

# People Directorate

## Live Quality Assurance Audit Framework & Toolkit

January 2020

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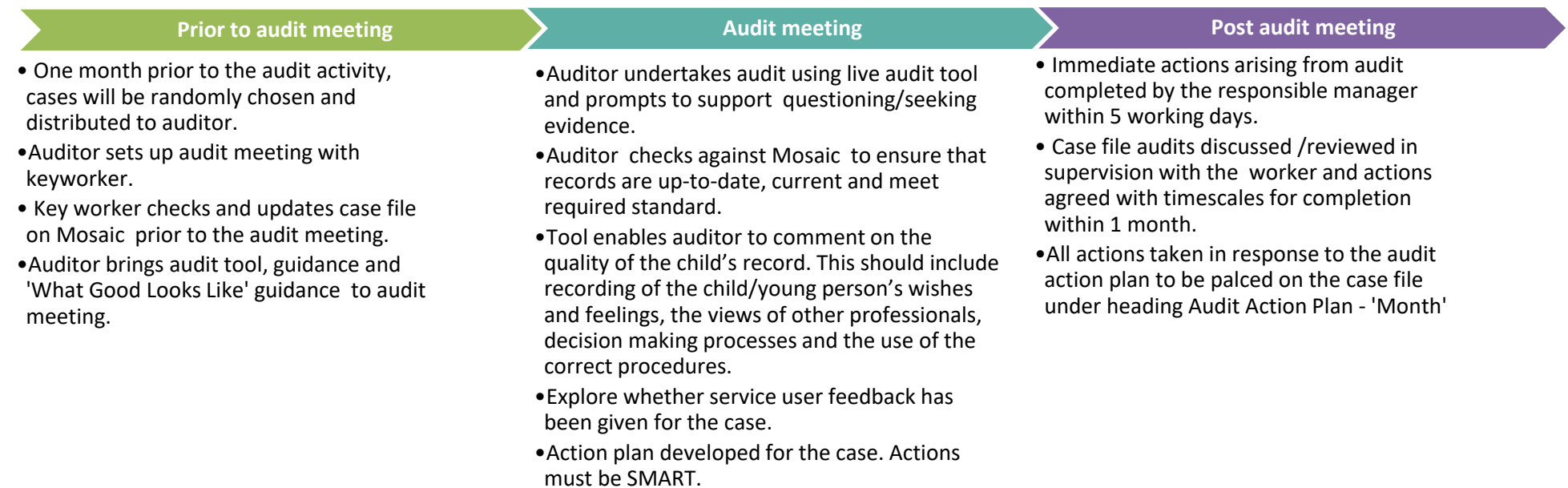
**Bracknell Forest ‘What Good Looks Like’ Guide**

## Bracknell Forest Quality Assurance – Live Case File Audit Guidance

This document should be read in conjunction with Bracknell Forest Quality Assurance Strategy.

The primary challenge of quality assurance is to improve the quality of practice and outcomes for children. Therefore, quality assurance must be strongly linked into effective mechanisms for achieving change and be able to demonstrate measurable improvements for children and families. Emphasis should be given to the quality of practice, involvement of practitioners in the audit process, the effectiveness of multi-agency working, and the child's journey.

### Individual Audit Process



**SPECIFIC**

Are they clearly identifiable or are they vague?

**MEASURABLE**

What are your success criteria? If your goals are not measurable, how will you know when you've achieved them?

**ACHIEVABLE**

Do you have the necessary resources to achieve them?

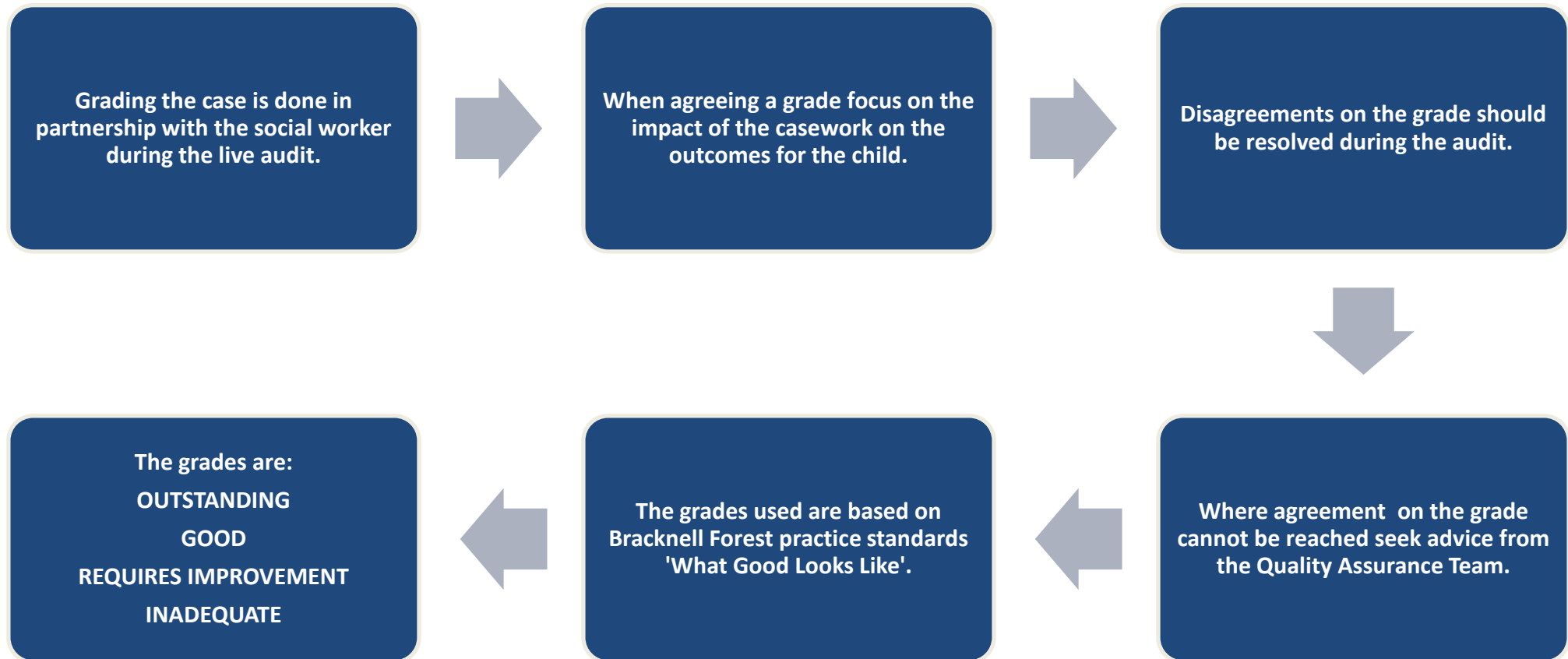
**REALISTIC**

Are they "do-able"? Are they achievable given the limited time and resources you have?

**TIMESCALES**

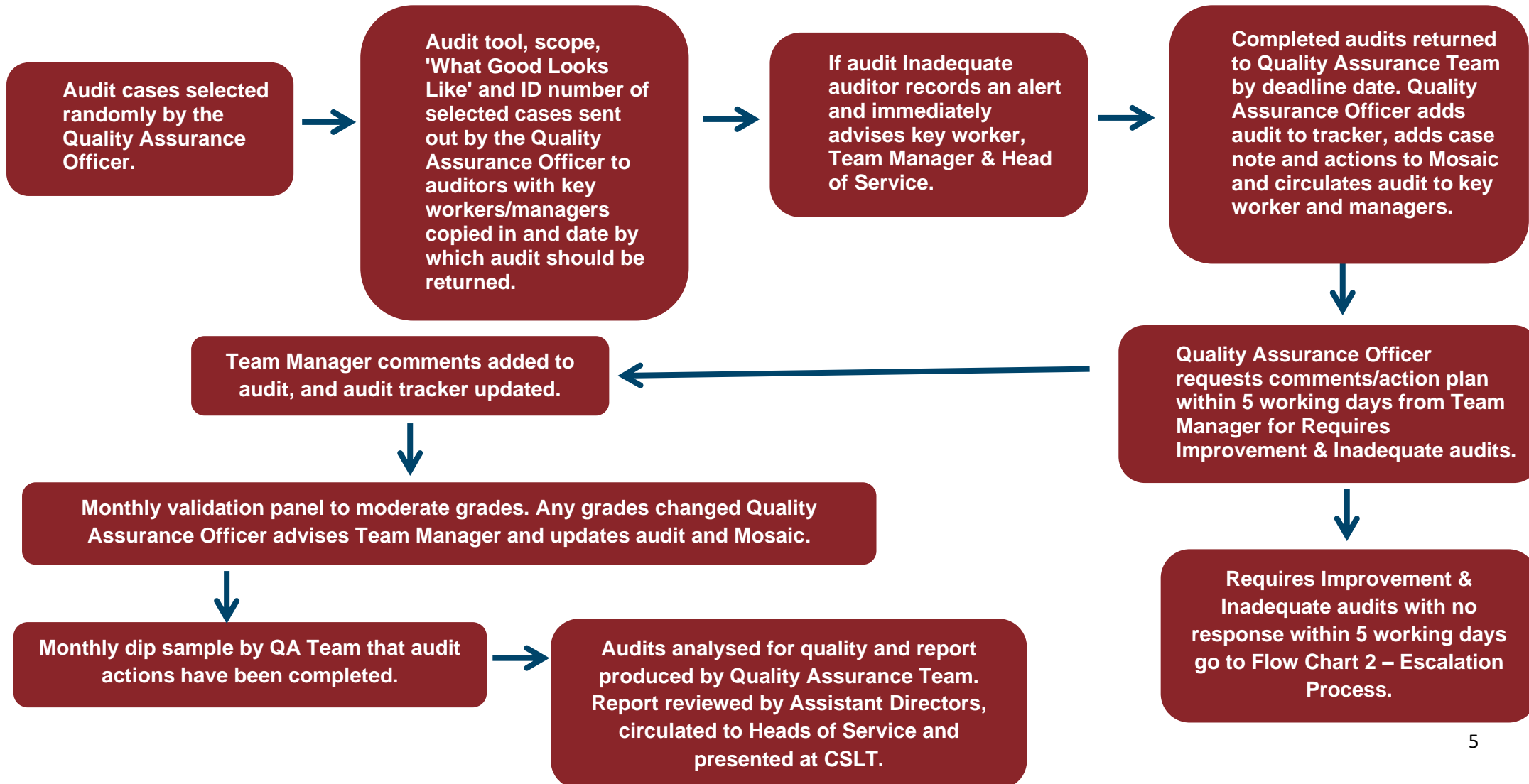
Have you set a deadline? Can you say what needs to be done, by whom, and by what time? Actions timescales should not be 'ASAP'

## Grading

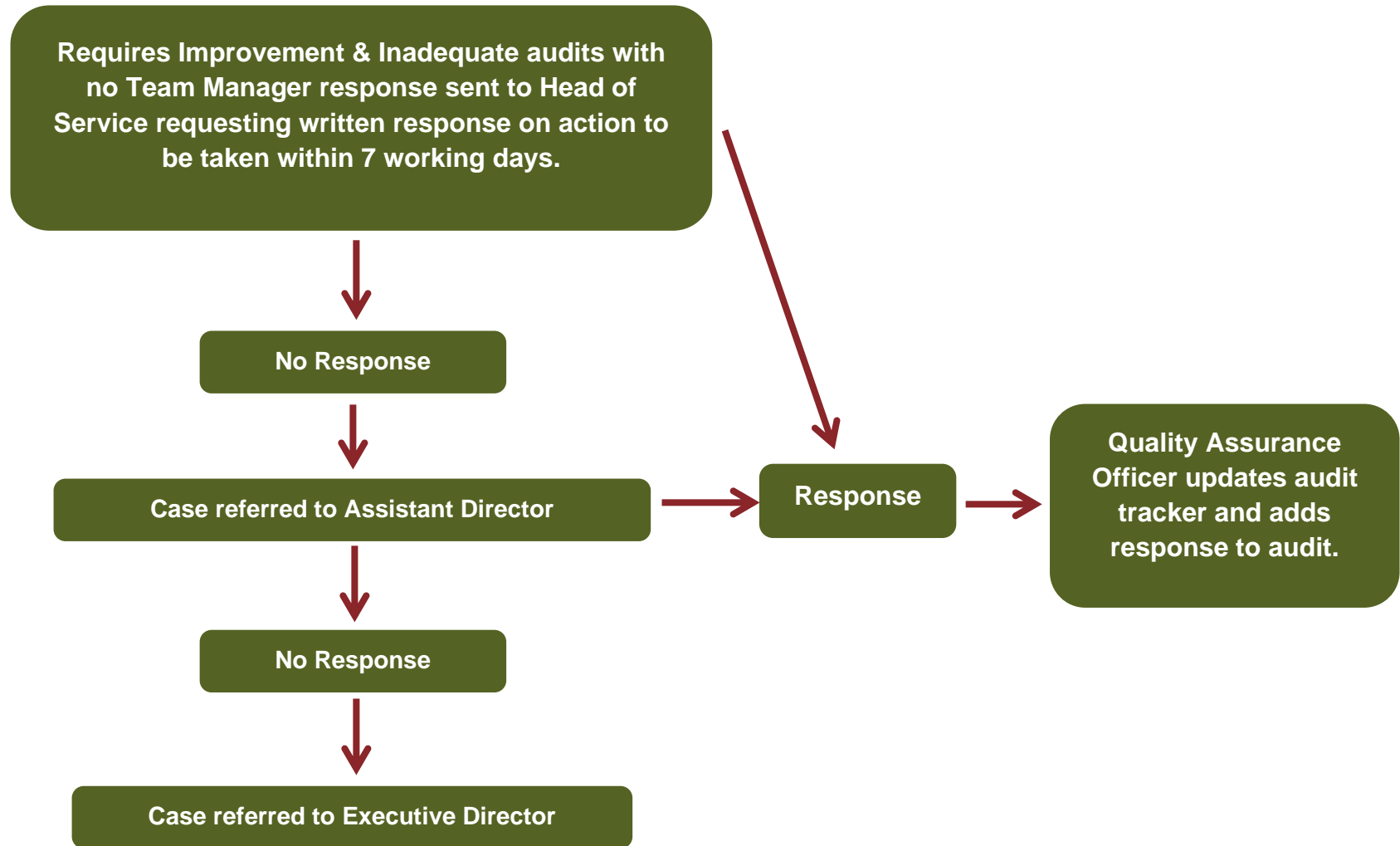


# Bracknell Forest Quality Assurance – Live Case File Audit Flow Chart

Flow Chart 1 – Audit Process



Flow Chart 2 – Escalation Process



## Bracknell Forest 'What Good Likes' Guide

This guidance should be used to ensure that auditors are recording evidence consistently during audits, and there is a shared understanding of '**what good looks like**'. This guidance brings together the key relevant criteria from Ofsted's evaluation schedule. Auditors should record evidence including highlighting areas of good practice. In addition, auditors should look for use of signs of safety approach throughout the work.

**We believe that in order that a child / young person's lived experiences to be judged **good** or **outstanding**, the following practice indicators should be evidenced:**

- **Up to date and reflective supervision records, that focus on the past, present and future with evidence of actions being taken forward in a timely way**
- **Up to date and good quality chronology**
- **An up to date and SMART plan, including safety plans where relevant, that reflects the needs of the child / young person**
- **Children are being seen regularly, within required timescales, and the voice of the child is evident**
- **Visits to children, young people and their families are focused and meaningful**
- **Evidence of a positive working relationship between social workers, parents, families, children and young people**
- **Evidence of goals for permanency for the child.**

<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Identification of Risk & Need/Assessment

Audited element	What good looks like
<p><b>Identification of Risk and Need/Assessment</b></p> <p><i>Effectiveness in identifying and responding to risk factors and strengths in a timely way. Understanding of past history and potential implications.</i></p> <p><i>Assessments are timely, comprehensive, analytical and of high quality. They lead to appropriately focused help.</i></p>	<p>Where relevant, include evaluation of identification and response to children who experience and/or are at risk of:</p> <ul style="list-style-type: none"> <li>• Child Sexual Exploitation</li> <li>• Neglect (consider age factors/ different manifestations)</li> <li>• Emotional, Sexual, Physical and/or Domestic Abuse</li> <li>• Radicalisation</li> <li>• Offending behaviour</li> <li>• Gang affiliation.</li> </ul> <ul style="list-style-type: none"> <li>• All children and young people will have an assessment that reflects their current circumstances and that has been completed within timescales and within the last 12 months.</li> <li>• Current risk assessment sufficiently informed by historical information and an understanding of contextual factors.</li> <li>• Understanding of contributory factors that may have played a part in the understanding of risk.</li> <li>• Assessments are timely, comprehensive, and analytical and of high quality – and lead to appropriately focussed help.</li> <li>• The assessment appropriately identifies risks, strengths, needs, and protective factors.</li> <li>• FSM is appropriately used.</li> </ul>



## Planning & Review

Audited Element	What good looks like
<p style="text-align: center;"><b>Planning and Review</b></p> <p><b><i>All children/young people will have a plan which addresses what needs to change to achieve the desired outcomes and specifically their plan for permanency.</i></b></p>	<p>Quality of decision-making and plans - planning and actions by named professionals that addresses identified risks and need. Critical review and timeliness of previous decisions and actions. Evidence of contingency planning.</p> <p><b><i>Consider if planning and review:</i></b></p> <ul style="list-style-type: none"> <li>• Addresses all identified risk and need (including harm to public).</li> <li>• Is current and updated, timely, comprehensive, specific with measurable outcomes and is implemented.</li> <li>• Influenced by views of children and parents/carers.</li> <li>• Is in the best interests of children and young people and achieved without delay.</li> <li>• Identifies the strengths of the family/young person.</li> <li>• Reflects other planning processes (i.e. YOS plan reflects other plans such as CP, CIN, LAC and vice versa).</li> </ul>

## Supervision, Decision Making & Management Oversight

Audited Element	What good looks like
<p><b>Supervision &amp; Management Oversight</b></p> <p><i>Management oversight and supervision on cases is effective and timely with clearly recorded rationale for decisions being made.</i></p>	<ul style="list-style-type: none"> <li>• Appropriateness of the case being open to the current service area as defined by the Bracknell Thresholds document.</li> <li>• Evidence of effective and timely supervision and management oversight with direction on cases clearly recorded rationale for decisions being made.</li> <li>• Quality of decision making including a critical review of timeliness of previous decisions and actions and follow-up of actions/ directions from managers.</li> <li>• Use of supervision to progress analysis and planning.</li> <li>• Signs of Safety are appropriately used.</li> </ul>

## Child & family engagement

Audited Element	What good looks like
<p><b>Child and family engagement</b></p> <p><i><b>Work is carried out in partnership with children and their families and networks. They will receive clear information about the processes of assessment, planning, review, and decision making and how to participate. They will receive appropriate support to participate.</b></i></p>	<ul style="list-style-type: none"> <li>• The child’s experience and voice is documented and each child’s individual needs in the family are addressed.</li> <li>• There is evidence of impact of the involvement of children in assessment, planning and intervention.</li> <li>• Child is invited to and attends key meetings as appropriate.</li> <li>• Evidence of child focussed practice and ongoing assessment of the child’s changing needs.</li> <li>• Child’s views and understanding of their situation, plan, contact arrangement, placement and change are recorded where appropriate.</li> <li>• Child is seen and seen alone, and benefits from a stable and effective relationship.</li> <li>• There is engagement with the child and insight into the child’s world, including through appropriate direct work.</li> <li>• There is evidence that interventions have made a difference in the child’s life.</li> <li>• Skill in developing constructive relationships with families whilst maintaining professional boundaries.</li> <li>• Balance between child’s and parent’s needs.</li> <li>• Involvement of fathers and other male family members.</li> <li>• Evidence that engagement with family has supported a reduction of risk/need.</li> <li>• Parents and family members are invited to and attend key meetings as appropriate.</li> </ul>

## Diversity & Identity

Audited Element	What good looks like
<p style="text-align: center;"><b>Diversity &amp; Identity</b></p> <p><i>Effectiveness of understanding and responding to issues of identity and diversity</i></p>	<ul style="list-style-type: none"> <li>• Relevant information is sought about age, disability, ethnicity, faith or belief, gender, language, race, sexual orientation, learning styles, economic circumstances, belief-systems and other aspects identity.</li> <li>• Understanding of the impact of these on parenting and the child’s experience.</li> <li>• Diversity and identity are appropriately incorporated into assessment, planning and interventions.</li> </ul>

## Multi-agency Working

Audited Element	What good looks like
<p style="text-align: center;"><b>Multi-agency working</b></p> <p><i>Effectiveness in coordination between agencies including communicating key events and issues.</i></p>	<ul style="list-style-type: none"> <li>• Key people invited to participate in ongoing casework.</li> <li>• Effectiveness in coordination between agencies including communicating key events and issues. Concerns and significant information about events and issues are appropriately shared amongst multi-agency partners in a timely, relevant and clear manner.</li> <li>• Verbal communication followed up in writing where appropriate.</li> <li>• Any contributory factors that may have influenced multi-agency communication on the case.</li> <li>• How joint working and information sharing informed the assessment and interventions to improve outcomes.</li> </ul>

## Outstanding, Requires Improvement & Inadequate Grade Descriptors

### Outstanding

'The experiences and progress of children looked after and achieving permanence' and those who need help and protection' is likely to be judged outstanding if, in addition to meeting the requirements of a 'good' judgement, there is evidence that professional practice exceeds the standard of 'good' and results in sustained improvement to the lives of children, young people and their families. Research-informed practice, some of which will be innovative, continues to develop from a strong and confident base, making an exceptional difference to the lives and experiences of children and young people.

### Requires improvement

The experiences and progress of children and young people looked after and achieving permanence' and those who need help and protection' requires improvement when there are no widespread or serious failures or unnecessary delays that result in the welfare of looked after children not being safeguarded and promoted or that create or leave children being harmed or at risk of harm. However, the authority is not yet delivering good help and care for looked after children and young people and families.

### Inadequate

'The experiences and progress of children and young people looked after and achieving permanence' and those who need help and protection' is likely to be inadequate if there are widespread or serious failures, including unnecessary delay in identifying permanent solutions for them and which result in their welfare not being safeguarded and promoted or serious failures which leave children being harmed or at risk of harm.