NORTH SOMERSET COUNCIL

Quality Assurance Framework – Appendix 3 – Guidance on completing a Team Spotlight

North Somerset COUNCIL

The process
The Team will consist of three or four staff led by a senior manager, they spend a day in a team annually to explore the following key themes: 1. Culture of the team 2. Quality of practice in the team 3. How the team quality assures their work and uses this learning to develop practice 4. Management oversight, challenge and support 5. Systemic issues Team members will generally be made up of Team Managers/ Leaders, Senior Social Workers, and ISRO'S. The Lead will rotate amongst the Senior Leadership Team. The QA and Safeguarding Team will manage the timetable for the Spotlight. Managers should nominate enough team members, on a rota basis, to ensure that all teams are fully staffed. If a member of staff commits to taking part in the process but their availability changes it is their responsibility to find alternative cover and communicate with The QA and Safeguarding Team.
Approach
This exercise will be an activity that is completed 'with', rather than being done 'to', the team, it will be strengths based, transparent and informed by evidence. The Team members should be aspirational about the practice they want to see for the child/service user. Team members should consider throughout the process whether the practice is proportionate (i.e. are we intervening too much, or too little, in the child or young person's life) and would it be good enough for your own family? Team members are responsible for ensuring that the report is of good quality. They should achieve this by: ➢ Ensuring the report is professionally presented. ➢ Ensuring the use of clear, concise (non-professionalised) language throughout that can be understood by everyone. ➢ Ensuring the focus of the exercise is on the child or young people of the team who was selected. ➢ Ensuring that recommendations within the report are clear and measurable. ➢ Ensuring that the grade judgements are supported with clear evidence.

Preparation
One week in advance of the exercise being carried out the Spotlight Team will be sent some key documents by the relevant Team Manager. These documents should be read in advance as this will help inform an understanding of the team's history and current functioning. This may also inform the priorities for the day. Depending on what is available the team may receive: ➢ Team action plan ➢ Recent stocktake/ QAPM Meeting Reports ➢ Performance data – Power-Bi dashboards ➢ Outcomes of audits/ Practice Evaluations Each practitioner involved in the exercise should identify one child or young person they are proud of their practice and one they have found challenging. The Team Manager will collate these in a list and forward 5 working days before the exercise so that they can be allocated to the Spotlight Team. LCS/EHM numbers will be needed as the electronic records will also be viewed. All Spotlight team members should ensure that they have access to the recording system of the team they are visiting on the day of the exercise. The responsibility for preparing practitioners for this lies firstly, with the relevant Head of Service and secondly, with the Team Managers of the team.

Managing
The structure of the day will depend upon the size and needs of the team being visited. The following is recommended as a suitable structure that teams could follow: **Morning:** ➢ Spotlight team meet to review information already available including previous Spotlight team, discuss where the team is currently at and consider what the priorities for exploration may be. ➢ Meet with management group and agree what the priorities will be and practicalities for the structure of the day. ➢ The lead should allocate team members children or young people to review and consider what documents/ aspects of the case records will be focused on. ➢ To ensure there are sufficient children or young people reviewed each member of the Spotlight Team should review three children or young people each – one randomly selected, one a worker is proud of and one that they have found challenging. **Remainder of morning/ early afternoon:** ➢ Members of the Spotlight team should use the Spotlight Team Member Information Record to make notes of their observations during the day. These should be clearly written so that the Lead can understand the information gathered by each team member and pull this together into one concise report. ➢ Dip sampling in line with priorities agreed – agree targets around how many each team member should complete. ➢ Reviewing individual children or young people. ➢ Review children or young people where complaints / compliments/ practice reviews/audits have been carried out – what have the team learnt and how has practice changed? ➢ Review of performance data. ➢ Speak with team members – considering speaking to other TMs to discuss how teams work together. ➢ Observe the culture of the team / display boards / environment etc.

Afternoon:

- Meet as a team to triangulate information and discuss findings.
- Team members to complete their Spotlight Team Member Information Record, providing this to the Lead no later than one working day after the exercise as they will need this to complete their report.
- Feedback to Team Managers and Heads of Service, discuss suggested actions that will be covered within the final report.

After the exercise:

- Lead to write the draft report and send a copy to the rest of team for comment and review. The Lead should also discuss the content and proposed action plan with the Heads of Service to ensure that actions are realistic.
- Following consultation, the Lead should send the draft report to The QA Team within 15 working days of the exercise. This will then be reviewed by the Head of Service QA and Safeguarding and finalised within 5 working days.
- Once finalised the report will be circulated to the relevant Team Manager for wider team circulation and discussion.

Types of evidence Spotlight teams may wish to consider and questions they may wish to ask (Please note that this is not an exhaustive list and may not be relevant for all Spotlight exercises)

What is the culture of the team?

- Staff turnover.
- Is supervision strength based / reflexive/ challenging and supportive?
- Is the atmosphere calm and orderly?
- How is technology embraced?
- What team building activities are undertaken?
- Are interactions you observe with families and colleagues respectful?
- Do the team own the action plan?
- How do they engage with team meetings, do they happen in the absence of the manager, what purpose do they serve?
- How do the team celebrate success?
- How do people respond in a crisis?

What is the quality of practice in the team?

- What does Performance Data tell you about compliance? How do the team use this data?
- How are research / methods/ tools used?

- Comments from observations of practice.
- Can workers identify a piece of work they are proud of?
- Quality of case records (**record case numbers viewed and what documents were read**)
- How did the worker determine visiting frequency?
- Is supervision reflexive/ challenging/ supportive?

How does the team quality assure their work and use this learning to develop practice?

- How do teams gather feedback/ is this meaningful/ how does it inform practice?
- What feedback is given to workers when managers authorise reports.
- Numbers of complaints/ compliments. What are the themes/ how do they inform practice?
- How are training needs identified, how is learning from training disseminated?
- How often are Dip Reviews carried out and how do the findings affect practice?
- What do practice reviews say about practice / how have managers and workers responded to the findings?
- How are team meetings / other forums used to share information?

How do managers oversee, challenge and support the work of the team?

- Do the views of the manager reflect the findings of the team?
- Workforce planning and stability of management team.
- Direct observations/ supervision records – quality and timeliness.
- Engagement with Team Meetings / are there minutes?
- Presence and engagement of ISRO – do they attend Team meetings / numbers of resolutions.
- What is the budget position of the team?

How do systemic issues affect the team?

- How are staffing levels managed?
- Review of transfer process / records.
- Discussions with other team managers about experiences of working together.
- Review of children recently transferred, how was the process managed, is there a transfer form?
- How are duty arrangements managed?
- How do the team build positive relationships with partner agencies?