadership** **By November 2013** • All small schools have demonstrated that their governing bodies have reviewed plans for future leadership **By December 2013** • Every governing body of a school of concern has held an improvement meeting with an LA officer (intervention Officer) to consider appropriate and robust actions for improvement • 100% of governing bodies of schools of concern have established an Improvement Board, attended by an Intervention Officer and can provide evidence of holding the school to account • **100% of schools of concern have undertaken a review of governance (if they have not done so**
2.2	Ensure stakeholders including headteachers, governing bodies, elected members understand LA categorisation consequent category defining LA relationship with schools	CS	By Oct 2013	
2.3	Ensure governing bodies of all schools causing concern identify strategy for improvement - Evaluate school improvement plans - Challenge and intervene in schools causing concern to ensure appropriate plans in place	MJE	By Dec 2013	
2.4	Recruit and deploy high quality Education Challenge Partners (ECPs), external to LA workforce, to work with all schools that are not schools of concern - Ensure priority engagement of ECPs is with schools requiring or at risk of requiring improvement to ensure accurate diagnosis of need	CS	By Oct 2013	

C83

2.5	Through the Academy programme work with governing bodies to achieve swift structural solutions in inadequate schools and those at risk of inadequacy	PD	From June 2013	within the last year)

2.5	Through the Academy programme work with governing bodies to achieve swift structural solutions in inadequate schools and those at risk of inadequacy	PD	From June 2013
2.6	Seek strong partnerships to strengthen governing bodies and school leadership for identified schools causing concern, RI schools and small schools through appropriate federations, amalgamations	PD	From Sept 2013
2.7	Ensure governing bodies of all schools judged to 'Require Improvement' (RI), or at risk of RI, identify strategy for improvement that focuses on better outcomes through improved teaching and learning - Collect and evaluate school improvement plans – ensure focus on accessing improvement in teaching and learning – e.g. through Teaching School Alliances Improving Teacher Programme and Outstanding teacher Programme, LA traded services offer - Challenge and intervene in schools to ensure appropriate plans in place through the Norfolk to Good and Great (N2GG) Programme	DW	From July 2013
2.8	Improve governance through targeted training, self-review, external review, advice and support - Monitor attendance at relevant training and ensure governors from all schools of concern / RI attend identified training	HW	From Sept 2013
2.9	Ensure governing bodies of all schools of concern / RI hold regular meetings to hold school to account for improvement – - Collect and evaluate minutes - Monitor and challenge governor attendance at meetings - Provide external review, challenge and support	MJE / DW	By Oct / Nov 2013 On-going for RI
2.10	Take swift action to enhance / replace governing bodies to ensure rapid improvement - Provide additional governors / Advanced Skills Governors for schools of concern - Remove delegated powers in governing bodies in all Ofsted category schools, schools of concern as needed - Replace governing bodies with Interim Executive Boards where governance is inadequate / improvement too slow etc.	MJE	From Sept 2013
2.11	In schools of concern and RI or those at risk of RI schools, hold governing bodies to account for the use of pupil premium to ensure the best possible pupil outcomes for vulnerable groups of children	CS	From Jan 2014
2.12	For schools categorised as good or better develop a programme to sustain success and challenge headteachers and governing bodies to improve from good to great - Focus strategy on building capacity for system leadership	SM	From Nov 2013
2.13	Provide audit for all governing bodies of schools of concern for promoting positive outcomes for Looked After Children - Provide governor training for all schools of concern on improving outcomes for LAC pupils	TC	From Oct 2013
2.14	Provide support and challenge to all governing bodies, through LA attendance at exclusion meetings in all schools	VC	June 2013 – July 2015

Right column content:

within the last year)
- 100% of governing bodies of a school of concern have a plan of action to effect improvement which has been evaluated and agreed by the LA
- **100% of governing bodies of cohort 1 schools in N2GG have a plan of action which has been evaluated and agreed by the LA**
- 50% of schools on identified list with insufficient capacity to become a good school are in discussions with the LA about are sponsored academy status
- Exclusions are reducing in primary and secondary schools
- 40% of schools of concern have received an audit of provision for LAC – and have identified additional actions as necessary

By April 2014
- Sample monitoring of partnerships/ federations, shows rapid improvement of pupils to meet ambitious achievement targets
- 80% of schools on the identified list with insufficient capacity are in discussion with the LA about sponsored academy status
- All governing bodies of schools of concern /N2GG have ensured governors attend relevant training
- All Governors required to attend Improvement Boards are attending regularly
- **100% of governing bodies, identified as weak by the external review of governance have additional governors, removal of delegated powers or have been replaced with an IEB**
- 100% of sampled Governor Improvement Board minutes show evidence of challenge
- 100% of sampled Governor Improvement Board minutes show reporting on an positive impact of use of pupil premium
- 80% of schools of concern have received an audit of provision for LAC – and have identified additional actions as necessary
- Exclusions are below the national average for primary and secondary schools

By July 2014
- **80% of schools causing concern have made rapid progress and are no longer schools of concern**
- 100% of schools identified by the LA with insufficient capacity to become a good school will be / become a sponsored academy
- 100% of schools in new 'partnerships' that are inspected by Ofsted have a good or better outcome
- **80% of RI schools, or at risk of RI, that are inspected by Ofsted have achieved a good or better outcome**
- **Meet target for 2014 for % of schools judged good or better**
- No school of concern , that is inspected by Ofsted from January 2014 has been judged to require a category
- Outcomes for FSM, LAC and service children compare favourably in 80% of N2GGschools
- 100% of schools of concern have received an audit of provision for LAC – and have identified additional actions as necessary100% of governing bodies of schools of concern has accessed training for governors
- Exclusions are below the national average for key vulnerable groups e.g. SEN, LAC, boys at both primary and secondary

By July 2015
- 950% of all RI schools, or at risk of RI, that are inspected by Ofsted have achieved a good or better outcome
- 80% of schools of concern (2013 – 2014), that are inspected by Ofsted, are judged to be good schools
- **Meet target for 2015 for % of schools judged good or better**

Priority 3	Use available performance information systematically to check that schools are improving against frequent and ambitious milestones Lead: Chris Snudden	What will success look like? - **Improved accuracy in LA view of school's performance and overall effectiveness** - **Sharper analysis, based on accurate performance data provided to senior leaders and elected members to ensure swift and decisive action when needed**

C84

				• **Better outcomes for pupils and schools based on more accurate challenge, monitoring and evaluation**
No	**Action**	**Who**	**When**	**Milestones**
3.1	Further develop Schools' Dashboard to hold all data and intelligence on Norfolk schools to enable accurate risk analysis - Ensure accurate categorisation of schools and share view with governing bodies and headteachers	JC & DP	By July 2013	**By Dec 2013** • **100% of schools causing concern and RI or those at risk of RI have submitted progress data**
3.2	Provide accurate and robust intelligence to Children's Services to identify schools of concern for intervention and challenge, schools judged RI and or at risk of RI and identify schools with capacity to be judged outstanding	CS	By July 2013	• **80% of pupils in schools causing concern are on track to make expected progress** • **80% of pupils in RI schools or those at risk of RI are on track to make expected progress and to attain at least in line with national expected level**
3.3	Identify RI /satisfactory schools with capacity for rapid improvement to prioritise for Norfolk to Good and Great (N2GG) - Put all schools in to cohorts for N2GG full engagement	CS	From Sept 2013 -	**By April 2014** • **90% of pupils in schools causing concern are on track to make expected progress**
3.4	Monitor pupil progress in all schools of concern and RI ,or those at risk of RI - Collect, collate and analyse termly pupil, use to challenge headteachers / governors as necessary	DP & JC	Dec 2013 – termly	• **80% of pupils in RI schools or those at risk of RI are on track to make expected progress and attain at least in line with national expected level and in line with FFT estimates at 25th percentile**
3.5	Ensure ECPs are focused on scrutinising overall effectiveness accurately and robustly to reach focused priorities for rapid improvement in all schools apart from schools of concern	CS	Oct 2013 -	**By July 2014** • **80% of pupils in schools causing concern are making expected progress and on track to attain at least in line with national expected level and with FFT estimates at 25th percentile**
3.6	Ensure graded approach to schools of concern, use scoping audits to identify issues, use half termly performance data to hold headteachers and governors to account for rapid improvement	MJE	Sept 2013 -	• **90% of pupils in RI schools or those at risk of RI are making expected progress and attaining at least in line with national expected level and with FFT estimates at 25th percentile**
3.7	Produce performance reports for CS Leadership Team, every Overview and Scrutiny Panel and Education Service Improvement Board showing pupil progress in all schools of concern, RI and those at risk of RI	CS	Sept 2013 -	
Priority 4	**Intervene more promptly and robustly, applying formal procedures where appropriate, in those schools which consistently underperform** Lead Mary-Jane Edwards / Denise Walker			**What will success look like?** • **Schools of concern are challenged to make rapid improvement** • **LA makes greater use of LA powers** • **Academy Programme is used to transform provision and outcomes** • **RI Schools become good within expected timescales**
No	**Action**	**Who**	**When**	**Milestones**
4.1	Allocate LA officer (Intervention Officer) to every school of concern – to provide robust challenge and support - Undertake intensive scoping visits to determine whether LA powers should be used - Ensure graded response to intervention based on further analysis	MJE	By Sept 2013 Sept / Oct 2013 - From Oct 2013	**By Dec 2013** • At least 1 Performance, Standards and Safety Warning Notices has been issued • 80% of schools of concern are rag rated by Intervention Officers as making good progress with their improvement plan
4.2	Use LA powers of intervention more swiftly to effect rapid improvement - Issue LA warnings to schools identified as schools causing concern as required - Provide additional governors to weak governing bodies - Issue Performance, Standards and Safety Warning Notices to governing bodies of schools in Ofsted categories, identified schools of concern and on-going - where progress is insufficient - Remove delegated powers or governance in all schools in Ofsted category and those significantly at risk - Recommend schools for structural solutions	MJE	From Sept 2013	• **All schools in Ofsted categories have had financial delegation removed or have an Interim Executive Board in place** • **All schools in Ofsted categories are working with the LA and DFE to become a sponsored academy** **By April 2014** • **% of schools in receipt of a Performance, Standards and Safety Warning Notice is in line with regional average** • 80% of schools on the identified list with insufficient capacity are moving towards sponsored academy status • 90% of schools of concern are rag rated by Intervention Officers as making good progress towards improvement targets
4.3	Engage in academy programme to swiftly transform poorly performing schools where capacity to improve is limited and progress is too slow, working with relevant partners e.g. Diocesan Boards, DfE	PD	From Sept 2013 –	**By July 2014**

C85

No	Action	Who	When	Milestones
	- Target schools in Ofsted categories for rapid transition to Academy - Identify schools with insufficient capacity to transfer to good - Identify small schools with no long term solution for leadership		On-going Sept 2013 Nov 2013	• 100% of schools identified by the LA with insufficient capacity to become a good school will be a sponsored academy • **% of schools in receipt of a Performance, Standards and Safety Warning Notice is in line with national average** • **All schools in Ofsted categories have had financial delegation removed or have an Interim Executive Board in place**
4.4	Ensure all schools judged RI or at risk of RI required to join the N2GG programme - Engage all through range of events - Place every school in a cohort for full engagement - Ensure all governing bodies have an external review of governance - Broker high quality system leadership for governance and school leadership - Broker high quality training, advice and support for rapid improvement to meet priorities in school's improvement plan - Monitor impact through collection of half termly progress data - Identify any schools that lack capacity, unwilling to engage, making poor progress to become schools of concern/academies - Share best practice widely to ensure building capacity in the system	DW	From July 2013	• **All schools in Ofsted categories are working with the LA and DFE to become a sponsored Academy** **By July 2015** • 95% of all RI schools, or at risk of RI, that are inspected by Ofsted have achieved a good or better outcome • 80% of school s of concern (2013 – 2014) that are inspected by Ofsted are judged to be good schools
4.5	Provide intervention support for all schools judged RI by Ofsted - Collect and evaluate all improvement plans within 2 weeks of Ofsted judgement - Provide intervention to enable governors to produce and effective improvement plan - Monitor governors' monitoring of the impact of improvement plans - Engage as needed with Ofsted to enable rapid improvement	BH	From June 2013	

Priority 5	Accelerate the implementation of new arrangements for commissioning system leaders, and partnerships, to improve educational provision Lead: Simon Morley			What will success look like? • **More System Leaders are recruited** • **System leaders are used effectively to strengthen weaker schools** • **System is more self-sustaining** • **More strong and sustainable 'partnerships' are created across Norfolk leading to better outcomes**
No	**Action**	**Who**	**When**	**Milestones**
5.1	Expand capacity for System Leadership - Use LA categorisation of Norfolk schools to identify all schools with capacity to continue as or become system leaders - Work with Teaching School Alliances to review capacity of existing System Leaders - Identify out of county capacity in system leadership - Engage all Norfolk schools currently judged good or outstanding by Ofsted and judged through LA risk analysis to continue to meet this Ofsted criteria, to participate in moving from good to outstanding or sustaining success - Use ECP role to support improvement from good to outstanding, participate as system leaders through challenge and scrutiny - Work in partnership with Headteacher Associations to support strategies to build capacity for a self-improving	SM SG	From Sept 2013	**By Dec 2013** • **All good or better schools as judged by Ofsted and LA are engaged in or working towards system leadership** • Schools have been identified and targeted by LA to move rapidly from good to outstanding • All cohort 1 schools in N2GG are linked to a system leader • All small schools have reviewed the long term leadership plans for their school **By April 2014** • **System leadership is drawn from 75% of good or better Norfolk schools** • Ensure 100% of Norfolk system leaders are internally accredited and 75% of system leaders are externally accredited • Diocesan Boards have been supported by the LA to reach their projected targets for academy sponsorship • All cohort 1 an 2 schools in N2GG are linked to a system leader • Small schools with insufficiently robust plans for future leadership have been identified and are working with the LA to secure an appropriate solution

C86

				By July 2014
	and self-sustaining system of school improvement - Employ experienced NLE/LLE to rapidly expand and improve impact of primary and secondary system leadership			**By July 2014** • **System leadership is drawn from 90% of good or better Norfolk schools** • **The % of outstanding schools is at least in line with the national average** • Evaluations of System leadership shows that 90% of schools supported have reached their improvement targets **By July 2015** • **System leadership is drawn from 100% of good or better Norfolk schools** • **The % of outstanding schools is above the national average**
5.2	Ensure all system leaders are of high quality and can effect improvement in other schools - Ensure system leaders are accredited as Local Leaders, National Leaders or System Leaders of Education – through National College and Teaching Schools - Audit capacity and strengths of all system leaders, ensure sustainability, continued growth - Provide accurate data and intelligence to all system leaders to support their work in identified schools - Provide training, advice, support and briefings to facilitate the work of system leaders - Ensure robust procedures are agreed with all system leaders e.g. contracts, clear and measurable outcomes, accountability, quality assurance, monitoring and evaluation of impact - Ensure rigorous quality assurance of all system leader work	SM	From Sept 2013 Oct 2013	
5.3	Make effective use of all system leaders in target schools - Deploy high quality system leaders to work in schools of concern to improve governance and leadership of improvement - Deploy system leaders to schools as part of the N2GG - Use effective system leaders in schools of concern to enable rapid improvement and long term leadership or structural solutions - Use system leaders to enable/facilitate strong future partnerships with good schools and increase federations or academies - Broker schools for places on the Improving Teacher Programme (ITP) and Outstanding Teacher Programme (OTP) - Enable system leaders to build capacity in themselves through partnership working, development of families of schools, strong and strategic alliances	SM / MJE / DW	From Sept 2013	
5.4	Monitor and evaluate the impact of the work of system leaders - Monitor the impact of the work of system leaders in N2GG schools and schools of concern - Monitor take up and impact of ITP and OTP - Evaluate the impact of work of system leaders and share best practice widely, draw on best practice beyond Norfolk	SM / JW	From Dec 2013 - termly	
5.5	Further develop strategic partnership with Diocesan Boards - Focus on RI and small schools to enable strong partnerships, federation or academy solutions - Accelerate academy sponsorship through Diocesan Academy Trusts	PD	From Sept 2013	
5.6	Accelerate targeted focus on building strong and sustainable small school partnerships - Require every small schools to determine plans for long term leadership - Recruit additional county headteachers to strengthen leadership and governance across groups / clusters of schools	PD	Sept 2013 Nov 2013	

C87

Priority 6	Sharpen evaluation of its strategy for, and practice in, challenging and supporting schools. Lead: Paul Dunning			**What will success look like?** • **Monitoring and Evaluation are clearly defined through a coherent evaluation schedule** • **Monitoring informs and influences direction of travel** • **Evaluation of impact is accurate and robust** • **Outcomes of quality assurance procedures show improving quality and consistency of workforce**
No	Action	Who	When	Milestones
6.1	Revise Senior Education Management Team to ensure better accountability for impact of the work of Children's Services with schools and settings	GB	July 2013	**By Sept 2013** • School Improvement Steering Group is established to monitor quality and approach to supporting school improvement • Improvement Plan Steering Group is established to monitor the implementation and impact of the LA Strategy for supporting school improvement **By Oct 2013** • District Education Improvement Boards are in place to enable closer scrutiny of impact of LA Support for School Improvement **By Dec 2013** • Monitoring and evaluation schedule is devised and shared with all plan leads and contributors • **All milestones for improvement are being fully met** • All ECPs have been recruited and have visited target schools on schedule • N2GG has identified and is using a range of external professionals to work with schools • NIEAS evaluations of training, advice and support show 95% satisfaction rate • Quality assurance of Intervention Officers shows 100% satisfaction rate **By April 2014** • **Monitoring shows good progress towards all targets** • Overview and Scrutiny panel minutes identify appropriate rigour and challenge for LA support for school improvement **By July 2014** • **Evaluation of impact shows that all targets for improvement have been met**
6.2	Devise a robust monitoring and evaluation schedule for all aspects of school improvement strategy, with a clear reporting timeline to groups responsible for holding Education Children's Services to account - Education School Improvement Board (ESIB) (Stakeholders and Members) - Council / Cabinet (political) - Chief Officers Group / Children Services Leadership Team	JW /PD	Oct 2013 – Dec 2013	
6.3	Review best practice in robust monitoring and evaluation and share widely	JW	By Dec 2013	
6.4	Identify consistent approach to reporting on performance - Ensure outcomes of monitoring activity is routinely reported - Ensure evaluation is accurate and built on rigorous monitoring	CS	From Sept 2013	
6.5	Recruit experienced and highly effective practitioners in school improvement from outside of Norfolk to ensure rapid acceleration of school improvement - Recruit ECPs) from ex Lead inspectors/ HMI/Heads of outstanding schools/effective leads for LA school improvement - Engage high profile national practitioners and leaders to contribute to N2GG - Commission / broker National and Local Leaders of Education from other LAs to work with Norfolk schools - Enable schools to access London Leadership Challenge as part of N2GG	DW/CS/MJE	Sept 2013 Oct / Nov 2013 Oct 2013 Nov 2013 Sept 2013	
6.6	Improve consistency and effectiveness of LA staff to support school improvement - Engage staff in professional development programme to focus on best practice - Engage external agents to ensure rigour of procedures and practice - Establish professional practice groups for Intervention and school Improvement and continuing professional development	PD	 Oct 2013 Nov 2103 Sept 2013 -	
6.7	Ensure all support for school improvement is routinely quality assured and swift and appropriate corrective action is taken when under performance is identified	PD	Oct 2013 -	
6.8	Improve the effectiveness of strategic leadership and planning - through more accurate analysis of school performance, - robust monitoring and - clear and routine evaluation of impact	CS	From Sept 2013	
6.9	Accountability and performance management objectives for the education section Senior Management team explicitly linked to the Strategy and action plan	GB	Sept 2013 -	

C88

Outline of additional resources to support post Ofsted plan

Additional resources allocated by Norfolk County Council in April 2013 (£1M) and August 2013 (£1.525M)			
Post Ofsted Areas for Improvement	**2013/14**	**2014/15**	
Commission an external, forward-looking review of the strategies 'A Good School for Every Learner in Norfolk' and 'Norfolk to Good and Great' to identify how these could rapidly lead to better outcomes	£75k for combining external review with evaluating and refining the strategy for, and practice in, challenging and supporting schools £75k for bringing nationally and internationally acclaimed experts in school improvement to work with Norfolk education leaders	£75k for further evaluation and refining of planning £75k for further involvement of national and international experts in school improvement with Norfolk leaders	**£300k**
Ensure that schools, including governors, are held to account for their own improvement and for raising the achievement of their pupils	Additional activity is funded through Education Improvement budgets and through additional grants		-
Use available performance information systematically to check that schools are improving against frequent and ambitious milestones	£150k for enhanced scrutiny of schools through an external Education Challenge Partner role	£150K for enhanced scrutiny of schools through an external Education Challenge Partner role	**300k**
Intervene more promptly and robustly, applying formal procedures where appropriate, in those schools which consistently underperform	£163K for additional Intervention Officers and business support	£162K for additional Intervention Officers and business support	**£325k**
Accelerate the implementation of new arrangements for commissioning system leaders, and partnerships, to improve educational provision	£500k for Norfolk to Good and Great £100k for Education Challenge Partners additional LA leadership of primary and secondary system leadership	£500k for Norfolk to Good and Great £100k Education Challenge Partners for additional LA leadership of primary and secondary system leadership	**£1,200k**
Sharpen evaluation of its strategy for, and practice in, challenging and supporting schools.	£100k for additional improvement advisers £100k for establishing range of traded services on a secure footing	£100k for additional improvement advisers £100k for establishing range of traded services on a secure footing	**£400k**
			£2,525,000

C89

Summary to support the school by school categorisation and trajectory for expected Ofsted outcomes

Norfolk Getting to Good - **Current Position Norfolk and National**

Ofsted Grading	Norfolk Primary (outcomes to July 2013)		National Primary (outcomes to June 2013)
	Percentage	Number	Percentage
Outstanding	10	37	19
Good	52	191	60
Good or better	**64**	**228**	**79**
Satisfactory/Requires Improvement	32	119	19
Inadequate	4	15	3

Ofsted Grading	Norfolk Secondary (outcomes to July 2013)		National Secondary(outcomes to March 2013)
	Percentage	Number	Percentage
Outstanding	12	6	26
Good	47	24	47
Good or better	**59**	**30**	**73**
Satisfactory/Requires Improvement	27	14	22
Inadequate	14	7	4

Risk Analysis and School Categorisation (September 2013)

The LA risk analysis is a pre-inspection hypothesis based on an analysis of achievement and Ofsted outcomes over time. It categorises all Norfolk Schools (including academies and free schools). This defines the relationship between the LA and the school.

Primary Schools

Risk	No. of Schools	Percentage of Schools
A4 Schools of Concern	62	17%
B3 Schools who Require Improvement (may be judged Satisfactory / RI or better)	64	18%
C3 Schools judged as Satisfactory / RI who are making good progress	38	11%
D1-3 Schools in transition	9	9%
E1 Confidently good	49	14%
E2 Good	115	32%
F1 Outstanding	24	7%

Secondary Schools

Risk	No. of Schools	Percentage of Schools
A4 Schools of Concern	12	24%
B3 Schools who Require Improvement (may be judged Satisfactory / RI or better)	14	27%
C3 Schools judged as Satisfactory / RI who are making good progress	3	6%
E1 Confidently good	2	4%
E2 Good	15	29%
F1 Outstanding	5	10%

C90

When will Norfolk Schools get to Good?

The methodology used to predict when schools will get to good is based on:

1) The date and outcome of the school's last inspection. The timing of school inspections imposes a limit on when a school can be judged good and schools inspected and judged to require RI are not likely to be re-inspected for at least a year. Schools that are judged inadequate are also likely to move to RI before achieving good
2) The school's published achievement data over the last three years, and provisional 2013 results. These have been used for both Primary and Secondary to add to the evidence as to which direction our schools are moving in.
3) Our most recent risk analysis of schools taking into account our understanding of their progress and barriers to their progress.
4) Academisation. The success of this programme at Secondary level leads us to believe that all Secondary schools will be good by July 2016. Any Secondary schools not likely to make sufficient progress to achieve good will become a sponsored academy. This reasoning will apply to Primary schools and the Authority and DfE are proactively seeking good quality sponsors to work in the primary sector.

	Dec 13	Apr 14	Jul 14	Dec 14	Apr 15	Jul 15	Jul 16
PRIMARY							
Prediction	67%	69%	78%	84%	90%	90%	100%
Target			79%			85%	95%
SECONDARY							
Prediction *	60%	63%	73%	78%	82%	90%	100%
Target			75%			80%	95%

* Please note the total number of secondary schools with a Ofsted judgement changes as schools close and sponsored academies open without outcome judgements (unlike Ofsted Data View). The numerator increases once the academy is inspected

Glossary

Initials	Name	Job Title
GB	Gordon Boyd	Assistant Director, Children's Services
CS	Chris Snudden	Head of Education Achievement Service
MJE	Mary Jane Edwards	Head of Education Intervention Service
PD	Paul Dunning	Head of Education Partnership Service
DW	Denise Walker	Head of Norfolk to Good and Great (N2GG)
VC	Val Creasy	Attendance and Exclusions Strategy Manager
TJ	Trish Judson	Employability and Skills Strategy Manager
SM	Simon Morley	Senior Adviser, Leadership Development
JC	John Crowley	Adviser, Achievement
DP	Dave Pollock	Senior Adviser, Achievement
SG	Seb Gasse	Senior Adviser, Partnership Development
TC	Tricia Ciappara	Deputy Headteacher – Virtual School for Children in Care
HW	Helen Wardale	Lead Manager, Norfolk Governor Support Service
BH	Bev Hall	Senior Adviser, Intervention
JW	Janet Warburton	Senior Adviser, Assessment

Acronyms	
N2GG	Norfolk to Good and Great
ECP	Education Challenge Partner
NLE	National Leader of Education
LLE	Local Leader of Education
RI	Requiring Improvement
ITP	Improving Teacher Programme
OTP	Outstanding Teacher Programme
PHA	Norfolk Primary Headteachers Association
NSEL	Norfolk Secondary Education Leaders
NASSH	Norfolk Association of Special School Headteachers

C92

C93

Early Help Operational Improvement Plan

2013 - 2015

Version 2.05

Improving **Times**
...in Children's Services

Early Help Operational Improvement Plan

Early Help

Accountable	Assistant Director - Early Help
Responsible	Early Help SMT
Outcome	Children, young people and their families receiving the early help they need in order to progress and secure positive outcomes in relation to their social, personal, emotional and economic lives, preventing the need for more specialist services, including children coming into care, as a consequence of unmet or escalating needs.

What we will see

The Leader of Norfolk County Council has recently confirmed the council's strategic priorities:

"By putting people first, councillors want to achieve a better, safer future for the whole of Norfolk, based on education, economic success and listening to local communities.

Excellence in education – championing children and young people's right to an excellent education, training and preparation for employment and making sure they have the talents and ability to compete with the best.

Real jobs – promoting employment that offers security, opportunities and a good level of pay – leading to sustainable jobs throughout Norfolk."

Children's Services improvement is an essential and integral element to the council's strategic priorities and is reflected by the urgent emphasis on improvement; focused on how we support educational improvement, improve safeguarding and Looked After Children services. This improvement plan is focused on improving our early help to children young people and their families, so that our vision for children and young people is fully realised:

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected and have high aspirations for their future.

Our ambition is to have a comprehensive multi agency early help offer which is improving outcomes for children and young people, their families and local communities. We are committed to building a partnership approach to early help that enables individuals to consistently receive the support they need, at the earliest opportunity, including from their own extended family, the local community, via a single agency or through a co-ordinated multi agency process.   We want children, young people and their families to have a positive and productive experience, each time services are provided, and more collaboration through agencies pooling resources and supporting joint working so that we make optimum use of all available resources to improve the outcomes being achieved for individuals, families and communities.

We will achieve this by providing support as soon as a problem emerges, at any point in a child's life, as they progress along a pathway from birth and their early foundation years, through adolescence and into adulthood. Our emphasis is on supporting families, communities and universal settings within local neighbourhoods, to provide prevention and early help which enables individuals to remain on and have their needs met along this 'universal pathway'. Where individuals have unmet needs our emphasis is on meeting these needs quickly before they escalate and for children and young people with complex needs requiring more specialist support to experience smooth processes that help step-up or step-down intervention in response to need and risk, for example in relation to children and young people on the edge of care.

The compelling case for early help has been made nationally in the Graham Allen report on intervening early in a child's life, the Field report on preventing generational poverty, the Munro review of children's social care services, the Tickell review of early years and the Marmot review of health. These reports alongside evidenced based research clearly demonstrate that early help results in positive benefits to the social, personal, emotional and economic lives of children and young people, their parents and carers.

Across Norfolk there has been a sustained increase in the number of children referred to statutory interventions by children's services and a 17% increase over 2 years in the number of Looked After Children. Meeting the needs of these children requires intensive, high cost, multi-agency resources which often do not achieve the positive outcomes hoped for. We have not, to date, delivered a sufficiently coherent multi-agency early help offer or targeted services which prevent the escalation of need and risk and improve outcomes for individuals. This has meant the delivery of early help has been inconsistent, as has been our use of the common assessment framework across agencies, delaying the speed with which children and young people's needs are recognised.

In Norfolk, early help must be the catalyst that changes how local partners work together and with families and communities, to ensure that all available resources (services, workforce, finances and social capital) are used in the best possible way and at the earliest possible opportunity to effect positive change. Early help is a strategic priority for Norfolk County Council and its partners in order to break the cycle

of poverty, social exclusion and disadvantage. It is a strategic priority for Children's Services and its partners given our ambition to reduce the number of children subject to child protection plans and reduce the number of looked after children in the county. Early help requires leaders, managers and front-line staff across all services and sectors whose work has an impact on the lives of children and young people to ask "h*ow could we, within the limits of our existing and future predicted resources, do things differently, so that we get help to children and families earlier?"*

We are focused on improving partnership approaches and our engagement with children, young people and their families, recognising that we have existing examples of effective early help to build upon.   But equally we acknowledge that there is an urgent and immediate priority to improve outcomes for children and young people through our early help offer. We recognise that we will only secure this rapid improvement by:

- Getting the basics right
- Leading and managing well
- Effective performance management
- Productive and purposeful partnership working

These improvement imperatives span the breadth of our early help activity:

- Early help being delivered through partnerships.
- Direct delivery of early help to children, young people and their families by our own Children's Services teams.
- Commissioned early help provision we have contracted from 3rd party providers.

Our improvement emphasis requires us to better understand the contribution to outcomes that our early help provision is making for individuals, families and communities. As a consequence we have recently developed a multi-agency high level outcomes framework to assist Children's Services and partner agencies to assess the impact of our work, across the county as well as locally within particular neighbourhoods, and for specific groups. Our age and stage needs profiles, developed with the Norfolk Insight Team as part of the joint strategic needs assessment (JSNA), provide a useful baseline in terms of children and young people's need. The outcomes framework, applied to our early help provision across the partnership, will allow us to understand and measure the impact:

- For individuals - assessing the impact of early help through using a variety of validated outcome measurement tools that help measure progress for individual children and young people across a range of personal and social capabilities, such as confidence or self esteem.
- For families - assessing the contribution of early help to improving outcomes through tracking measures and indicators related to employment and jobs, education and skills, housing, parenting, mental health, substance misuse, antisocial behaviour and offending.
- For communities - assessing the contribution of early help to securing healthy populations, a vibrant local economy, reduced poverty, safer communities and improved community cohesion, strong and sustainable communities with engagement by individuals in democratic processes.

We must do all of this within the current financial context of reducing budgets across the public sector, and voluntary and community sector organisations. We have to find ways to reduce demand for high cost interventions and meet needs through delivering effective early help.

To secure the step change in outcomes for children, young people and their families , it is clear that there are four improvement priorities for the Early Help Improvement Board to pursue (as highlighted in the following action plan):

1. **To improve multi agency governance and partnership arrangements which support the delivery of coordinated effective early help.**
2. **To improve early assessment of needs including multi agency use of the Family Support processes (ex CAF) in order to increase the effectiveness of provision and individual practice.**
3. **To improve the participation of children and young people as service users and the 'voice of the child' in shaping early help provision at both a strategic and operational/case level.**
4. **To improve the quality of early intervention with families in order to prevent the escalation of their needs and reduce the need for intervention from safeguarding teams.**

How do we define the standards?

- The Children Acts 1989 and 2004
- Statutory Guidance including Working Together to Safeguard Children 2013
- The College of Social Work Professional Capabilities Framework for Social Workers
- Standards for Employers of Social Workers in England and Supervision Framework
- Children and Young People's Act 1933 and 1963
- Education Act 1996
- Child Care Act 2006
- Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006
- Improving Behaviour and Attendance Statutory Guidance 2008
- Education & Skills Act 2008 (which replaced Section 140 of the Learning and Skills Act 2000).
- Children Missing Education Statutory Guidance 2009
- Safeguarding and Promoting the Welfare of Disabled Children Using Short Breaks Statutory Guidance 2010
- Services and Activities to Improve Young People's Wellbeing Statutory Guidance 2012
- Education Act 2011
- Early Education and Childcare Statutory Guidance 2013
- Sure Start Children's Centre Statutory Guidance 2013
- The Children and Families Bill 2013

This plan is intended to be a dynamic document and as such, will be refreshed every 6 months. The first refresh in March 2014 will fully reflect the new Ofsted requirements.

Performance Area	Strategic Intent and Actions	Responsible	Enabling Teams	Target Date	How measured/ KPIs	R A G
Early help being delivered through partnerships	***To improve multi agency governance and partnership arrangements which support the delivery of coordinated effective early help.*** • Map existing 'touch points' between Children's Services and partner agencies to identify opportunities to rationalise partnership arrangements. • Deliver and maintain an early help website offering access to information and guidance for partner agencies • Baseline & report on levels of assessed need for local areas and particular cohorts to the Early Help Improvement Board using age & stage profiles and other needs assessments • Set out for staff and partners clear explanations about the role and responsibilities of the Early Help Improvement Board and its reporting line/ links with the Health & Wellbeing Board, the Children's Strategic Partnership and Joint Commissioning Group, and the NSCB.	TE TW TE/ CB/ SSp SDin/ MR	ICT/ comm s PPP/ BI H&WB Board NSCB	Oct 13 From Oct 13 Nov 13 Dec 13	• Partnership meeting requirements rationalised and reduced from Jan 14. • From Jan 14 Hit rate shows increasing access to Early Help website month by month. • From Jan 14 tri-monthly consolidated multi-agency performance data shows increasing positive outcomes for individuals, families and communities. • Attendance at Early Help Improvement Board reflects 100% representation of key agencies. • From Jan 14 targeted evaluations of early help by Early Help Improvement Board partner agencies shows increasing levels of performance quarter by quarter. • From Jan 14 increasing evidence (quarter by quarter)	

• Identify and agree a set of multi agency outcomes and performance measures for early help.	TE/ CB/ SSp	PPP/ BI/ Public Health	Dec 13	of joint local delivery focused on the whole family through sharing intelligence/data.	

• Develop a local partnership approach to support universal settings and communities improve outcomes for children and young people within:
   - places (e.g. communities, clusters, districts);
   - settings (e.g. schools, children's centres);
   - cohorts (e.g. troubled families, youth advisory boards, young carers).
	LS/ MB/ SSu	Adults Librar- ies Econ Dev PPP/ BI	Dec 13		

• Review the current contract delivering VCS Forum Secretariat Support, to inform future requirement when current contract ends in April 14.	TE		Dec13		
• Work with partners to share data and local intelligence in order to improve delivery and inform timely/ more integrated early help.	LS/ MB/ SSu		Jan 14		
• Increase links with economic development teams, housing and existing community development delivery to address wider community issues impacting on children and young people.	LS/ MB/ SSu		Mar 14		
• Report data from tracking impact and outcomes for individuals, families and communities to Early Help Improvement Board meetings.	TE/ CB/ SSp	Legal PPP/ BI	April 14		

To improve early assessment of needs by developing multi agency use of the Family Support processes (ex CAF) in order to increase the effectiveness of provision and individual practice.				• 33% increase in number of Family Support Assessments completed year on year.
• Promote and monitor use of practice tools and interventions which support high quality practice, including a 'distance travelled' tool to measure progress for individuals receiving services via a Family Support delivery plan.	PB/ CC		Nov 13	• 33% increase in the rate of FSP referrals and undertaking of lead professional roles by partner agencies
				• Audit evidences 60% of family support assessments are adequate or better by Dec 13 and 75% March 14.
• Use NSCB to establish multi agency alignment between early assessment and Family Support processes.	LS		Dec 13	• Audit findings evidence meaningful involvement of children and young person in the Family Support process in 100% of cases.
• Utilise excess/available capacity within social care teams to re-allocate family support worker time to contribute to the work of the early help hubs.	LS MB SSu		Jan 14	
• Deliver a multi agency training programme focused on culture change and delivering a family approach, improving quality of assessment and practice, and integrated working.	SSu LS		Feb 14	• Training impact audit evidences 75% participation in Family Support process activity within 6 months of training.
				• Training evaluation feedback evidences 100% understanding of the Family Support process and their role within it.
• Establish six district based early help 'hubs', each supported by a family support orientated role within Children's Services to help lead local early help intervention.	LS MB SSu		March 14	• All partner agencies represented on the Early Help Improvement Board have aligned their early

	• Undertake quality assurance audits of family support practice include the quality of assessment.	LD/ FS Leads		Mar 14	assessment and support processes to incorporate the Family Support process.
	• Feedback to NSCB on how Norfolk's Threshold document is enabling /hindering early help.	LS	NSCB	Mar 14	• 75% of Family Support process cases are closed with needs met.
	• Negotiate amendments to 3rd party provider contract specifications to ensure the Family Support process is integrated into practice wherever appropriate and set targets for engagement with the Family Support process.	TE Sp CB		April 14	• Reduce number of families stepping up to social care from 22% to 18%. • Amendments made to 100% of appropriate contracts at point of review.
	To improve the participation of children and young people as service users and the 'voice of the child' in shaping early help provision at both a strategic and operational/case level.				• Minutes and agendas from Early Help Improvement Board, and the Strategic Partnership and Joint Commissioning Group record evidence of service user engagement impacting on decision making.
	• Adopt an agreed set of partnership standards to support service users' (including children and young people) strategic and operational engagement in early help provision.	SDin/ MB	Coms & SU Team	Dec 13	• 100% of commissioning projects can evidence co-production with relevant service users (children, young people and their parents/carers) in one or more elements of the commissioning cycle (assessing needs, planning, doing, reviewing).
	• Develop clear feedback mechanisms to the Early Help Improvement Board and Strategic Partnership and Joint Commissioning Group for the range of existing youth engagement mechanisms (YABs & Young Commissioners, In Care Council, School Councils, UK Youth Parliament Members, VCS user groups etc) to ensure engagement by a wide cross section of	TE	Coms & SU Team	Jan 14	

	service users.				• 100% of Family Support assessments indicate child/young person has helped inform the choice of lead professional by March 14.
	• Support children young people and families in developing their ability to identify when they need help and their confidence to self-refer via our processes	EHMT	Coms & SU Team	Nov 13	
	• Systematic service user feedback collected from samples of service users and reported to each Early Help Improvement Board. This data to be scrutinised by the Children and Young People's Advisory Board	EHMT	Coms & SU Team	Nov 13	• Feedback from children, young people and families confirms that: 1. Their views were sought and considered 2. Explanations were given where services did not reflect their views and preferences
	• Mystery Shopper approaches applied to service user feedback reporting	MR	Coms & SU Team	Nov 13	
	To improve the coordinated multi agency support provided within local areas to Norfolk's (troubled) vulnerable families to prevent the escalation of unmet needs.				Troubled Families are 'turned around' if: EITHER
	• Deliver the Norfolk Family Focus project as part of Norfolk's Troubled Families programme through district based multi-agency NFF partnership groups.	CC	PPP/ BI	From Sept 13	• Each child in the family has had fewer than 3 fixed exclusions and less than 15% of unauthorised absences in the last 3 school terms; **and** A 60% reduction in anti-social behaviour across the family in the last 6 months; **and** Offending rate by all minors in the family reduced by at least a 33% in the last 6 months.
	• Confirm appropriate case management and recording system to support NFF casework, and performance monitoring and reporting.	LS	ICT	Nov 13	
		CC		Dec 13	

• Develop tools to embed use of storyboards across NFF activity and wider delivery with families. • Secure multi agency agreement for a data exchange agreement which supports NFF delivery. • Integrate NFF delivery with wider family support provision including newly commissioned Family Intervention Projects and Parenting Support programme delivery and the Operational Partnership Teams located with district councils/Norfolk Police.	MR PB/ CM/ KC/ KH	Legal ICT	Jan 14 April 14	• If they do not enter work, but achieve the 'progress to work' (one adult in the family has either volunteered for the Work Programme or attached to the European Social Fund Provision in the last 6 months) OR • At least one adult in the family has moved off out-of-work benefits into continuous employment in the last 6 months (and is not on the European Social Fund Provision/ Work Programme to avoid double payment) • Target of 900 families identified and worked with by April 14 with further 800 families by March 15. • 100% of storyboards in all NFF casework by Jan 14.
To improve multi agency arrangements within school cluster areas that enable early help services to step in earlier and prevent escalation of needs. • Pilot an early help social worker role based in six school clusters with the remit to: - Provide social work advice and guidance for	SSu	HR Finan- ce	Nov 13	• Designated Safeguarding Leads in schools and Heads report month on month increased confidence in their role within early help and safeguarding. • At least 30 Family Support

educational professionals, including use of the NSCB Threshold document. - Lead local coordination of early help interventions within the cluster area and move multiagency work forward - Deliver casework focused on providing early help to families - Provide guidance to schools on engaging/ communicating with safeguarding and wider Children's Services functions. - Engage children, young people and their carers in the Family Support process and provide opportunities for feedback.				Assessments initiated by each school based social worker during the pilot period • Audit of Family Support delivery plans and outcomes, evidences good multi-agency working or action taken to address non compliance in all cases worked with. • Audit of referrals to social care evidence 100% appropriate and timely referrals of a good quality from the pilot schools, in line with the Threshold document.
• Ensure 100% of children missing education are reported to LA and receive an early help package via Family Support Form process	Schools	LS/ MB/ SSu/ PD	Nov 13	• Audit of responses from social care evidence 100% appropriate and timely action of a good quality from the
• Work with school leaders to define clear roles and remit for Children's Services managers working with school clusters to secure improvements in early help, alongside educational improvement, safeguarding and corporate parenting.	PD/ CB/ AH/ DE	Comms	Jan 14	MASH and duty teams, in line with the Threshold document. • Feedback from families evidences high engagement in all pilot cases.
• Confirm with cluster leads how cluster working is contributing to local delivery of integrated early help.	LS/ MB/ SSu/ PD		March 14	• Where school attendance is an issue for children engaged in Family Support processes, minimum of 90% attendance by end of 6 months.
• Identify good practice in achieving high attendance and support/challenge all schools to match the best	Schools	CIN Teams	March 14	• Representative attendance by all school clusters in local

	• Improve use of cluster level data to target early help and measure impact	Schools	LS/ MB/ SSu/ PD	March 14	multi-agency forums and partnerships and contributing to integrated working. • Improved communication and understanding of roles between Children's Services teams and schools contributing to more appropriate referrals and more integrated working – evidenced through Family Support audit programme.	
Direct delivery of early help to children, young people and their families by our own Children's Services teams	*To improve the quality of early intervention social work with families in order to prevent the escalation of their needs and reduce the need for intervention from safeguarding teams.*				• 10 CIN teams fully staffed with social workers holding average caseload of 20. • 100% S17 work allocated to CIN teams by Jan 14. • 100% CIN cases with a care plan by Nov 13. • 100% CIN cases allocated to a social worker by Jan 14. • Weekly team reports show 100% compliance across all CIN teams by Jan 14. • 100% core assessments by CIN teams in timescale by Dec 13. • Divisional case file audits show 100% current CIN practice is adequate or better (March 14) improving to good	
	• Use weekly team manager data reports and best practice exemplars to establish a performance culture and improved practice across the workforce.	LS MB SSu CB	PPP/ BI	Oct 13		
	• Increase the social work capacity of the existing Children in Need Service by appointing additional social workers and team managers to establish ten teams of six social workers.	LS	HR	Nov 13		
	• Issue operational instructions on practice requirements related to CIN procedures and practice standards.	LS MB SSu CB		Nov 13		

	• Define more clearly the role of Family Support Worker as part of ensuring an appropriate skill mix within teams orientated to deliver early help.	LS MB SSu	Dec 13	or outstanding by July 14. • 5% reduction in referral of S17 to S47 for CIN cases by March 14 and each following 6 months.
	• Deliver targeted training to CIN social workers and team managers on effective assessment, care planning and early intervention.	LS MB SSu	Dec13	• 10% increase in step down to family support process by March 14 and each following 6 months.
	• Deliver workshop session with CIN team managers on management oversight and reflective supervision to support effective practice and performance management.	LS MB SSu	Dec 13	• S47 rates in line with statistical neighbours by Oct 14 • 20% increase in number of SGO placements as an alternative to care.
	• Undertake a targeted case file audit of a sample of CIN cases to establish a baseline of practice, followed by bi-monthly audits to track progress.	LS MB SSu	Dec 13 & then bi-monthly Jan 14	• 100% CIN 'edge of care' cases presented to the Resource and Practice Development Group.

	• Implement the Edge of Care Strategy at a county, team and individual case level through:
	  - Early identification of children and young people at risk of becoming looked after.
	  - Ensuring availability of a range of appropriate high quality edge of care interventions.
		LS MB SSu		

	To improve the continuity of effective integrated multi disciplinary intervention when families 'step down' to Family Support to prevent 'step up'/re-referral. • Re-issue amended step-up / step-down			• 5% reduction in step up from S17 to S47 for Children in Need Service cases by Mar 14 and then every 6 months. • 10% increase in step down to

	operational instruction to CS teams • Issue guidance to improve the effectiveness of Family Support Assessment recommendations made by MASH to avoid re-referral to Social Care • Develop and deliver district based practitioner workshops to increase collaboration between guidance advisers, attendance improvement officers, additional needs coordinators and early years workers as part of more integrated early intervention for families. • Audit quality of 'step down' practice within Family Support cases	SSu AMcK SSu MB LS QA Team		Nov 13 Jan 14 Feb 14 Mar 14	family support process by Mar 14 and then every 6 months. • 50% increase in number of Family Support Assessments initiated by non social care professionals within Children's Services by Mar 14 and then increasing month by month. • 10% reduction in re-referrals into S17/S47 by Mar 14 and then every 6 months. • 20% increase in 'step down' from MASH to Family Support process by Mar 14.	
	To improve outcomes for children at the end of the Foundation Stage, as they start school, with particular emphasis on the most disadvantaged. • Complete a review of the Children's Services' early years workforce taking account of changing early years policy and statutory requirement, as well as the need to secure savings. • Follow up initial Family Information Service contact, targeted at families who are potentially eligible for free 2 year old childcare, with personal contact from either their local children's centre or	SSp/ LS/ CSn JW	HR PPP/ BI Procur ement	Nov 13 Dec 13	• 85% take up of 2 year old childcare places by Jan 14, 93% by Jan 15 and 100% by Mar 2016. • 85% take up of free 3 and 4 year old early learning places by Jan 14, 93% by Jan 15 and matching/exceeding national figure by 2016 (currently 96%). • 3% increase in percentage of children achieving a good level of development across	

	• Work with children's centres to use their data to target and contact local families with 3 and 4 year olds not taking up free early learning places.	KH	PPP/ BI	Dec 13	Children's Services. early years outcomes year by year so that rate is at least in line with national average by 2015, and better by 2018.	
	• Deliver a revised commissioning plan for early years and an internal staffing structure which supports effective local early help for under 5s.	SSp/ LS/ Csn	HR PPP/ BI	Apr 14	• Attainment gap for children at the end of foundation stage for those in receipt of FSM and the rest will be in line with national average by 2015, and better by 2018.	
	• Develop an integrated information service for families and early years professionals to enable local and timely responses to children and families' needs.	SSp	ICT/ Coms	Sep 14	• 79% of early years settings judged as good or outstanding by Ofsted for 2013, 82% for 2014 and increasing 2% year on year.	
	• Invest £2.8M capital funding in areas of greatest need, based on childcare sufficiency data, to increase child care capacity for 2 year olds.	CH/ SSp/ JW	Financ e NPS	Mar 16	• No children excluded from school at foundation stage.	
	To improve provision for children with SEND as part of the local offer to children, in line with the requirements of the Children and Families Bill. • Engage with children, young people, parents and professionals across all relevant agencies to develop and agree (reflecting the core elements of the draft legislation): - A local offer. - Joint commissioning of services in line with needs assessment and local offer. - A single education, health and care plan and assessment and review process.	DW		Sept 14	• Volume of single education, health and care plan assessments in line with statistical neighbours. • Qualitative feedback (minimum 80%) from service users indicates local offer meeting their needs. • Increase in self-service though the Local Offer website (using google analytics data) • The 'narrowing of the gap' for	

	- A local mechanism for personal budgets linked to the single plan.				SEND learners is in line with our statistical neighbours and demonstrated as contributing to 'Good' and 'Outstanding' Ofsted inspections for individual schools within all phases
	To improve young people's post 16 participation in education and training, with a particular emphasis on groups of vulnerable young people: LAC young people & care leavers, teenage parents, young people receiving free school meals, young people with LDD and young offenders.				• 75% of young people sustaining progression within Youth Contract. • Decrease the attainment gap for Level 2 and 3 qualifications at age 19 by 2% year on year.
	• Increase from 20 to 150 the number of young people being supported directly by Children's Services guidance advisers and young person's adviser as part of the Youth Contract.	MB/ JF/ KP		From Oct 13	• Decrease the attainment gap for Level 2 and 3 qualifications at age 19 for those in receipt of FSM and the rest by 2% year on year.
	• Use monthly team level performance on education and training progression by district to target young people within the vulnerable cohort group to deliver a Family Support assessment where one/specialist assessment has not been already completed.	PB/ CM/ KC/ JF	PPP/ BI	Jan 14	• NEET rate (Yr 12-14) at <6% by Jan 2014 and <5% by Jan 2015 • Participation at 95% (2013) with 1% improved participation in education or training year on year for young people aged 16+
	• Review organisation of current Children's Services functions focused on education and training to assess how effectively these functions deliver in a coordinated and coherent way for vulnerable young people.	TE/ KP/ MB	HR	Jan 14	• Participation at 90% (2013) with 2% improved participation in education or training year on year for

	• Implement outcomes of review to provide more joined up, coordinated transition support for vulnerable young people aged 14+.	MR	HR	Jun 14	young people aged 17+ • 10% increase in apprenticeship starts by 16-18 year olds at July 14 compared to previous year. • 50 care leavers started apprenticeship by July 14	
Commissioned early help provision we have contracted from 3rd party providers	*To improve the contribution that commissioned early help provision contracted from 3rd party providers is making to securing outcomes for children and young people, families and communities.* • Establish clear commissioning reporting and governance arrangements for commissioners to report on contract performance following monitoring evaluation and reporting (MER) for individual contracts and on outcomes for children and young people by age & stage. • Increase use of a range of needs assessment and analysis as part of Norfolk's JSNA, including age & stage profiles, 11-19 education & training needs assessment, childcare sufficiency assessment and other specialist needs assessments to inform commissioning.	MR/ TE CB/ SSp/ TE	PPP/ BI/ PPP/ BI Public Health	Dec 13 Refresh April 14	• 100% commissioned contract specifications include outcome based KPIs. • 100% of contracted delivery subjected to performance monitoring and reporting based on outcomes and referencing improvement priorities. • 100% of commissioned programmes and contracts can demonstrate use of needs assessment data.	
	To improve the range and quality of multi agency and integrated responses being commissioned to meet children and young people's needs.				• Number of partner agencies focused on children and young people who have attended the Norfolk	

		SL	L&D Team	Oct 13	Commissioning Academy is increasing year on year.

• Identify senior staff to participate in the Norfolk Commissioning Academy as part of establishing closer commissioning links across public sector.	SL	L&D Team	Oct 13	Commissioning Academy is increasing year on year.	
• Co-lead the development of NCC's Commissioning Hub to ensure children's commissioning is linked with adult and wider NCC commissioning, including co-locate children's and adult's commissioning with procurement colleagues as part of the 'hub'.	TE	Public Health ETD PPP/ BI L&D Team Adults Procurement	Oct 13	• Approx 15% savings secured through NCC commissioning activity identified within the Putting People First proposals. • Evidence from aggregated data on impact and 'distance travelled' for individuals and the tracking of outcomes indicates that commissioning of early help provision is securing improved outcomes for families and communities 6 monthly by 6 monthly.	
• Identify and utilise opportunities to co-commission provision which can contribute to delivering more integrated early help for children and young people, their families and local communities: - Public Health & the 'Healthy Child Programme'	CB/ SSp/ TE	Public Health	Nov 13		
- Police & Crime Commissioner & prevention	TE	Adults	Nov 13		
- Adults Services Integrated commissioning team & FIPs/youth mediation provision	TE	Adults	Nov 13		
• Secure multi agency agreement on the link between the new Strategic Partnership and Joint Commissioning Group and existing joint commissioning mechanisms supporting CAMHS and NDAP commissioning.	SL	NDAP CAMHS	Dec 13		
• Develop a suite of commissioning 'tools' to support effective local commissioning of early help	TE	Adults	Dec 13		