

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE ADDENDUM 1

4.00PM, MONDAY, 2 MARCH 2020

COUNCIL CHAMBER, HOVE TOWN HALL

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ADDENDUM

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| 69 FCL DIRECTORATE PERFORMANCE MANAGEMENT FRAMEWORK | 5 - 22 |

| | | | |
|--------------------------|---|---|--------------------------|
| Subject: | FCL Directorate Performance Management Framework | | |
| Date of Meeting: | Children, Young People and Skills Committee 3 March 2020 | | |
| Report of: | Anna Gianfrancesco Head of Safeguarding and Performance | | |
| Contact Officer: | Name: | Daryl Perilli | Tel: 01273 294216 |
| | Email: | Daryl.Perilli@brighton-hove.gov.uk | |
| Ward(s) affected: | All | | |

FOR GENERAL RELEASE

The special circumstances for non-compliance with Council Procedure Rule 3, Access to Information Procedure Rule 5 and Section 100B(4) of the Local Government Act 1972 (as amended), (items not considered unless the agenda is open to inspection at least five days in advance of the meeting) were that the financial and legal were being assessed.

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The report sets out the performance against 12 KPIs and an overview of the FCL Performance and Quality Assurance Framework.

2. RECOMMENDATIONS:

- 2.1 That CYPS committee note the current performance against KPIs and the Performance and Quality Assurance Framework

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The FCL Performance and Quality Assurance Framework is part of the Brighton and Hove City Council Performance Framework.
- 3.2 Performance Management of services is overseen internally within FCL, though wider council mechanisms such as Health and Wellbeing board and through external processes.
- 3.3 Within FCL each branch has its own data sets, at both a management/operational level and a strategic/SLT level. Each SLT will review their data sets monthly to ensure delivery to the service plans and wider objectives. Overseeing this the FCL Performance Board, which meets quarterly and is chaired by the DCS. It scrutinises 51 KPIs, Directorate Plans, performance

against FOIs and MP / member enquiries, EIA Completion, Audit Recommendations, a service user / customer feedback report, a SEND Performance Dashboard, Children's Social Care Performance reports, a Schools Causing Concern report and a Quality Assurance briefing. Exceptions reports are requested for both good performing areas and areas where there is poor performance. These reports ensure performance is challenged, learning is captured and improvements are made.

- 3.4 There are links between SLT's and Board meetings within the Directorate including the SEND Partnership Board, Corporate Parenting Board, Adolescent Board and Brighton and Hove Safeguarding Children Board. These boards all have datasets which enable them to scrutinise the work of FCL within their specialist area. In addition FCL produce data sets and reports to health and Wellbeing, in regard to Children and young peoples mental health and Community Safety Partnership Bard in regard to youth offending.
- 3.5 Due to the nature of the work there is also considerable external oversight and scrutiny of services. A number of services across FCL, including Social Work, SEND, BHISS, Education and Substance misuse are require to submit statutory to either the Department for Education (DfE) or the Department of Health (DfH). The Ofsted, HMIP and CQC inspection frameworks encompass a number of services within the directorate, with both Social Work and The Youth Offending Service being the focus of specialised inspection of these areas of work, while the BHISS service and ru-ok are included in Ofsted and CQC inspections. Ofsted request copies of service performance management reports as part of their inspection frameworks. In addition to the inspection framework the is an annual conversation with Ofsted, where FCL have to evidence to Ofsted the work and improvements made over the previous year, across social work, education and SEND, as well as showing areas identified for improvement. Alongside this FCL work with the Local Government Association and invite in Peer Reviews, most recently a Peer Review on Early Help in Jan 2020, alongside being part of the South East Sector Lead Improvement Programme. Through this programme we are linked to two other local authorities and provide each other with Peer challenge.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 Our Performance and Quality Assurance Framework has been recognised as an area of good practice by Ofsted and LGA Peer Challenge teams. "Regular, comprehensive performance reports enable senior leaders to monitor performance against key performance indicators. This is supported by learning from quality assurance audits, ensuring a focus on practice at monthly performance meetings, corporate parenting panel and the Children, Young People and Skills committee." Ofsted, July 2018.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 As references in 3.4 there are a number of partnership board who are involved in the scrutiny of FCL. The Children, Young People and Skills Committee will now also regular receive a performance dashboard.

6. CONCLUSION

- 6.1 The FCL Performance Management and Quality Assurance Framework is well-established and viewed as an area of good practice.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

No financial implications

Finance Officer Consulted: Dave Ellis

Date: 21/02/20

Legal Implications:

- 7.1 As described in the body of this report the Local Authority is required to submit statutory returns to the Department for Education (DfE). There are no other specific legal implications arising from this report which is for noting by Committee only.

7.2 *Lawyer Consulted: Sandra O'Brien*

Date: 21/02/20

Equalities Implications:

- 7.3 The range of KPIs reported to the FCL Performance Board and to CYP&S Committee include outcomes for vulnerable and disadvantaged service users.

Sustainability Implications:

- 7.4 None

Any Other Significant Implications:

Crime & Disorder Implications:

- 7.5 None

Risk and Opportunity Management Implications:

- 7.6 None

Public Health Implications:

- 7.7 The FCL Performance Board has oversight of key Public Health KPIs that include children and young people in the City.

Corporate / Citywide Implications:

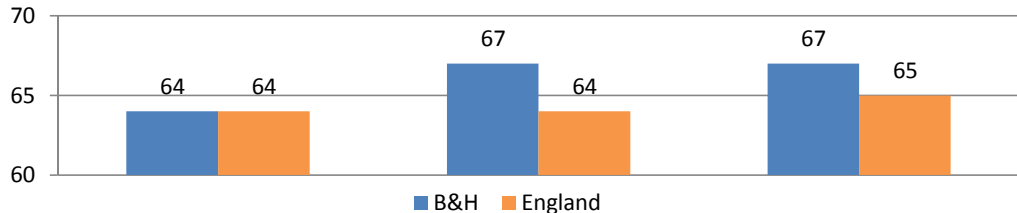
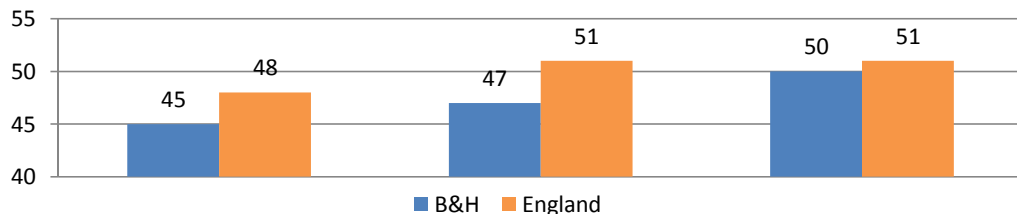
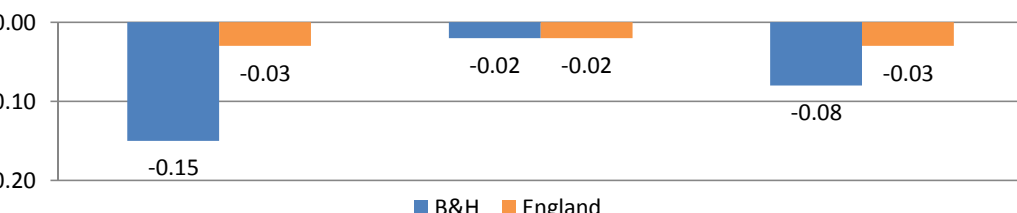
- 7.8 None

SUPPORTING DOCUMENTATION

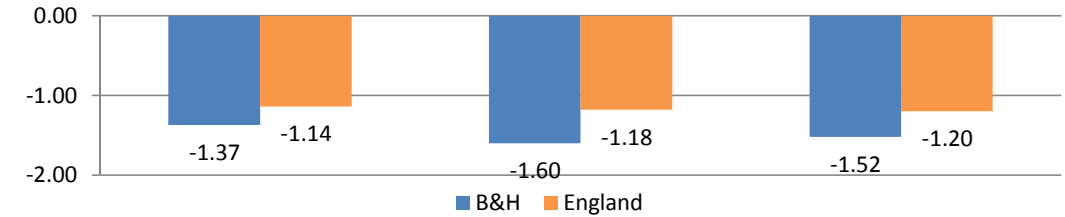
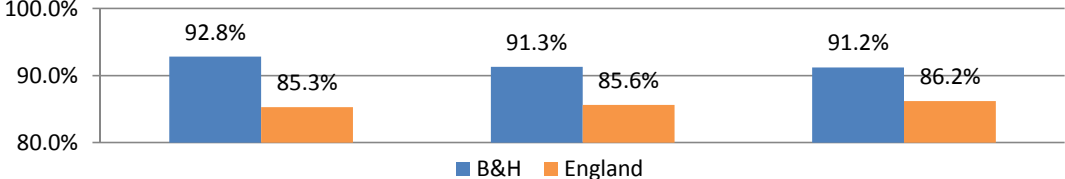
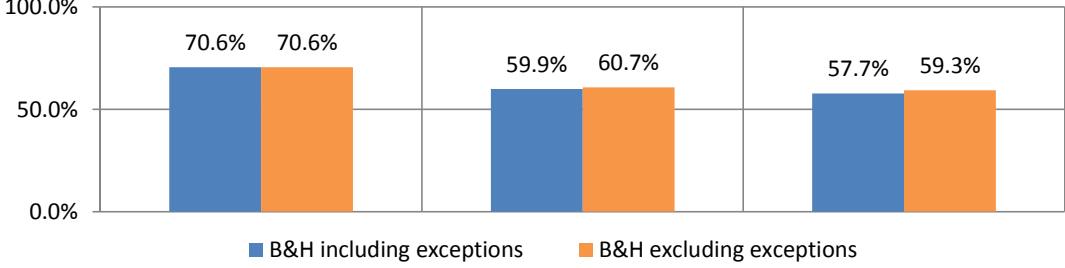
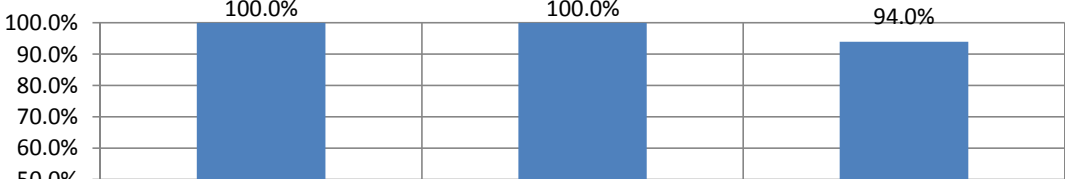
Appendices:

1. Performance Dashboard
2. Performance Management Framework

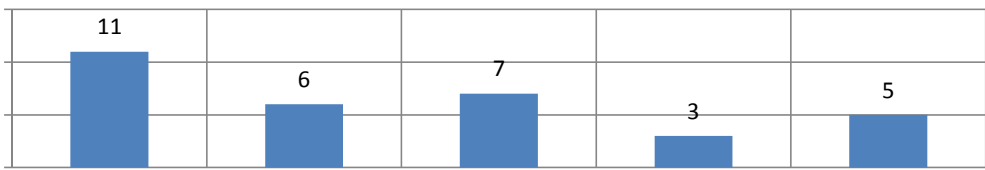
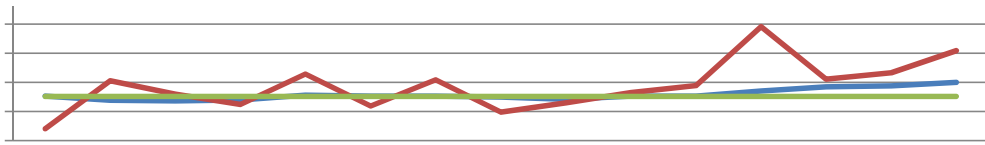
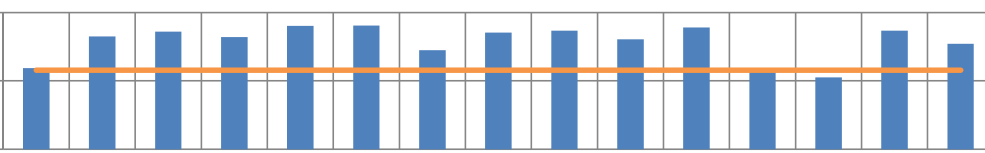
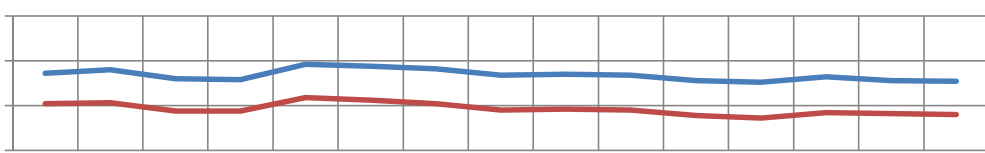
2019/20 Q3 C&YPS Committee Performance Dashboard

| Indicator | | 2016/17 | 2017/18 | 2018/19 | Commentary |
|--|---------|--|---------|---------|---|
| % of all pupils attending state funded schools achieving the 'expected standard' in reading, writing and maths at the end of Key Stage 2 | |  | | | Attainment can be considered high in Brighton and Hove. Despite the increase in the national average, Brighton and Hove has remained well above in terms of attainment. The reading outcomes demonstrate this as an ongoing area of strength in the city. Maths is in line with the National Average but remains an area of improvement. Writing progress has become more of a challenge and training has now been delivered to support schools. |
| | B&H | 64 | 67 | 67 | |
| | England | 64 | 64 | 65 | |
| % of disadvantaged pupils attending state funded schools achieving the 'expected standard' in reading, writing and maths at the end of Key Stage 2 | |  | | | Outcomes for disadvantaged pupils clearly remain a significant challenge for this city. The 'Reducing the Difference Strategy' therefore continues to be implemented in Brighton and Hove and is likely to remain a key priority for some time. Part of this strategy aims to improve outcomes for disadvantaged at KS2. There is increasing evidence that schools are much more aware of this as a priority and are much more skilled in tracking, monitoring and intervening to address underperformance. |
| | B&H | 45 | 47 | 50 | |
| | England | 48 | 51 | 51 | |
| The average progress 8 score for all pupils in state-funded schools at the end of Key Stage 4 | |  | | | Performance in Brighton and Hove is good in terms of being above the national average for most attainment measures. This is a reflection of the ongoing commitment to school improvement within the LA and across Brighton and Hove's Education Partnership. Any schools where standards are low or pupils have 'below average' progress, that carries statistical significance compared to national, challenge and additional support brokered usually within a school improvement board meeting. |
| | B&H | -0.15 | -0.02 | -0.08 | |
| | England | -0.03 | -0.02 | -0.03 | |
| The average Progress 8 score of disadvantaged pupils all pupils attending state funded schools at the end of Key Stage 4 | |  | | | Outcomes for disadvantaged pupils clearly remain a significant challenge for this city however information now suggests gains particularly at KS4. There is increasing evidence through the autumn term school visits that schools are much more aware of this as a priority and are much more skilled in tracking, monitoring and intervening to address underperformance. A key challenge for this area is limited funding for schools and the LA. It is also clearly an issue that is not likely to be addressed by schools alone. |
| | B&H | -0.79 | -0.57 | TBC | |
| | England | -0.40 | -0.44 | TBC | |

2019/20 Q3 C&YPS Committee Performance Dashboard

| Indicator | | 2015/16 | 2016/17 | 2017/18 | Commentary | | | | | | | | | | | | |
|--|----------|---|--------------------------|---------|------------|--------------------------|--------------------------|----------|----------|--------|----------|-------|---|----------|-------|-------|--|
| The average Progress 8 score of children in care (CiC) in state funded schools at the end of Key Stage 4 | |  <table><thead><tr><th>Year</th><th>B&H</th><th>England</th></tr></thead><tbody><tr><td>2015/16</td><td>-1.37</td><td>-1.14</td></tr><tr><td>2016/17</td><td>-1.60</td><td>-1.18</td></tr><tr><td>2017/18</td><td>-1.52</td><td>-1.20</td></tr></tbody></table> | | | Year | B&H | England | 2015/16 | -1.37 | -1.14 | 2016/17 | -1.60 | -1.18 | 2017/18 | -1.52 | -1.20 | Small numbers (43 CiC in 17/18) impacts on statistical significance. The wide range of complex issues experienced by CiC means that there are multiple barriers to making rapid and sustained progress, including changes in placement, changes in school provision and coming into care late. The Virtual School places a large emphasis on supporting schools to support a child rather than just working directly with individuals, and finances are allocated from the pupil premium to support tuition as well as citywide strategies to raise achievement. |
| | Year | B&H | England | | | | | | | | | | | | | | |
| | 2015/16 | -1.37 | -1.14 | | | | | | | | | | | | | | |
| | 2016/17 | -1.60 | -1.18 | | | | | | | | | | | | | | |
| 2017/18 | -1.52 | -1.20 | | | | | | | | | | | | | | | |
| B&H | -1.37 | -1.60 | -1.52 | | | | | | | | | | | | | | |
| England | -1.14 | -1.18 | -1.20 | | | | | | | | | | | | | | |
| | Mar-19 | Jun-19 | Dec-19 | | | | | | | | | | | | | | |
| % of schools that are judged good or outstanding by Ofsted | |  <table><thead><tr><th>Period</th><th>B&H</th><th>England</th></tr></thead><tbody><tr><td>Mar-19</td><td>92.8%</td><td>85.3%</td></tr><tr><td>Jun-19</td><td>91.3%</td><td>85.6%</td></tr><tr><td>Dec-19</td><td>91.2%</td><td>86.2%</td></tr></tbody></table> | | | Period | B&H | England | Mar-19 | 92.8% | 85.3% | Jun-19 | 91.3% | 85.6% | Dec-19 | 91.2% | 86.2% | The high number of good and outstanding schools in the city is a reflection of the strong partnership working between the schools and between schools and the LA. Each school is categorised according to historic performance and a programme of intervention is devised to improve outcomes in each school. A further revised categorisation process established for primary schools to enable identification and interventions needed to address issues in a decisive and timely manner. There is a focus on all inadequate and RI schools and 6 schools which are vulnerable to downgrading. |
| | Period | B&H | England | | | | | | | | | | | | | | |
| | Mar-19 | 92.8% | 85.3% | | | | | | | | | | | | | | |
| | Jun-19 | 91.3% | 85.6% | | | | | | | | | | | | | | |
| Dec-19 | 91.2% | 86.2% | | | | | | | | | | | | | | | |
| B&H | 92.8% | 91.3% | 91.2% | | | | | | | | | | | | | | |
| England | 85.3% | 85.6% | 86.2% | | | | | | | | | | | | | | |
| | Q1 19/20 | Q2 19/20 | Q3 19/20 | | | | | | | | | | | | | | |
| % of EHC Plans issued within 20 weeks | |  <table><thead><tr><th>Period</th><th>B&H including exceptions</th><th>B&H excluding exceptions</th></tr></thead><tbody><tr><td>Q1 19/20</td><td>70.6%</td><td>70.6%</td></tr><tr><td>Q2 19/20</td><td>59.9%</td><td>60.7%</td></tr><tr><td>Q3 19/20</td><td>57.7%</td><td>59.3%</td></tr></tbody></table> | | | Period | B&H including exceptions | B&H excluding exceptions | Q1 19/20 | 70.6% | 70.6% | Q2 19/20 | 59.9% | 60.7% | Q3 19/20 | 57.7% | 59.3% | The 2018 national average including exceptions is 58%. and excluding exceptions is 60.1%. The primary reason that performance has decreased is reduced capacity in the SEN Management Team for a period of time. However, since November a full management team has now been in place. In addition, there has also been a higher number of cases and more complex cases being managed by the team, which is in line with the national trend of increasing demand for EHC Plans. |
| | Period | B&H including exceptions | B&H excluding exceptions | | | | | | | | | | | | | | |
| Q1 19/20 | 70.6% | 70.6% | | | | | | | | | | | | | | | |
| Q2 19/20 | 59.9% | 60.7% | | | | | | | | | | | | | | | |
| Q3 19/20 | 57.7% | 59.3% | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| % of young people with a learning disability turning 18 with a transition assessment in place | |  <table><thead><tr><th>Period</th><th>Percentage</th></tr></thead><tbody><tr><td>Q1 19/20</td><td>100.0%</td></tr><tr><td>Q2 19/20</td><td>100.0%</td></tr><tr><td>Q3 19/20</td><td>94.0%</td></tr></tbody></table> | | | Period | Percentage | Q1 19/20 | 100.0% | Q2 19/20 | 100.0% | Q3 19/20 | 94.0% | The target of 100% is for all young people in transition to have a transition assessment in place, which is a statutory requirement. There is has been a slip in performance due to the redesign of Assessment services in SCDS, and although all cases are allocated for those turning 18, there has been a delay in the starting of a Care Act compliant assessment for one young person which will be resolved through work force development initiatives still being implemented. | | | | |
| | Period | Percentage | | | | | | | | | | | | | | | |
| Q1 19/20 | 100.0% | | | | | | | | | | | | | | | | |
| Q2 19/20 | 100.0% | | | | | | | | | | | | | | | | |
| Q3 19/20 | 94.0% | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

2019/20 Q3 C&YPS Committee Performance Dashboard

| Indicator | | Q3 18/19 | | | Q4 18/19 | | | Q1 19/20 | | | Q2 19/20 | | | Q3 19/20 | | | Commentary |
|---|-----------|--|-----|-----|----------|-----|-----|----------|-----|-----|----------|-----|-----|----------|-----|-----|---|
| Number of first time entrants (FTE) to the youth justice system | |  | | | | | | | | | | | | | | | The FTE rates remain low in Brighton (18th out of 137 YOTs). YOS oversight and close liaison with Police means that the majority of young people are referred to the diversion panel pre-charge. However, in the past 6 months, there has been an increase in cases of possession of weapons (compared to other offences), which had led to either Youth Conditional Caution or Charge in accordance with the Police guidelines. |
| | FTE | 11 | | | 6 | | | 7 | | | 3 | | | 5 | | | |
| % of re-referrals to Children's Social Care Front Door for Families | | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | The rolling year rate of re-referrals is 25%, above the 2018-19 national average of 22.6%. All re-referrals return to the social work pod from where they were previously closed (within the last previous 12 months). This enables review, learning and reflection for pods as well as providing continuity of relationships for the families. Pods who have a higher re-referral rate are asked to consider what has led to recent re-referrals. |
| | |  | | | | | | | | | | | | | | | |
| | Year | 23% | 22% | 22% | 22% | 23% | 23% | 23% | 22% | 22% | 23% | 23% | 24% | 24% | 24% | 25% | |
| | Monthly | 17% | 25% | 23% | 21% | 26% | 21% | 25% | 20% | 21% | 23% | 24% | 35% | 26% | 27% | 30% | |
| Strengthening Family Assessments % completed in 45 days | | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | The rolling year figure is 92%, above the national average of 83.1%. There continues to be Head of Service focus and Pod Manager focus on completion of SFAs within timescales which supports increased performance. A culture of expecting SFAs to be completed within 30 days is firmly embedded with social work staff, allowing for an extension to 45 days for exceptional circumstances. This ensures that the majority of SFAs conclude within 45 days. |
| | |  | | | | | | | | | | | | | | | |
| | % On Time | 84% | 93% | 94% | 93% | 96% | 96% | 89% | 94% | 95% | 92% | 96% | 83% | 81% | 95% | 91% | |
| | On Time | 190 | 240 | 186 | 231 | 171 | 203 | 185 | 274 | 232 | 222 | 173 | 166 | 145 | 251 | 169 | |
| | Completed | 227 | 258 | 197 | 249 | 178 | 211 | 208 | 291 | 245 | 241 | 181 | 199 | 179 | 265 | 186 | |
| Number of children in care | | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Performance is below the target of 422 (contextual neighbour average). It is thought that this is a reflection of the success of the model of social work practice, as it is embedded in day to day social work practice with children and families to keep children safe within their families. Children's Services Entry to Care Panel continues to consider all admissions for children coming into care. It is chaired by the Assistant Director and oversees any admissions of children/young people into the care system. |
| | |  | | | | | | | | | | | | | | | |
| | CiC | 386 | 390 | 380 | 379 | 396 | 394 | 391 | 384 | 385 | 384 | 378 | 376 | 382 | 378 | 377 | |
| | exc UASC | 352 | 353 | 344 | 344 | 359 | 356 | 352 | 345 | 346 | 345 | 339 | 336 | 342 | 341 | 340 | |

| Measure | Frequency | Polarity (high is good, low is good or trend) | Definition |
|--|-----------|---|---|
| % of schools are judged good or outstanding by Ofsted (Corporate) | Annual | High is good | Ofsted use a four-point grading scale in all inspections to make the principal judgements: grade 1 – outstanding grade 2 – good grade 3 – requires improvement grade 4 – inadequate. On average Ofsted inspect 6 schools in Brighton and Hove each year. Around 19 of 68 schools have been inspected in the last three calendar years. |
| The average progress 8 score for all pupils in state-funded schools at the end of Key Stage 4 (Corporate) | Annual | High is good | Progress 8 is key measure that shows how well schools are performing with the cohort of children they are working with. A positive result shows better than expected progress and a negative result shows worse than expected progress; when comparing KS4 results with other schools whose pupils achieved similar results for KS2 attainment. The target is to be above the national result. Attainment 8 is separate measure which better measures the outright attainment of pupils. It is a single number which represents average performance of all pupils across 8 GCSEs and equivalent qualifications at the end of secondary school, with extra weightings given to English, and Maths. |
| The average Progress 8 score of disadvantaged pupils all pupils attending state funded schools at the end of Key Stage 4 (Corporate) | Annual | High is good | See definition of 'progress 8.' Disadvantaged pupils are those pupils eligible for free school meals in the last six years; or looked after continuously for 1 day or more; or formerly in care and recorded as such in school census). |
| % of all pupils attending state funded schools achieving the 'expected standard' in reading, writing and maths at the end of Key Stage 2 (Corporate) | Annual | High is good | The combined reading, writing, and maths measure uses the reading and maths test results along with the outcome of the writing teacher assessment (TA). To reach the expected standard in all of reading, writing and maths, a pupil must achieve a scaled score of 100 or more in reading and maths tests and an outcome of 'reaching the expected standard' or 'working at greater depth' in the writing TA. Together, these subjects give a broad measure of pupil attainment. |
| % of disadvantaged pupils attending state funded schools achieving the 'expected standard' in reading, writing and maths at the end of Key Stage 2 (Corporate) | Annual | High is good | See definition of 'expected standard' and 'disadvantaged pupils.' |
| Number of children in care (Corporate) | Monthly | Low is good | Under the Children Act 1989, a child is looked after by a local authority if he or she falls into one of the following: is provided with accommodation, for a continuous period of more than 24 hours; is subject to a care order; and is subject to a placement order. |
| The average Progress 8 score of children in care in state funded schools at the end of Key Stage 4 (Corporate) | Annual | High is good | Children who have been continuously in care for at least 12 months up to and including 31 March 2018. This definition has been used because 12 months is considered an appropriate length of time to gauge the possible association of being looked after on educational attainment. |
| Number of first time entrants (FTE) to the youth justice system | Quarterly | Low is good | First time entrants are defined as young people (aged 10 – 17) who receive their first substantive outcome (relating to a reprimand, a final warning with or without an intervention, or a court disposal for those who go directly to court without a reprimand or final warning) |
| % of re-referrals to Children's Social Care Front Door for Families | Monthly | Low is good | A referral is defined as a request for services to be provided by children's social care and is in respect of a child who is not currently in need. A referral may result in: an assessment of the child's need; the provision of information or advice; referral to another agency; or no further action. If a child is referred more than once in the year then each referral is counted in the figures. New information relating to children who are already on an open episode of need is not counted as a referral. A re-referral is where a child has been referred within 12 months of a previous referral. |
| Strengthening Family Assessments - % completed in 45 days | Monthly | High is good | Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. Statutory guidance 'Working Together to Safeguard Children' was revised in 2013 giving local authorities more flexibility when assessing children. Previously local authorities carried out an initial assessment within 10 working days and (where needed) a more in-depth core assessment within 35 working days. Local authorities now have the flexibility to carry out a single continuous assessment within 45 working days. |
| % of young people with a learning disability turning 18 with a transition assessment in place | Quarterly | High is good | It is a statutory requirement for young people with a learning disability who are the responsibility of the local authority and are turning 18 to have a Care Act compliant assessment by the time they are 18 (and have transition arrangement in place). |
| % of EHC Plans issued within 20 weeks (commentary to include number including and excluding exceptions) | Quarterly | High is good | Education, Health and Care (EHC) plans (formerly statements of SEN). Exceptions are when EHC plan production timescales overlap with school holiday periods, causing delays outside of control within the service. |

**Families Children and Learning (FCL) Performance & Safeguarding Service
Performance and Quality Assurance Framework**

FCL Directorate Plan: *Deliver on a directorate wide performance and quality assurance framework in order to ensure that safe and effective services are provided.*

“Senior leaders have a clear understanding of the strengths and areas for further development in their services, informed by a thorough and accurate self-assessment, alongside learning from regular comprehensive quality assurance framework auditing and peer reviews.” Ofsted, July 2018.

“Regular, comprehensive performance reports enable senior leaders to monitor performance against key performance indicators. This is supported by learning from quality assurance audits, ensuring a focus on practice at monthly performance meetings, corporate parenting panel and the Children, Young People and Skills committee.” Ofsted, July 2018.

“Performance support is excellent, with good systems and staff to support them. We were impressed with the integration of performance staff into senior management discussions and the opportunity to use performance staff to facilitate interrogating data at these meetings. Your performance team has established a system whereby instant performance reports are available at all levels on demand. Your numerous performance reports and the ability to get information live and across levels and issues is excellent. We saw good use of this performance data at all levels of the organisation.” LGA Safeguarding Peer Review September 2016

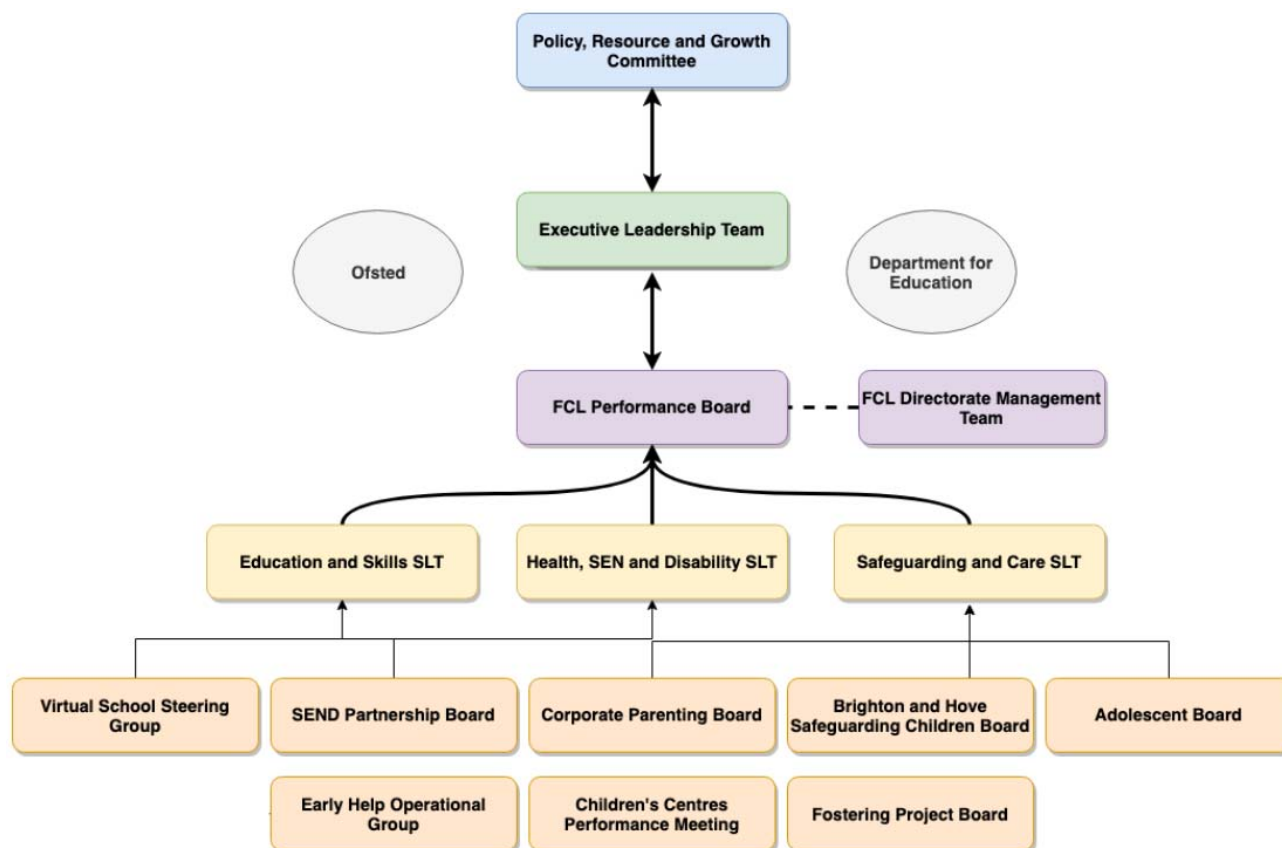
- The Performance Management Framework (PMF) is designed to allow us to take action in response to actual performance to deliver the best outcomes and services in relation to our priorities and statutory responsibilities within available resources for children, young people and their families.
- It is a forward facing and self-service Performance Management Framework which provides workers and managers with the support and tools with which to make systematic, continuous improvement to the services they deliver to children and their families in Brighton & Hove:
 - **Individual client level reporting:** These reports provide a detailed overview for an individual. This level of reporting is in-depth, and provides significant amounts of specific detail about one person we work with. **Example:** The Client Summary Report provides an overview of a child or young person, with chronology of key events, key relationships and key questions from assessments.
 - **Worker/operational reporting:** These reports provide a tool which looks at ongoing work and supports planning and prioritising current tasks. **Example:** The Client Overview reports enables a social worker or manager to see their caseload or caseload for their team, and when visits, reviews and assessments are due.
 - **Management Level Reporting:** Reports that aggregate performance by worker and team, and look at performance over a limited timescale. These support front line and senior managers in managing staff on a short to medium-term basis or see their performance within the wider service. **Example:** The Assessments report enables a front line manager to see how their timeliness of completed assessments

compared to other teams, and how individual members of staff have contributed to this.

- **Strategic Reporting:** Reports for managers to look at longer term trends and performance across the whole service. This allows performance to be compared at a regional and national level. **Example:** The Monthly Highlight Report provides trend information on a number of key performance indicators such as re-referrals to children's social care and timeliness of Initial Child Protection Conferences.

A guide to Self-Service Reporting can be found in Appendix 1.

Performance Framework



FCL Performance Board – this takes place quarterly and is chaired by the Executive Director for Families, Children & Learning. The Board scrutinises a comprehensive Directorate-wide Performance Report which includes 51 Key Performance Indicators. KPIs will have an agreed target where applicable, and a RAG rating based on performance against that target. A note of thanks is sent to staff from the Executive Director where performance is very good, and will request an exceptions report where performance is identified as an area for development. The Board will also scrutinise Directorate Plans, performance against FOIs and MP / member enquiries, EIA Completion, Audit Recommendations, a service user / customer feedback report, a SEND Performance Dashboard, Children's Social Care Performance reports, a Schools Causing Concern report and a Quality Assurance briefing.

The list of KPIs reported to the FCL Performance Board can be found here in Appendix 2.

Safeguarding and Care SLT – this takes place monthly and is chaired by the Assistant Director for Safeguarding & Care and there is a monthly Performance slot where the monthly Highlights Report, which is a report of key social care indicators, and the Children’s Analysis Tool (ChAT) is reviewed. The ChAT is a key performance report which Ofsted use as part of their inspection process of Children’s Social Care.

Education and Skills SLT – this is chaired by the Assistant Director for Education and Skills. GCSE forecasts are reviewed each term and analysis on key stage results by pupil groups and school performance are regularly scrutinised. A comprehensive school census report is presented annually, which analyses trends and demographics for children and young people attending Brighton and Hove schools.

Health, SEN and Disability SLT – this is chaired by the Assistant Director for Health, SEN and Disability. The SEND Dashboard is reviewed at SLT and performance on Adults with Learning Disabilities is being developed.

Families, Children & Learning Quality Assurance Framework (QAF)

- Families, Children & Learning (FCL) has a strong quality assurance system in place to check that services are being delivered effectively and to standards that keep children and young people safe.
- The core principle of quality assurance is to learn from experience and to apply the learning to facilitate continuous improvement in services.
- The Quality Assurance activity includes regular quarterly audits of practice; feedback from children and families; thematic audits; observation of practice; learning reviews and learning from complaints.
- *Social Work Audits* are completed each quarter by social workers (a total of 53 cases are selected). There are 2 parts to the audit – in Part A there are 12 quality standards for the key practice areas and in Part B the focus is on whether the outcomes for the child/young person have improved/are improving.
 - Pod Managers are required to moderate the audits and retain responsibility for validating the overall grade and the action plan.
 - The findings from audit are analysed and presented in a series of briefings – for Children’s Social Work the briefings are produced quarterly and are shared with social workers and their managers. The findings from audit are also presented to the Senior Leadership Team (SLT) and the FCL Performance Board each quarter.
 - As part of continuous improvement, the Quality Assurance (QA) Managers routinely challenge Pod Managers and provide exemplars to enable active learning. The QA Managers also attend Group Supervision in social work pods and deliver training on quality assurance to Newly Qualified Social Workers (NQSWs) and newly appointed staff.
 - The QA Managers also work closely with the Principal Social Worker and Lead Practitioners to look at the learning from audits and how this can be taken forward in a way that engages social workers.
 - Once a year the QA Managers check each of the audits completed in a given quarter to check for consistency in scaling and grading.
- *Thematic Audits* are completed twice a year and the themes are identified from current practice issues and other sources such as Serious Case Reviews, performance data and regular quarterly audits. The theme of the last audit was ‘The recording of BAME issues in children’s social work’.

- *Multi-Agency Thematic Audits (BHSCP)* are completed twice a year and involve representatives from the partnership including Sussex Police, the NHS, and schools as well as children's social work. The theme of the last audit was 'Child Exploitation' with a focus on child sexual exploitation (CSE) and child criminal exploitation (CCE).

Reports Overview

Help File

Contact: CSWSInformationOfficers@brighton-hove.gov.uk



Description:

Our self-service reporting system provides social workers and managers with the support and tools with which to make systematic, continuous improvement to the social work service they deliver to children and their families in Brighton & Hove. These reports are divided into 4 colour-coded tiers to make it easy to identify the role and scope of a report, from authority wide strategic overviews to detailed operational reporting.



Individual client level reporting



Aim to provide a detailed overview for an individual. This level of reporting is in-depth, and provides significant amounts of specific detail about one person we work with. Audience: Business Support Officers, Social Workers, Front Line Managers, Senior Management

Current Reports: Client Summary Report

Planned Reports: Review Summary Report

Example: A worker or manager might use this to get a recent narrative overview for an individual they work with.

Worker / operational reporting



Aim to provide a tool which looks at ongoing work and supports planning and prioritising current tasks.

Audience: Business Support Officers, Social Workers, Front Line Managers, Senior Management

Current Reports: Client Overview Report, Leaving Care Supervision Report

Planned Reports: Fostering Overview Report

Example: A social worker or manager might use this to see their caseload or caseload for their team, and when visits, reviews and assessments are due.

Management level reporting



Reports that aggregate work by worker and team, and look at performance over a limited timescale. These should support front line and senior managers in managing staff on a short to medium term basis or see their performance within the wider service.

Audience: Front Line Managers, Senior Management

Current Reports: Caseload Report, Assessments Report, Visits Report

Planned Reports: Reviews Report, Missing Children Report, Staff Supervision Report

Example: A front line manager might use this to see how their timeliness of completed assessments compared to other teams, and how individual members of staff have contributed to this.

| Team | Count | Assessment Type | Assessment Status | % of Assessments Completed | % of Assessments Completed by Date |
|-------|-------|-----------------|-------------------|----------------------------|------------------------------------|
| PS01 | 1 | 1 | 100% | 100% | 100% |
| PS02 | 1 | 1 | 100% | 100% | 100% |
| PS03 | 1 | 1 | 100% | 100% | 100% |
| PS04 | 1 | 1 | 100% | 100% | 100% |
| PS05 | 1 | 1 | 100% | 100% | 100% |
| PS06 | 1 | 1 | 100% | 100% | 100% |
| PS07 | 1 | 1 | 100% | 100% | 100% |
| PS08 | 1 | 1 | 100% | 100% | 100% |
| PS09 | 1 | 1 | 100% | 100% | 100% |
| PS10 | 1 | 1 | 100% | 100% | 100% |
| PS11 | 1 | 1 | 100% | 100% | 100% |
| PS12 | 1 | 1 | 100% | 100% | 100% |
| PS13 | 1 | 1 | 100% | 100% | 100% |
| PS14 | 1 | 1 | 100% | 100% | 100% |
| PS15 | 1 | 1 | 100% | 100% | 100% |
| PS16 | 1 | 1 | 100% | 100% | 100% |
| PS17 | 1 | 1 | 100% | 100% | 100% |
| PS18 | 1 | 1 | 100% | 100% | 100% |
| PS19 | 1 | 1 | 100% | 100% | 100% |
| PS20 | 1 | 1 | 100% | 100% | 100% |
| PS21 | 1 | 1 | 100% | 100% | 100% |
| PS22 | 1 | 1 | 100% | 100% | 100% |
| PS23 | 1 | 1 | 100% | 100% | 100% |
| PS24 | 1 | 1 | 100% | 100% | 100% |
| PS25 | 1 | 1 | 100% | 100% | 100% |
| PS26 | 1 | 1 | 100% | 100% | 100% |
| PS27 | 1 | 1 | 100% | 100% | 100% |
| PS28 | 1 | 1 | 100% | 100% | 100% |
| PS29 | 1 | 1 | 100% | 100% | 100% |
| PS30 | 1 | 1 | 100% | 100% | 100% |
| PS31 | 1 | 1 | 100% | 100% | 100% |
| PS32 | 1 | 1 | 100% | 100% | 100% |
| PS33 | 1 | 1 | 100% | 100% | 100% |
| PS34 | 1 | 1 | 100% | 100% | 100% |
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| PS36 | 1 | 1 | 100% | 100% | 100% |
| PS37 | 1 | 1 | 100% | 100% | 100% |
| PS38 | 1 | 1 | 100% | 100% | 100% |
| PS39 | 1 | 1 | 100% | 100% | 100% |
| PS40 | 1 | 1 | 100% | 100% | 100% |
| PS41 | 1 | 1 | 100% | 100% | 100% |
| PS42 | 1 | 1 | 100% | 100% | 100% |
| PS43 | 1 | 1 | 100% | 100% | 100% |
| PS44 | 1 | 1 | 100% | 100% | 100% |
| PS45 | 1 | 1 | 100% | 100% | 100% |
| PS46 | 1 | 1 | 100% | 100% | 100% |
| PS47 | 1 | 1 | 100% | 100% | 100% |
| PS48 | 1 | 1 | 100% | 100% | 100% |
| PS49 | 1 | 1 | 100% | 100% | 100% |
| PS50 | 1 | 1 | 100% | 100% | 100% |
| PS51 | 1 | 1 | 100% | 100% | 100% |
| PS52 | 1 | 1 | 100% | 100% | 100% |
| PS53 | 1 | 1 | 100% | 100% | 100% |
| PS54 | 1 | 1 | 100% | 100% | 100% |
| PS55 | 1 | 1 | 100% | 100% | 100% |
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| PS57 | 1 | 1 | 100% | 100% | 100% |
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| PS63 | 1 | 1 | 100% | 100% | 100% |
| PS64 | 1 | 1 | 100% | 100% | 100% |
| PS65 | 1 | 1 | 100% | 100% | 100% |
| PS66 | 1 | 1 | 100% | 100% | 100% |
| PS67 | 1 | 1 | 100% | 100% | 100% |
| PS68 | 1 | 1 | 100% | 100% | 100% |
| PS69 | 1 | 1 | 100% | 100% | 100% |
| PS70 | 1 | 1 | 100% | 100% | 100% |
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| PS78 | 1 | 1 | 100% | 100% | 100% |
| PS79 | 1 | 1 | 100% | 100% | 100% |
| PS80 | 1 | 1 | 100% | 100% | 100% |
| PS81 | 1 | 1 | 100% | 100% | 100% |
| PS82 | 1 | 1 | 100% | 100% | 100% |
| PS83 | 1 | 1 | 100% | 100% | 100% |
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| PS85 | 1 | 1 | 100% | 100% | 100% |
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| PS87 | 1 | 1 | 100% | 100% | 100% |
| PS88 | 1 | 1 | 100% | 100% | 100% |
| PS89 | 1 | 1 | 100% | 100% | 100% |
| PS90 | 1 | 1 | 100% | 100% | 100% |
| PS91 | 1 | 1 | 100% | 100% | 100% |
| PS92 | 1 | 1 | 100% | 100% | 100% |
| PS93 | 1 | 1 | 100% | 100% | 100% |
| PS94 | 1 | 1 | 100% | 100% | 100% |
| PS95 | 1 | 1 | 100% | 100% | 100% |
| PS96 | 1 | 1 | 100% | 100% | 100% |
| PS97 | 1 | 1 | 100% | 100% | 100% |
| PS98 | 1 | 1 | 100% | 100% | 100% |
| PS99 | 1 | 1 | 100% | 100% | 100% |
| PS100 | 1 | 1 | 100% | 100% | 100% |

Strategic Reporting



Reports for managers to look at longer term trends and performance across the whole service. This allows data to be compared on a regional and national level.

Audience: Front Line Managers, Senior Management

Current Reports: LAC Report

Planned Reports: Front Door for Families Report, CP Report, CIN Report, Care Leavers Report

Example: Heads of Service might use this to see what % of Children in Care had healthcare checks within statutory timescales, and how this had changed over time.



Individual Report Guidance:

[General Report Guidance](#)

[Client Summary Report](#)

[Client Overview Report](#)

[Managers Assessments Report](#)

[Managers Caseload Report](#)

[Leaving Care Supervision Report](#)

Families Children & Learning KPIs 2019/20

| Dir. | No. | Unit of measurement | Measure | Frequency | Polarity (high is good, low is good or trend) | Report to ELT/PRG | Council/City |
|------|-----|---------------------|--|-----------|---|-------------------|--------------|
| FCL | 1 | % | % of council-run childcare providers rated good or outstanding by Ofsted | Quarterly | High is good | DMT | Council |
| FCL | 2 | % | % of early years registered childcare providers are judged to be good or outstanding by Ofsted | Quarterly | High is good | DMT | City |
| FCL | 3 | % | % of schools are judged good or outstanding by Ofsted (Corporate) | Annual | High is good | Corp | City |
| FCL | 4 | % | % of children achieving a Good Level of Development at the end of the Early Years Foundation Stage | Annual | High is good | DMT | City |
| FCL | 5 | No. | The average progress 8 score for all pupils in state-funded schools at the end of Key Stage 4 (Corporate) | Annual | High is good | Corp | City |
| FCL | 6 | No. | The average progress 8 score for children with Educational and Health Care Plans (Special Educational Needs) in state-funded schools at the end of Key Stage 4 | Annual | High is good | DMT | City |
| FCL | 7 | No. | The average Progress 8 score of disadvantaged pupils all pupils attending state funded schools at the end of Key Stage 4 (Corporate) | Annual | High is good | Corp | City |
| FCL | 8 | % | % of all pupils attending state funded schools achieving the 'expected standard' in reading, writing and maths at the end of Key Stage 2 (Corporate) | Annual | High is good | Corp | City |
| FCL | 9 | % | % of pupils with Educational and Health Care Plans (Special Educational Needs) attending state funded schools achieving the 'expected standard' in reading, writing and maths at the end of Key Stage 2 | Annual | High is good | DMT | City |
| FCL | 10 | % | % of disadvantaged pupils attending state funded schools achieving the 'expected standard' in reading, writing and maths at the end of Key Stage 2 (Corporate) | Annual | High is good | Corp | City |
| FCL | 11 | % | The overall absence rate in maintained & academy primary and secondary schools | Termly | Low is good | DMT | City |
| FCL | 12 | % | % of pupils that studied at state-funded schools in Brighton and Hove at age 15 that achieved level 2 by age 19 | Annual | High is good | DMT | City |
| FCL | 13 | % | % of pupils that studied at state-funded schools in Brighton and Hove at age 15 that achieved level 3 by age 19 | Annual | High is good | DMT | City |
| FCL | 14 | % | % of eligible two year olds taking up early education places | Quarterly | High is good | DMT | City |
| FCL | 15 | No. | Number of pupils permanently excluded from state schools | Termly | Low is good | DMT | City |
| FCL | 16 | No. | Number of fixed term exclusions in primary and secondary schools | Termly | Low is good | DMT | City |
| FCL | 17 | No. | Number of pupils educated at home | Termly | Low is good | DMT | City |
| FCL | 18 | No. | Number of pupils educated otherwise than at school | Termly | Low is good | DMT | City |
| FCL | 19 | No. | Number of school age pupils known to be missing education | Termly | Low is good | DMT | City |
| FCL | 20 | % | % of pupils in Brighton and Hove state funded schools (Years 7-11) reporting that they have been bullied this term | Annual | Low is good | DMT | City |
| FCL | 21 | % | % of children living in poverty | Annual | Low is good | DMT | City |
| FCL | 22 | No. | Number of families identified as part of the Stronger Families Stronger Communities programme who are 'turned around' (Phase 2) | Monthly | High is good | DMT | Council |
| FCL | 23 | % | The combined figure for the percentage of young people aged 16 – 17 who are Not in Education, Employment or Training (NEET) and the percentage of those whose NEET status is not known [Quarterly YTD excluding September and October] | Quarterly | Low is good | DMT | City |

Families Children & Learning KPIs 2019/20

| Dir. | No. | Unit of measurement | Measure | Frequency | Polarity (high is good, low is good or trend) | Report to ELT/PRG | Council/ City |
|------|-----|---------------------|--|-----------|---|-------------------|---------------|
| FCL | 24 | No. | Number of first time entrants (FTE) to the youth justice system (Corporate - City) | Quarterly | Low is good | Corp | City |
| FCL | 25 | % | % of re-referrals to Children's Social Care Front Door for Families | Monthly | Low is good | DMT | City |
| FCL | 26 | % | Strengthening Family Assessments - % completed in 45 days | Monthly | High is good | DMT | Council |
| FCL | 27 | % | Strategy Meetings to ICPC (Initial Child Protection Conference) - % achieved in 15 days | Monthly | High is good | DMT | Council |
| FCL | 28 | No. | Number of children who were the subject of a child protection plan | Monthly | Low is good | DMT | Council |
| FCL | 29 | No. | Number of weeks taken to complete care proceedings (Rolling year average) | Monthly | Low is good | DMT | City |
| FCL | 30 | No. | Number of children in care (Corporate) | Monthly | Low is good | Corp | Council |
| FCL | 31 | % | The average Progress 8 score of children in care in state funded schools at the end of Key Stage 4 (Corporate) | Annual | High is good | Corp | City |
| FCL | 32 | % | % of children in care achieving the expected standard in reading, writing and maths at the end of Key Stage 2 | Annual | High is good | DMT | City |
| FCL | 33 | % | % of children missing in the quarter who had a return interview | Quarterly | High is good | DMT | Council |
| FCL | 34 | % | % of former relevant young people (care leavers) aged 19, 20 and 21 who were in education, employment or training | Annual | Low is good | DMT | City |
| FCL | 35 | % | % of children in care receiving a timely health check assessment | Monthly | High is good | DMT | Council |
| FCL | 36 | % | % of children in care receiving a timely dental check assessment | Monthly | High is good | DMT | Council |
| FCL | 37 | % | % of children who cease to be looked after who are adopted | Quarterly | High is good | DMT | City |
| FCL | 38 | No. | The average time between a child entering care and moving in with adopters [days] | Monthly | Low is good | DMT | Council |
| FCL | 39 | % | % of children placed in foster care that are placed in-house | Monthly | High is good | DMT | Council |
| FCL | 40 | % | % of EHC Plans issued within 20 weeks including exceptions | Quarterly | High is good | DMT | City |
| FCL | 41 | % | % of EHC Plans issued within 20 weeks excluding exceptions | Quarterly | High is good | DMT | Council |
| FCL | 42 | No. | Number of court disposals resulting in a custodial sentences | Quarterly | Low is good | DMT | City |
| FCL | 43 | % | Percentage of young offenders who re-offend | Annual | Low is good | DMT | City |
| FCL | 44 | % | % of people with a learning disability in employment (Corporate) | Annual | high is good | Corp | City |
| FCL | 45 | % | % of people with a learning disability in settled accommodation | Annual | high is good | DMT | City |
| FCL | 46 | No | Number of children in residential placements | Quarter | Low is Good | DMT | City |
| FCL | 47 | | % of young people with a learning disability turning 18 with a transition assessment in place | Quarter | High is good | DMT | Council |
| FCL | 48 | | Adults with learning disabilities in specialist hospital settings (CCG Funded Placements) - less than 10 inpatient stays in specialist hospital at any one time. | Quarter | Low is good | DMT | City |
| FCL | 49 | % | The % of adults learning disability regulated services judged good or outstanding (Ofsted/CQC) | Quarterly | High is good | DMT | City |
| FCL | 50 | % | The % of childrens learning disability regulated services judged good or outstanding (Ofsted/CQC) | Quarterly | High is good | DMT | City |
| FCL | 51 | No. | Number of Fixed Term Exclusions for children and young people with Special Educational Needs (SEN including school assessed and with EHCPs/Statements) | Annual | Low is good | DMT | City |