



Ofsted Inspection –  
Safeguarding & Looked After Children

**Leicester City Council**  
**BRIEFING PACK**  
2011-2012



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Ofsted Inspection –  
Safeguarding & Looked After Children

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# Background to Inspections

Across England, local services are monitored by separate watchdogs – the Audit Commission, Care Quality Commission, Her Majesty's Inspectorates of Constabulary, Prisons and Probation, and Ofsted. To establish an overall picture of performance, and to bring the work of these watchdogs together joint assessments were created. They came in the form of the Comprehensive Performance Assessment (CPA) which was subsequently replaced by the Comprehensive Area Assessment (CAA).

In May 2010 the government announced that they would abolish CAA and all work ceased immediately on joint assessments. The Audit Commission will also be disbanded. In addition, Ofsted have changed the way Local Authorities are inspected. The Joint Annual Review (JAR) and the Annual Performance Assessment (APA) no longer operate.

Ofsted continue to carry out a series of Inspections:

<p>➤ <b>Early years and childcare</b></p> <p>i inspection reports for</p>	<p>Childminders; childcare on domestic premises; childcare on non-domestic premises; home childcarers; and children's centres.</p>
<p>➤ <b>Children's social care</b></p> <p>i inspection reports for</p>	<p>Children's homes; residential family centres; fostering services and agencies; adoption services and agencies; adoption support agencies; welfare of boarders in boarding schools, residential colleges and residential special schools; and children's and local services by local authorities.</p>
<p>➤ <b>Schools</b></p> <p>i inspection reports for</p>	<p>Maintained nursery, primary and secondary schools; independent schools; special schools; pupil referral units; and service children's education.</p>
<p>➤ <b>Learning and skills</b></p> <p>i inspection reports for</p>	<p>Colleges; work-based learning; adult and community learning; learndirect; nextstep; adult employment and skills; prisons and secure establishments; and teacher training.</p>

In April 2009, with respect to Children's services, Ofsted introduced two new inspections:

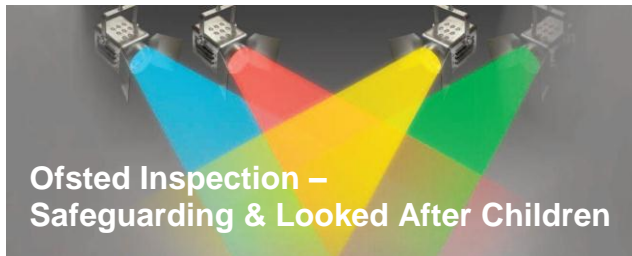
1. The annual unannounced inspection of contact, referral and assessment of children in need and children who may be in need of protection
2. Three yearly announced inspections of safeguarding and looked after children services

This inspection gathers together evidence from service users, parents, carers and providers as well as partners and agencies. The key difference with this inspection compared to the previous Joint Area Reviews (JAR) is the focus on **outcomes**.

- Children and young people are and feel safe
- Looked after Children, the Every Child Matters outcomes

Leicester City Council had the last unannounced inspection in November 2010.

*We are due for the **announced** inspection any time this year (up to March 2012).  
We get 10 days' notice.*



## Scope of Inspection

The inspections of safeguarding and looked after children outcomes and services will be carried out as a single inspection event unless one has been judged inadequate or there are serious concerns. In that instance, separate inspections will be carried out. Leicester City Council will be inspected for both Safeguarding and LAC as a single inspection.

Overall, there are **two** elements to the inspection:

### 1) Safeguarding

The Inspection will assess the effectiveness of children's trusts and local children's organisations and whether their policies comply with statutory requirements and guidance. In doing this, inspections will take a broad view of the following:

- How well agencies and professionals work together to identify, safeguard and promote the welfare of potentially vulnerable groups of children and young people who live in their area. These groups might include asylum-seeking children, children in secure settings, disabled children and children treated by health services.
- How well practice is supported and underpinned by effective local policy-making and implementation.

To do this, inspectors will evaluate the impact of safeguarding systems and frameworks across local public services on safeguarding and protecting children. This will include:

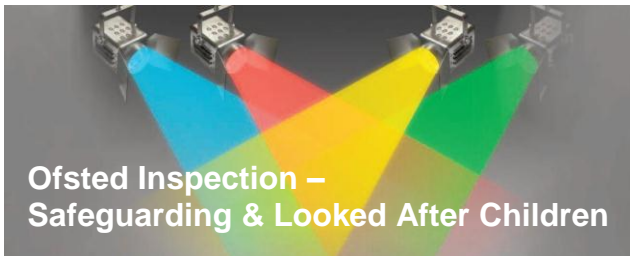
- outcomes for children and young people
- how well safeguarding is prioritised
- if child welfare concerns are identified and responded to appropriately by relevant agencies
- extent to which public agencies discharge their responsibility to work together to safeguard and promote the welfare of children

### 2) Looked After Children

As set out in Care Matters, inspection must contribute to improved and sustainable outcomes for looked after children and their families. The Inspection will focus on:

- outcomes achieved
- impact of services
- quality of risk management & decision-making in identifying which children need to be taken into care
- quality of care planning, review and support for children in care and care leavers
- placement stability
- safeguarding of looked after children
- access to, and attendance at, suitable schools
- support for families and carers
- the effectiveness of corporate parenting approaches preparation for leaving care and adult life and the subsequent support

In **addition**, they may decide to carry out an **inspection of Private Fostering arrangements** at the same time.



## Who and what does it involve?

**Everyone** is involved to some degree.

During the 10 day inspection, up to five inspectors will be conducting meetings and holding discussions. The five inspectors will include a CQC (Care Quality Commission) inspector who will focus more, but not exclusively on the health partners' contributions to safeguarding and LAC.

The meetings will be with users, managers, health professionals and agencies, police, other staff and stakeholders. The lists shown below are not exhaustive but give an idea of the range of the inspection.

- 1) Safeguarding
  - chair and members of the Local Safeguarding Children Board and Children's Trust Board
  - children, young people, their parents or carers receiving children in need services
  - lead managers for safeguarding, commissioning and the Director of Children's Services, Lead member and the Chief Executive
  - lead managers in the health service, Primary Care Trust and the police and a health focus group for safeguarding, including general medical practitioners (GPs) and designated health professionals
  - focus groups of designated headteachers, teachers and support teachers and staff responsible for the education of young people excluded from education or educated other than at school
  - focus groups of social workers involved in safeguarding and protecting children, social work team managers for child protection and children in need, multi-agency staff and the independent reviewing officers
  - representatives from the community and voluntary sectors
  - manager/staff of the independent advocacy service
  
- 2) Looked After Children
  - representatives of the Corporate Parenting Board and a focus group of managers responsible for corporate parenting
  - meetings with looked after children and care leavers
  - heads of service and lead manager(s) for looked after children, including for educational achievement, attainment and attendance, commissioning, planning and monitoring placements and the Director of Children's Services, Lead member (and where appropriate support members) and the Chief Executive
  - lead officers for the physical and mental health of looked after children, including a designated doctor and nurse
  - focus group of designated teachers and support teachers
  - focus group of independent reviewing officers

## Who and what does it involve?

- focus group of parents, for example, where appropriate, parents of children included within the case-tracking sample, parents of children on care orders placed at home, or parents whose children have been accommodated
  - multi-agency staff group for looked after children and care leavers, which will comprise those staff involved in the cases selected for examination
  - discussions with focus group of social work team managers
  - meeting with manager/staff of the independent advocacy service
  - representatives from the community and voluntary sectors
- 3) Surveys
- Ofsted survey of children in the Local Authority's care and of recent care leavers will be carried out via the Local Authority during inspection. These will be web-based and involve children aged 8+
  - Annual Ofsted surveys of views of social workers and other safeguarding professionals
  - Survey of the third sector
- 4) The Inspectors may/will also:
- Visit a social care or multi-agency looked after children's team, to include support for children on the edge of care
  - Hold discussions with staff at the care leaving service
  - Visit a targeted service for looked after children (depending on services available in the area).
  - Visit primary and secondary schools
  - Visit a Children's Centre
  - Visit health sites



# Inspection Process

The following timetable gives an overview of the inspection process from Day one to publication of the Ofsted report.

- Day 1:** Notification to CEX of LCC and Health Partners. Email notification sent out to all staff and partners involved in inspection.
- Day 2:** Key Documents sent to Inspectors, along with draft timetable for 10 day inspection. Survey letter sent out by LCC on behalf of Ofsted to Lac and CYP who have left care in last 12 months.
- Day 4:** List of current cases provided to inspectors
- Day 5:** Pre-meeting of Inspectors with CEX, Director Children’s Services, Divisional Director, Health nominated lead, Police. Case file selection confirmed.
- Day 6-10:** LCC and Health prepare case files, including auditing. Logistics completed. Internal pre-meetings with key contacts in LCC and with other partners. Final briefings sent out to focus group participants.
  
- Day 11:** **Inspectors arrive**
- Day 11-19:** Case File reviews, interviews with case file professionals. Additional case files selected. Focus Groups, visits, interviews etc.
- Day 20:** **Inspection concludes.** Feedback to LCC and partners in the afternoon. Feedback of Survey results.
- Day 21-30:** Inspection report drafted.
- Day 30:** Draft sent to LCC, copies to LSCB and health for accuracy check.
- Day 35:** Deadline for comments back to Ofsted.
- Day 40:** Ofsted send LCC pre-publication version of report
- Day 45:** Inspection report published on web.

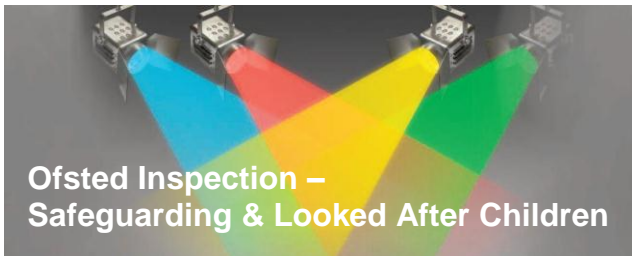


# Evaluation Criteria

The inspection will cover 22 areas. The criteria for evaluation and scoring are:

<b>Safeguarding Services</b>	
Overall effectiveness	
Capacity for improvement	
<b>Safeguarding outcomes for children and young people</b>	
Children and young people are safe and feel safe	
Quality of provision	
Contribution of health agencies in keeping CYP safe	
<b>Ambition and prioritisation</b>	
Leadership and management	
Performance management and quality assurance	
Partnership working	
Equality and diversity	
<b>Services for Looked after children</b>	
Overall effectiveness	
Capacity for improvement	
<b>How good are outcomes for LAC and care leavers?</b>	
Being healthy	
Staying safe	
Enjoying and achieving	
Making a positive contribution, including user engagement	
Economic well-being	
Quality of Provision	
<b>Ambition and prioritisation</b>	
Leadership and management	
Performance management and quality assurance	
Equality and diversity	

**A full comprehensive evaluation schedule & grading description is available on Insite:**  
<http://www.leicester.gov.uk/your-council-services/social-care-health/young-peoplefamilies/safeguardinglacinpection/>



## Meeting Preparation

The Ofsted Inspectors will meet with a large number of people over their 10 day inspection period and these meetings will be key in contributing to inspectors' overall judgements.

You may be participating in a focus group (at most 8 people) or meeting one-to-one to discuss a particular area/service or a case file. If you are nominated to meet with the Inspectors, they will gather the evidence you provide to score against their evaluation schedule. They may focus on themes or particular areas of work.

**Briefing notes will be provided for each focus group meeting.** Think through the type of questions they might ask you and your possible responses. The Inspection is an opportunity to showcase your work and demonstrate how you are making a difference to the lives of children and young people.

### **Before the meeting:**

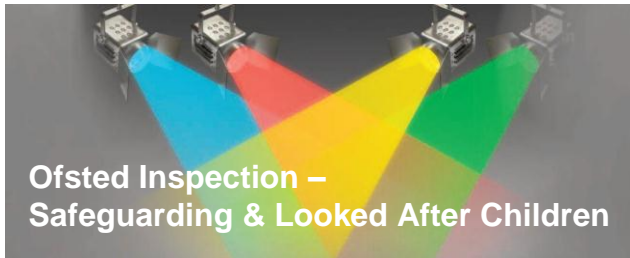
Things you should do to prepare...

- Know which focus group you are part of and who the lead is for the group
- Know exactly what the inspector wants to cover – Check your briefing notes supplied for the focus group and make sure that you are clear at the start of the meeting about what the inspector would like to talk about. Know about the relevant data available for this area
- Plan a few key things you would like to say – Make the most of your opportunity to showcase and draw attention to how the work you are involved in makes a positive difference to the outcomes for Children and Young People in Leicester
- Provide any further information you feel is relevant and beneficial to add value to your responses to questions asked
- Ask any questions to ensure clarification – remember that the meeting should be a meaningful exchange and should not feel like an interrogation

### **After the meeting:**

Any important information that you did not raise at the meeting or if you remember afterwards, please email this to: [jane.pierce@leicester.gov.uk](mailto:jane.pierce@leicester.gov.uk), or call Jane direct on:

*We may be able to give that information to the Inspectors as part of another meeting.*



## Possible Questions

This is a guide to the areas you could consider including in your response if appropriate:

### **What does your service contribute to each of the 5 outcomes?**

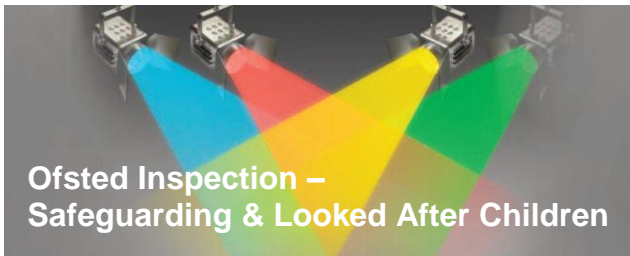
- Know the five ECM outcomes and how they relate to each other
- Start with the outcome you are most familiar with and build from there
- Explain how services are child focussed on improving outcomes for children & their families
- Provide qualitative as well as quantitative answers

### **What difference does your particular service make? How do you know?**

- Give a clear explanation of your service and its impact on children & young people.
- Provide examples of how the service works. Link them to Every Child Matters outcomes
- Provide examples outcomes from within the service – what difference you have made
- Demonstrate how you provide value for money – it is vital managers are aware of costs
- Give real examples of evaluation and how that has influenced service design

### **How do the views of children and young people inform your work?**

- Describe how you consult with and talk to CYP. (the chance to get their views)
- Be outcome focused – CYP know what they need/want; principles based on feedback
- What is your process for collecting views of young people?
- How do you arrange for 'children-led' agendas?
- Provide examples of your user friendly communication
- Talk about the local CIC Council, Youth Parliament, school councils
- Explain your advocacy support.
- Formal review process for Looked After Children
- Show how CYP are involved in aspects of planning, developing & delivery of services
- Show how CYP are involved in evaluating external services (residential & fostering)
- Give examples of young people as researchers and peer educators if you have them



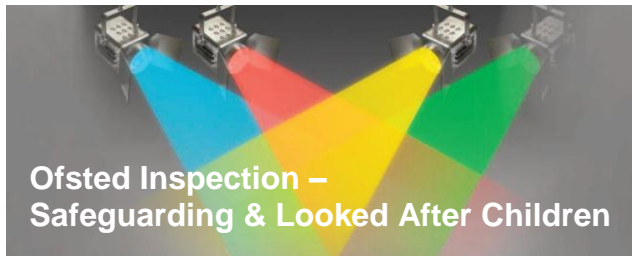
## Possible Questions

### **How do you prioritise your use of resources?**

- Performing a careful need analysis
- Identifying outcomes through to business planning process
- Identifying statutory and other commitments to inform what we must do
- Checking priorities against corporate & government expectations (Council Plan, CYP plan, Children's Pledge and legislation) – the strategic political and policy context
- Give a "live" example to illustrate your prioritisation process (from your business plan)
- Having sufficient management information to monitor and illustrate extent to which the five outcomes are being achieved
- Being able to respond flexibly to changing needs
- Being aware of the impact of our priorities on other services and the implications
- Identify priority groups/areas
- Using evidence-based practice associated with impact and outcomes
- Stop doing things which have no impact on outcomes
- How we decide what are no longer priorities e.g.: needs analysis, thresholds, eligibility criteria
- Is it already done elsewhere by someone else – is that better/cheaper?

### **How do you know your partnerships are effective? Who and what are they? How do they contribute to your work? How do you contribute to their work?**

- Outcomes are shared and understood
- Measurable performance indicators – understood by partners
- When children and families tell us their lives are improved. Parents tell us via feedback
- When agencies collaborate to plan, intervene & design services around the child and family
- When partners understand their own role/responsibilities and how this relates
- When each agency supports and contributes to achieving the targets (performance indicators) of partners
- Workforce reform/partnership working together, not duplicating assessments/intervention
- When the whole is bigger than the sum of the parts
- Share fundamental decision making about resources – climate of trust
- Alignment of budgets across partners – with some examples of pooling
- Shared vision, values, directions
- Child centred approach and putting the child at the heart of what we do
- Professional boundaries/elitism broken down
- Evidence of collaborative working – less duplication and overlap



## Possible Questions

### **How do you secure value for money?**

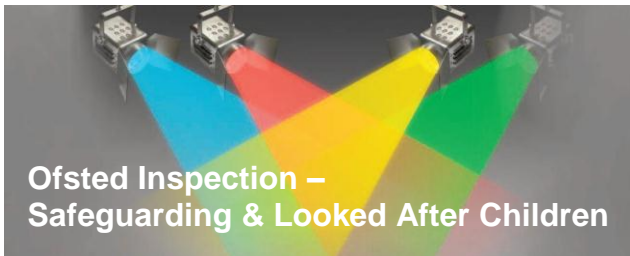
- Clearly specify/define service required
- Address need/required outcome for customer
- Monitoring of and evaluating performance and outcomes via contracts, customer/area feedback and practitioner feedback
- Measurement of key performance indicators
- Feedback to the providers
- Identification of groups/areas most likely to benefit
- Budget monitoring process give periodic information on performance against cash limits and act as a trigger for corrective action to budgets which are likely to overspend. Persistent overspends lead to wider debate on how provision can be better configured.
- Corporate procurement negotiates city-wide contracts that are cheaper than if individual services contracted by themselves with suppliers
- Commissioning for outcomes
- Monitoring and evaluation against outcomes

### **Are you clear about the vision and strategy of the Children's Trust and the Investing in Our Children Priority Board? How do you contribute to this?**

- Knowledge of role of Director, Childrens, IIOC Priority Board & Children's Trust Board.
- Show what you know about the five ECM outcomes and how a range of partners delivers these locally.
- Be clear in your knowledge of strategies and principles for implementation and evidence of impact.
- Explain how ECM outcome plans are developed from Investing in our Children Strategic Commissioning and the CYP plan.
- Say how you were consulted on vision and review.

### **How do you measure the impact of your service on the diversity within the city?**

- Cover the full range of diversity – disability, faith, sexuality, age, ethnicity, geography, any other excluded or vulnerable groups
- Understanding of the specific needs to diverse groups
- Explain your use of data to evidence outcomes/impact for different groups
- Give specific examples of how interventions have made a difference
- Be aware of how your services impact on community cohesion
- Be able to identify areas where you are not having an impact and say what you are doing to change this
- Say something about how you canvas and collate the views of stakeholders, parents, pupils, customers e.g. focus groups, achievement groups
- Give some concrete examples of what you have done to measure impact and changes this had led to
- Make sure you refer to comparative regional or national data or statistical neighbours to show how well Leicester does



## Possible Questions

### **How do you ensure your children are safe?**

- Children are looked after by people who care for them and have the skills/capacity to do so (e.g. through training and development, support etc)
- Children live in safe environments (appropriate boundaries and knowledge of risk)
- Children have sufficient self esteem and knowledge of risk to protect themselves
- Children have access to appropriate services when they need it (early identification).
- Demonstrate your child focused child protection policies and procedures.
- Give examples of the anti bullying strategies/policies in place and reduction in incidence as a result
- Give examples of reports from children/young people

Show how:

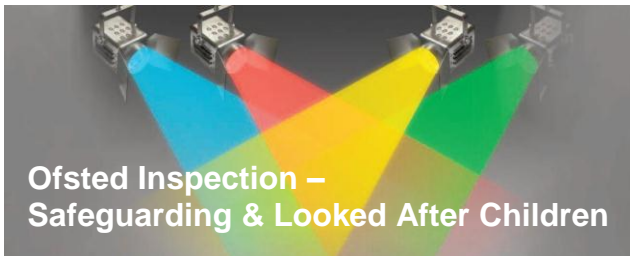
- Staff are appropriately checked to be safe to work with children – CRB checks etc.
- Staff are adequately trained on policies and procedures: e.g. Child Protection, child and family development, identification of risk etc.
- Staff are adequately supervised
- You are sharing information and working together with partner agencies – at both community and individual levels
- Safeguarding is everybody's business

### **How does your service respond to the diverse needs of the population in Leicester?**

- Show how your recruitment policy helps to ensure staff teams reflect the local community profile.
- Show how you use central structures but that local provision is sensitive to local need
- Demonstrate how you recognise that diversity is not just about race but difference
- Show your understanding & analysis of the profile of service users in comparison to city
- How do you ensure information and knowledge is available to staff – give examples.
- Avoiding stereotyping, cultural competence.
- How do you use service user feedback, consultation with parents, carers and children? And then fit these needs into business plans
- What work do you do with other agencies/other professionals/providers/parents/carers
- Working with faith groups

### **How does the city's neighbourhood strategy affect your work?**

- Show how multi-agency local groups of professionals work together
- Explain your role in any joint local planning to meet local needs
- CAF framework
- Extended schools clusters and children centres provide a local focus for partners to work with families and the voluntary sector – provide your examples.
- How do you contribute to integrated teams to serve a local area?
- What do you do to put resources where need is greatest to achieve outcomes?



## Possible Questions

### **How does the city's neighbourhood strategy affect your work?**

- Explain how resources are distributed to affect need in your area.
- Explain how you communicate widely within communities about what is available.
- How do you target the most challenging families & children to include them in local services?
- Show how you identify hotspots and harness resources to address very localised issues, and use of the super output areas analysis provides local data that helps identify appropriate collaborative or self-specific responses.

### **How does performance management work in your service?**

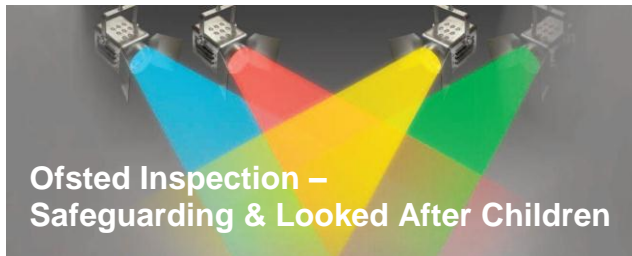
- Clear performance management strategy and framework, supervision, management of absence etc – corporate framework
- Driven by city policy, consistent across different directorates, different professions and services may have supporting different needs
- Individual targets – SMART and organisational targets, which may be externally provided
- Performance boards, regular meetings and cascade of information – looking at key performance indicators with managers
- Good systems to collect necessary management information, regularised communication, two-way process
- Identification and responses to resource and training needs through formal performance management process
- Poor performance is where identified outcomes for client, organisation and staff are not achieved. Then management team procedure established
- Celebration/acknowledgement of success and achievement, valuing staff and their contribution, developing personal pride and accountability
- Using performance management information to ask; what next?

### **How do you use best support from senior managers?**

- What is your communication throughout the organisation – up and down?
- Their role in strategic direction, vision, partnership, commissioning, team building & outcomes
- Explain your support for professional development:
  - Focus on how you impact on outcomes
  - Role model
  - Mentor/coach
  - Identify and support training needs
  - Development of professional expertise
  - Team building – commonality of approach, outcomes, values
- Describe your supervision both formal (accountability) and informal problem solving, personal development
- Develop a wider understanding of your role and how it contributes to the Division/ Partners and other agencies/Investing in our Children//Children's Trust Board/Council

## Tips for Interviewees

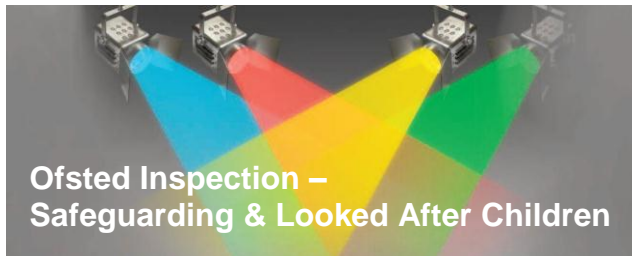
1. Be able to demonstrate positive impacts on outcomes for children, young people and their families, and explain how you know that your service is effective – describe the performance measures you have and how you can demonstrate progress, achievement and impact
2. Prepare good examples of consultations you have carried out with service users, with details of changes you have made as a result
3. Be positive, talk about the things that you have achieved or are working to improve
4. Be clear about your role and how it relates to those of immediate colleagues, other teams and other divisions, directorates and agencies (health, police etc)
5. Be able to explain how your work relates, in a joined up way, to other relevant services (including other divisions, directorates, partners and agencies). Use examples of effective practice and any unusual projects/initiatives that demonstrate partnership work
6. Be able to show how your service is competitive – for that you will need benchmarking information on costs/service level from other providers
7. Be clear about the performance standards (such as precise timescales for responses and completed action, levels of service, quality of outputs) to which your service works
8. Be clear about strategies, policies and procedures that relate to your service and how these can be accessed
9. Don't assume that interviewers have read or remembered the content of key documents – don't hesitate to repeat information already provided if it's relevant
10. Be friendly, good-humoured and assertive where you need to be



## Tips for Interviewees

### Try to avoid:

1. Being negative or defensive about your work or about anyone connected with it
2. Blaming other people, teams, divisions, directories, schools or the public (blaming others reflects badly on you and your service), or disclaim responsibility
3. Denying problems identified by the inspectors; however please emphasise what you have done or are doing about them
4. Saying everything is perfect. Be honest about gaps in services but talk about what we are doing to improve
5. Stating that you simply don't know about aspects of your service, such as comparative costs or service levels compared with other providers. Try to say what you have done or are doing to develop such information
6. Allowing yourself to be pushed along faster than you want to go. Don't be afraid of pausing a few seconds before replying – and, if necessary, ask to come back to a particular point if you want to have time to think about it
7. Saying more than you have to or want to – be careful not to fill their silences, just wait for them to resume
8. Rushing into your interview straight from other meetings or other intense work, allow a bit of space beforehand. It is expected that colleagues will be supported and given time by their managers to prepare for and attend meetings in good time



## Evidence Gathering & Reference

Inspection of the **case files** selected by inspectors will inform their further investigations and enable them to further refine their questions to focus groups and other interviewees.

In forming their judgements, Inspectors will assess key documents and background information including:

- The Children and Young People's plan,
- Strategic commissioning
- The Children's Pledge
- Statistics and reports on Performance
- Reports to Ofsted
- Previous Ofsted inspections
- Good Practice Evidence -
- Awards
- Partnership engagement
- Service user engagement

### **Other Local Authorities -**

Outstanding Local Authority Children's Services evidence many areas of excellent practice, organised around three central pillars of:

- Consistency in practice that is driving real improvement.
- A clear focus on children and young people who need support most.
- A deep understanding of local children, families and communities.

There is an emphasis on:

**Not only achieving**, but having a commitment to continually striving to improve.

**Ensuring data** is extensive, relevant and that makes a difference.

**Providing** effective services based on a deep knowledge and understanding of communities.

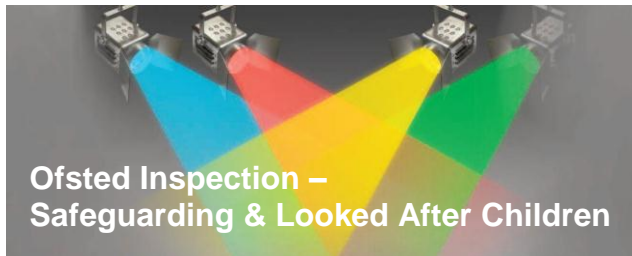
**Not only self-evaluating** but welcoming scrutiny from internal and external sources

### **Evidence of Good Practice in Leicester City:**

It is vital that you contribute to the portfolio of good practice we are compiling for the inspectors. Please provide evidence of the difference you have made to outcomes for children and young people.

We particularly welcome evidence of good partnership working and examples of where services have sought and acted on the views of children, young people and their families.

The good practice proforma is available from your team manager, in the appendix of this briefing pack or by downloading from the website (shown in the footer).



## Acronyms used in Ofsted Inspections

Acronym	Meaning
ACE	Advisory Centre for Education
AHDC	Aiming High for Disabled Children
APA	Annual Performance Assessment
APACS	Assessment and Policing of Community Safety
ASD	Autistic Spectrum Disorder
BESD	Behaviour, Emotional and Social Difficulties
C&YP	Children and Young People
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CASPA	Comparison and Analysis of Special Pupil Attainment
CICC	Children in Care Council
CPA	Comprehensive Performance Assessment
CQC	Care Quality Commission
CTB	Children's Trust Board
CWDC	Children's Workforce Development Council
CYP	Children and Young People
CYPP	Children and Young People's Plan
CYP Scrutiny	Children and Young People's Scrutiny Committee
DCS	Director of Children's Services/Director, Children's
ECM	Every Child Matters
EET	Education, Employment and Training
EHC	Emergency Hormonal Contraception
EP	Educational Psychology
ESF	European Social Fund
FFT	Fischer Family Trust
FLT	Foundation Learning Tier



Ofsted Inspection –  
Safeguarding & Looked After Children

FS	Foundation Stage
GCSE	General Certificate of Secondary Education
GLD	General Learning Difficulties
GOEM	Government Office for the East Midlands
HR	Human Resources
ICT	Information, Communication and Technology
IDP	Individual Development Plan
ISH	Integrated Service Hubs
IloC	Investing in our Children Priority Board
JCB	Joint Commissioning Board
JPAB	Joint Planning and Advisory Board (Teenage Pregnancy)
KS1	Key Stage 1
KS2	Key Stage 2
KS3	Key Stage 3
KS4	Key Stage 4
KSF	Key Success Factor
LA	Local Authority
LAC	Looked After Children
LCJB	Local Criminal Justice Board
LDD	Learning Difficulty or Disability
LP	Leicester Partnership
LSCB	Leicester City Safeguarding Children Board
MIN	Meeting Individual Needs
NEET	Not in Education, Employment or Training
OC2	Outcome Indicators for Looked After Children
OFSTED	Office for Standards in Education, Children’s Services and Skills
OSMB	Overview Scrutiny Management Board



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PAYP	Positive Activities for Young People
PCP	Person Centred Planning
PEA	Personal Education Allowance
PIPs	Parenting Information and Pregnancy Support
PSHEE	Personal, Social, Health and Emotion Education
RALAC	Raising the Achievement of Looked After Children
SBSS	Secondary Behaviour Support Service
SCU	Strategic Commissioning Unit
SC&S	Social Care & Safeguarding
SEN	Special Educational Needs
SENMRG	Special Educational Needs Management Reference Group
SIMS	Schools Information Management Systems
SIP	School Improvement Programme
SMT	Senior Management Team
Sp&Lang	Speech and Language
SRE	Sex and Relationship Education
TBC	To be Confirmed
TDA	Training and Development Agency
TLL	Transforming Leicester's Learning
TP	Teenage Pregnancy
UHL	University Hospitals Leicester
VFM	Value for Money
YOS	Youth Offending Service
YOT	Youth Offending Team
YPC	Young People's Council



# Sources of Information

If you'd like to check up on Leicester City's plans and vision for Children's Services, the most important documents and sources of information to read are:

Children and Young People's Plan

IloC Commissioning Statement

City Mayor's 100 day pledge

LCC Consultation on Children Services for the 21<sup>st</sup> Century (Review of services for 0-19 yr olds)

These publications can all be found on Insite. If you are not able to access Insite, please ask for a copy from the Inspection Planning Contacts (shown below).

For any enquiries or for clarification about the Ofsted Inspection, please contact:

Ofsted Inspection Planning Contacts:

Jane Pierce – Ofsted Inspection Preparation Project Officer: [jane.pierce@leicester.gov.uk](mailto:jane.pierce@leicester.gov.uk)  
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## **OFSTED INSPECTIONS**

### **Good Practice Evidence**

The Ofsted inspection report on **Outstanding Local Authority Children's Services** makes reference to many areas of outstanding practice, organised around three central pillars of:

- Consistency in practice that is driving real improvement.
- A clear focus on children and young people who need support most.
- A deep understanding of local children, families and communities.

Throughout there is an emphasis on:

**Not only achieving**, but having a commitment to continually striving to improve.

**Not only collecting and using data** but ensuring it is extensive, relevant data that makes a difference.

**Not only providing services**, but providing effective services based on a deep knowledge and understanding of communities.

**Not only self-evaluating** but welcoming scrutiny from internal and external sources

This inspection will assess how well we are doing in keeping children safe and caring for our looked after children. These new inspections have a sharper focus on evaluating outcomes for children and young people and the impact that services have on improving outcomes, including through managing risk. We want to gather evidence to show that we are making a positive difference to the lives of children and young people.

**We would really like to hear about any examples of good practice you are involved in.**

We will publish this in the newsletter and/or on the website, as well as use this as evidence in the inspection. Please provide evidence of the difference you have made to outcomes for children and young people. We particularly welcome evidence of good partnership working and examples of where services have sought and acted on the views of children, young people and their families.

**To provide true evidence you must be able to complete all boxes below.**

1. **Agency / Team or Service Name** .....

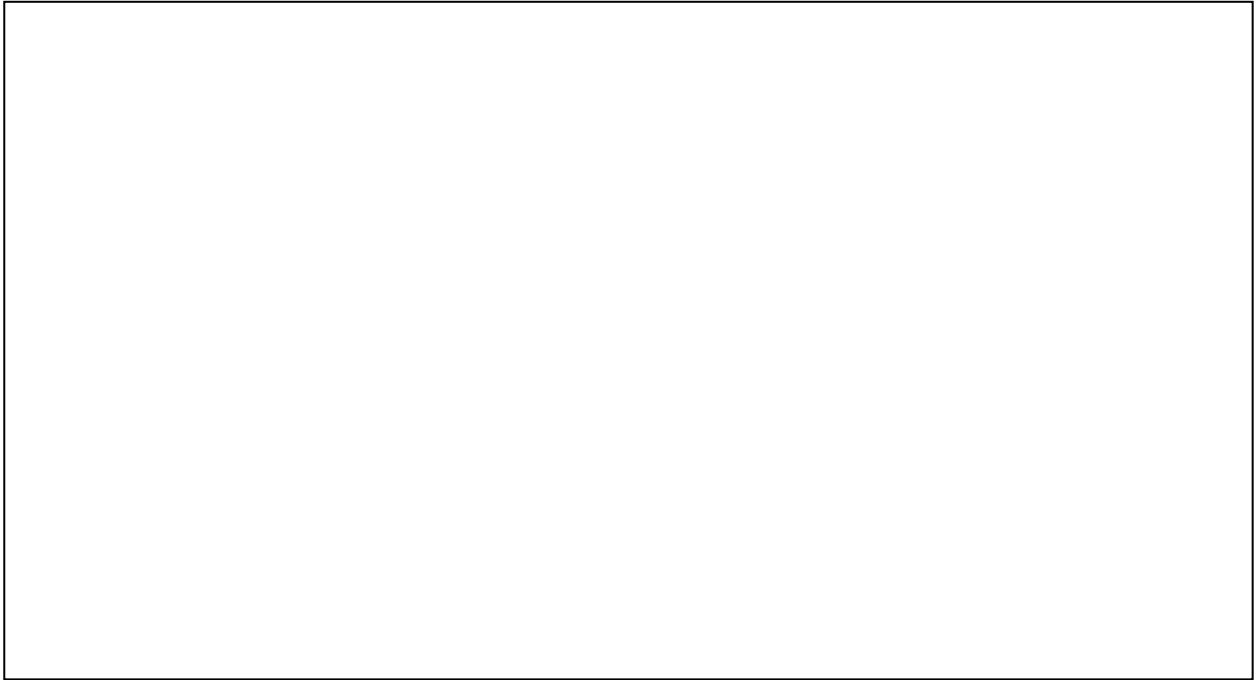
**Contact name** .....

**Email** .....

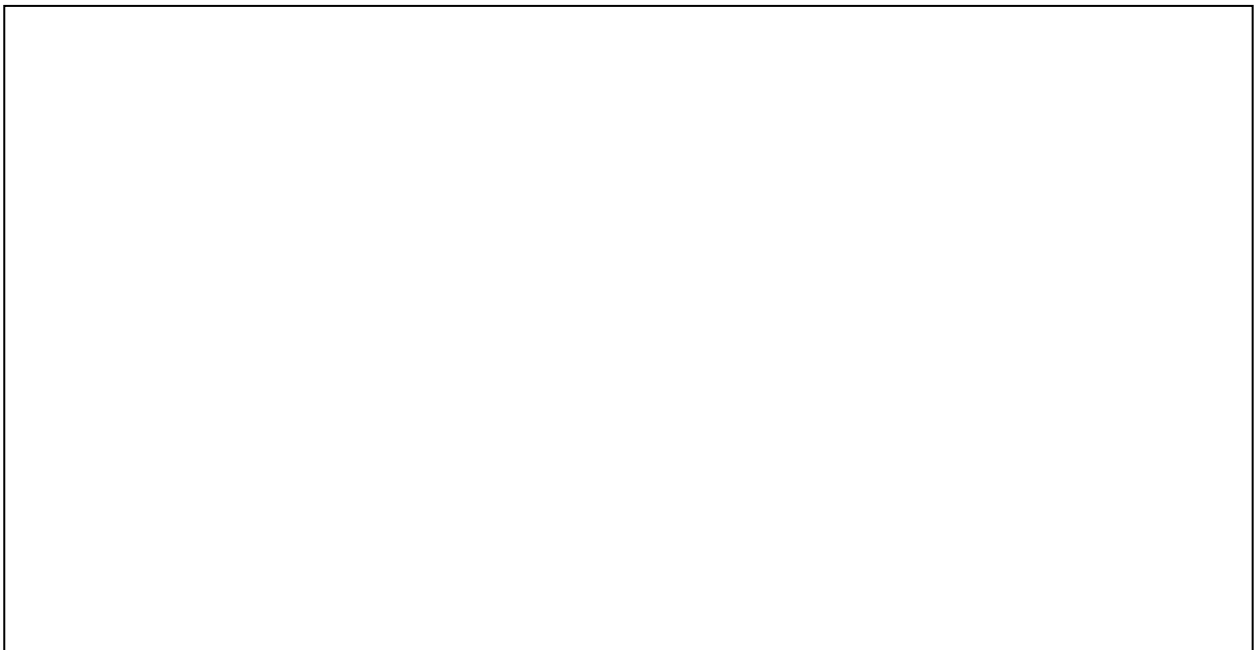
**Phone** .....

2. **Brief description of evidence - what has been done?** (attach reports, photos, minutes, papers etc)

3. **Evidence of outcomes – what difference has it made to children and young people in relation to Being Healthy, Staying Safe, Enjoying and Achieving, Positive Contribution and Economic Wellbeing, particularly around the Safeguarding and Looked after Children agenda.**



- 4 **How do you know it made a difference?** eg evaluation findings, feedback from service users.



**Thank you.** Please return responses to: [jane.pierce@leicester.gov.uk](mailto:jane.pierce@leicester.gov.uk)

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