

Key Theme	Priority Area	Priority Areas for Action 2017-18	Cross-reference to other strategies/plans	Priority Lead (Role)	Priority Lead (Name)	What's gone well?	What do we want to improve?	How do we know? (1)	How do we know? (2)	How do we know? (3)	How do we know? (4)
1. Keep children well and safe	1	Ensure that assessments and plans consistently improve and actively consider all risks to children and include a multiagency approach.	Ref: Ofsted Next Steps Plan Recommendation 3&4	Head of Children Social Care CC	Rebecca Wilshire	<p>Some improvement being seen in assessments, we met our annual timescale target</p> <p>There is some improvement in Plans (CP/CLA)</p> <p>Plans are achieving good outcomes, for example reduced CLA, reduced CP and good use of PLO leading to CIN plans rather than proceedings</p> <p>CLA and CP plans are reviewed regular and in timescales</p> <p>Workshops delivered around this area to improve practice</p> <p>Risks are better identified in assessments - which is evidenced in audits</p> <p>The more stable are staffing the more we are seeing improved practice</p> <p>regular workshops, items of interest at Children Conference to consistently improve practice</p>	<p>Plan still require further work around SMART planning</p> <p>We need to address some variable practice</p> <p>Continue to raise standards and learn from feedback</p>	Audits Mocksted Data Information Feedback			
	2	Ensure Social Workers are seeing children regularly and that Statutory Visits are upheld	Ref: Ofsted Next Steps Plan recommendation 8	Head of Children Social Care CC	Rebecca Wilshire	<p>This is an improving picture, CLA and CP are seen regular, and we have and use robust data information to support this further.</p> <p>CIN is seeing improvement and data supports the improving journey further</p> <p>Data evidences an improving picture</p> <p>Stat visits on the whole are met - where they are not this is known and narrative is shared</p> <p>Data support the timescales enabling managers to be aware of visits due rather than when they are already late</p>	<p>Need to ensure this continues to be good practice and continues to be embedded</p>	Audits Mocksted Data Information Feedback			
	3	Ensure that children have timely access to health services, including specialist provision	Ref: Ofsted Next Steps Action Plan Recommendation 16 and CQC review of LPT	Head of Children Social Care CC	Rebecca Wilshire	<p>This was part of our Ofsted action plan and is considered met.. We engage closely with health, we have developed the way we use SDQ and this will ensure we are even more robust including access to specialist provision as needed</p> <p>SDQ is being done for all children in the service to develop more understanding around their emotional wellbeing and health needs</p>	<p>Need to ensure this continues to be good practice and continues to be embedded</p> <p>Recently implemented that SDQ will be done for all children - this needs to be monitored over next 3 months and then embedded</p>	Audits Mocksted Data Information Feedback			
	4	To enhance the health and well-being of children and young people through improved service integration and the delivery of BCT Better Care Together health targets	Ref: STP Children's and maternity and neonates programme	RCC Lead for Public Health	Trish Crowson (Zaheera Shatra)	<p>As part of the Healthy Together 0-19 Healthy Child Programme service delivered across LTR by LPT, public health nurses (health visiting) are working closely with UHL maternity services on multi-agency working including decision making, assessment and planning interventions such as the Action plan for Infant Mortality and Infant Feeding. Running alongside this is "Chat Health" for parents (an SMS messaging service) which is working well and is covering key issues around breastfeeding and family support. There is good networking and partnership working across the BCT system. Key stakeholders are involved and are involved in public health campaigns.</p>	<p>We need a co-ordinated approach towards the "Future in Mind" strategy to improve the mental health and emotional wellbeing of children and young people. Improve on the 4 "Ps": trusted parental figure, peer support group, ability to problem solve and having a passion and or hobby. All 4 "Ps" are protective factors in terms of preventing and supporting CYP who have faced adverse childhood experiences.</p>	Future in Minds, the 5 workstreams are now operational however we are in the early stages of implementation. The Better Births Strategy has just been finalised and submitted to NHS England for approval for implementation.			
	5	Have assurance that additional safeguarding risk for children and young people with disabilities is understood and responded to across partner agencies	Ref: LSCB Priority, SEND and Inclusion Strategy	Head of Early Help, SEND and Inclusion	Bernadette Caffrey	<p>Review of all cases open to Children with Disabilities service CIN have been audited by the EH Social Work Manager and any risks identified and addressed. LSCB multiagency audits completed and RCC cases graded good or outstanding. LSCB assurance testing of LA process completed - actions identified and addressed. Ofsted SEND inspection found evidence that disabled children are protected and they report feeling supported and safe in Rutland.</p>	<p>Continuous improvement of the quality of CIN Plans and EHCPs especially evidencing children's progress and outcomes, the voice of the child is heard and children's social and emotional needs and preparation for independence are considered. Staffing capacity in the service has meant changes of social worker for children and families and delay completing Single Assessments. Additional resilience in service now and all children are seen and SA's will and CIN reviews will be completed. Children's needs identified and receive early intervention to reduce the need for multiple statutory assessments and reliance on statutory plans and high cost places.</p>	<p>Outcome of multiagency audit findings. No escalation of safeguarding concerns. Children held at CIN threshold. Robust Social Work management oversight in place and recorded in case files. A number of cases can now step down and have their needs met in Early Help.</p>			

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2. Fair Society	6	To reduce the development and achievement gap at all key stages – championing children and young people to meet their full potential	Ref: RCC Education Framework 2017 and Rutland SEND and Inclusion Strategy 2017	Head of Learning and Skills, RCC	Gill Curtis	<p>Currently there is no data yet available for 2018 pupil outcomes to allow us to measure performance compared to historical data.</p> <p>The Learning & Skills Service Annual Review (LaSSAR) provides evaluative overview of pupil achievement in Rutland.</p> <p>The Education Framework has been consulted upon, published and shared with stakeholders to provide clarity in the strategic plan for education to 2020; focus on best outcomes for children and young people. Prioritisation and Entitlement Policy in place; provides clear and transparent information on core entitlement for schools and Early Years providers and actions taken by the LA in light of concerns raised through prioritisation desk top exercise. Brokering of school to school and of external support has led to improvements recognised through Ofsted inspection.</p> <p>More focused and streamlined approach to training and guidance for schools through partnership with Rutland Teaching Alliance. This year's key focus on:</p> <ul style="list-style-type: none"> Safeguarding – developing a cohesive programme of support and guidance for all education providers, including early years (childminders and pre-school/ nurseries), schools and post-16 providers. Includes governor training programme Developing early years practice to meet wider needs of young children Improving classroom practice to in schools in adjusting their provision to be more responsive to pupils' needs (a commissioned programme - 'Inclusion begins in the classroom') 	<p>Continue to focus on schools being more well-prepared in meeting the needs of all groups of pupils through a rich and engaging curriculum which sets high expectation for all whilst is responsive to the more and less able pupils. This will enable those children and young people who require additional support and challenge to achieve their best which will in turn reduce the gaps in performance. Governor training will be included in all relevant training offers to schools. With the increased number of academy schools in Rutland, it is vital that the education sector is developing a robust approach to shared accountability for pupil outcomes and there is a mature sector-led school improvement system in place. This is being supported through the commissioned Sustained Sector-Led Improvement Programme which began in April 2018 which is offered to schools to enable them to develop a rigorous approach to self-review and peer challenge. Peer to peer reviews have been organised by each cluster with senior leaders undertaking reviews in cluster schools. Improvement champions then go in to lead CPD for staff in light of review outcomes. First round of peer reviews taking place before end of summer term.</p> <p>The contribution to education outcomes from Rutland childminders, nurseries and pre-school providers will be a key development area with a programme of focused training and guidance being offered at little or no cost to those providers.</p>	<p>Termly Keep in Touch meetings with Department for Education Regional Schools Commissioners Officer and Ofsted Regional HMI for Schools and for Early Years provide external challenge and support. Offers a partnership approach to addressing individual or wider issues identified from all parties. Ofsted Annual Conversation provides a further external review of LA effectiveness in improving outcomes for children and young people</p>	<p>Termly review through the Education Performance Board provides monitoring and review of the performance and progress of improvement of education providers including Early Years settings, schools and Adult Learning provision.</p>	<p>Termly School Quality Assurance meetings are undertaken by Learning and Skills Service; interrogation of performance of schools and early years providers which informs any further action to be taken to address concerns or underperformance. Reflect on impact of L & S provision in meeting identified needs or addressing concerns; informs CPD commissioning or brokering of school to school or external support</p>	Annual interrogation of school performance data; reported to Children and Young People's Scrutiny and through quarterly performance reports
	7	Challenge what needs to change and improve to achieve better outcomes for children and young people with a special educational need or disability (SEND)	Ref: SEND and Inclusion Strategy 2017	Early Intervention and SEND Inclusion Service Manager and Designated Clinical Officer & SEND Lead for FYP/C	Kevin Quinn and Dawn Kimberly	<ul style="list-style-type: none"> SEND profile raised. Active multi-agency SEND strategic Group with schools, parents etc taking ownership of the agenda. Strategic development plan in place, we know where we are going and there is effective challenge. Positive Ofsted Inspection highlighting delivery of good EHCPs for children and identified our areas to strengthen. Revised our EHC assessment pathway to make it clearer. Engaged parents in shaping our services – local offer, EP contract, RIASS, recruitment. Parents influencing services through various groups including SEND strategic Group. Early Intervention Fund and alternative models for use of high needs funding being developed. 	<ul style="list-style-type: none"> Inclusivity, quality, practice and capacity of schools to support wide ranging needs of children with SEND. High levels of special school places out of County. Pressure on high needs budget due to increase in EHCA and EHCPs. 	<p>Reduction in High cost out of county placements. Increase in schools meeting needs of children.</p>			
3. Listening	8	Increase participation of young people to be active citizens and engage our parents and carers to shape our services.	Ref: RCC Participation Strategy 2015	Manager Universal and Partnerships, Early Intervention, Children Social Care RCC	Kevin Quinn	<ul style="list-style-type: none"> Loads of positive work, some examples; We have increased the number of young people on our Rutland Youth Council who are actively influencing service delivery and who are part of consultations and service design. Engaging Young people to shape services through a you said we did approach - Children in Care Council, Disabled Youth Forum and Rutland Youth Council are actively engaged in designing services. Parents and Young people members attend various groups such as Corporate Parent Board, SEND strategic Group, Children Centre Governance Group and our Children's Trust to share their views and shape our services. Delivered national take over day where young people are involved in helping design and shape our services. Undertaking surveys with young people and parents to ascertain their views and inform service delivery, this is reflected in a children and young people pledge and performance scorecard to track our impact. Active young inspectors group made up of children and young people from our young carers group, Disabled Youth Forum and Youth Council. Involvement of parents in recruitment panels for SEND case officers and other roles. Involvement of young people in designing interview questions for recruitment. Parents helped design new RIASS and educational psychology service specifications. Local Offer website. 	<p>Measuring our you said we did with evidence needs to be more formal so this can be seen quickly.</p>	<p>Accessible evidence reported through monthly performance reports.</p>			
	9	To quality assure our practice – through the use of quantitative and qualitative data, engagement of service users, and engagement from front line staff	n/a	LSCB Lead / Business Intelligence Manager / SEG	Jon Adamson	<p>Performance framework for children's services is now well developed with good oversight supported by information dashboards.</p> <p>Auditing processes has been refined with specific process tailored against need.</p> <p>Monthly audits and performance data show a mainly positive picture for both timescales and quality of service delivery.</p> <p>Feedback from children, young people & families is gathered and reported regularly.</p>	<p>Developing an LLR Performance Framework for Early Help has not progressed as quickly as hoped and is not yet in place. Further work is required to deliver this in 2018/19.</p>	<p>Monthly audits are undertaken across children's services and reported quarterly to the Performance and Quality Assurance Group.</p>	<p>New quarterly performance meetings focussed on social care have been arranged for 2018/19. A revised format for quarterly children's conferences has been implemented with a separate 'CSC Performance and Continued Improvement' session with all children's social care staff now taking place each quarter.</p>	<p>A new Pledge survey has been designed for Children Looked After and for Care Leavers and the first data collection using the new survey took place in March 2018.</p> <p>Feedback from the Children in Care Council (CICC) and Speak Up Speak Out (SUSO) is reported quarterly to the Corporate Parenting Board. A Young Care Leaver attended the Corporate Parenting Board meeting on 8th May 2018.</p>	<p>The Project Management Officer undertakes regular phone calls to families to gather feedback on service delivery which is reported in monthly Performance & QA meetings.</p>