

Quality Assurance and Learning Framework

Herefordshire Council
Children and Young People Services

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Foreword

Dear colleagues,

Working with children and young people and their families is complex, and all of us whom work in this world know that their needs are multi-faceted, and that we need to take a whole system approach towards helping them to live safely at home. When we work with and alongside people, there is strong evidence to say that outcomes for children and their families are improved.

We are committed to working with families restoratively, to establish positive relationships that constantly explore and build on areas of existing strength, and agree with families effective plans for improvement where risks are identified, acknowledged and addressed. Similarly we need to constantly explore and build on areas of strength in the quality of services we deliver to children and young people and their families, and agree effective plans for continual improvement.

Fundamental to our improvement journey over the next two years, we are working with Leeds City Council's Relational Practice Centre as part of our long term improvement partnership which is being supported by the DfE.

This quality assurance framework sets out the principles and standards of practice expected from all of us in Children's Services. It also sets out the mechanisms we will use to assess the quality of our practice, systems and processes, and use the learning to make improvements in outcomes for children, young people and families.

All of us are undertaking important work, and want to do the best we can in our respective roles. I hope you will find this guidance both interesting and helpful in ensuring good practice from us and good outcomes for the children and young people we work with.

Darryl Freeman,
Director of Children and Young People Services
Herefordshire Council.



Darryl Freeman
Director of Children and Young
People Services

Our standards, values and principles

The Council's Values

At Herefordshire Council, our PEOPLE values shape our future culture and underpin all of our work:

People – Targeting people fairly, with compassion, respect and dignity.

Excellence – Striving for excellence, and the appropriate quality of service, care and life in Herefordshire.

Openness – Being open, transparent and accountable.

Partnership – Working in partnership and with all our diverse communities.

Listening – Actively listening to, understanding and taking into account people's views and needs.

Environment – Protecting and promoting our outstanding natural environment and heritage for the benefit of all.

As an organisation, we are proud to operate against a set of core defined principles:

Partnership – We collaborate to maximise our strengths and resources.

Resilience – We use resources wisely so Herefordshire is fit for future generations.

Integrity – We make decisions based on evidence and work with respect, openness and accountability.

Democracy – We strengthen local democracy, decision making and service delivery and involve more young people.

Engagement – We listen to and learn from our communities and help people connect through culture, creativity and care.

What is quality assurance?

Quality assurance in Herefordshire involves the systematic monitoring and evaluation of practice, policies, and procedures, with the aim of improving our services to achieve better outcomes for children and their families. Our quality assurance activity will demonstrate a consistent focus on our children, their experiences, voice, lived experience and their outcomes. Children and young people are central to all that we do in Herefordshire. We are embedding a culture of focus on IMPACT of all our activity. We are encouraging staff at all levels to identify, measure and analyse the impact for children, to ensure that our improvement activity is consistently leading to better outcomes for children.

Quality assurance is more than routinely counting numbers, meeting targets for performance indicators and periodically carrying out audits.

As a learning organisation, quality assurance activity gives us the opportunity to know ourselves well, to shine a light on good practice and to put in place plans to use this good practice to make improvements in other areas. Our quality assurance activity is dynamic and evolving, with a cycle of monitoring, reflection and learning, based on the principle that improvement is a continuous journey.

Improving outcomes for children and delivering good quality support and protection is everybody's business and is owned by us all.

Most importantly, we need to systematically collect accurate data and quantitative information regarding the quality of practice in Herefordshire to enable us to scrutinise performance and robustly analyse to better understand the lived experience and journey of children and families.

Using learning and key messages from QA activity and performance data we are able to better understand and target our improvement

activity at pace.

Herefordshire quality assurance activity is an integral part of everyday practice within our Children and Young People's Directorate.

Measuring the impact of service delivery is central to understanding and achieving improved outcomes for children. This requires a strong quality assurance system to be in place that can evidence services are being delivered effectively and to standards that enable children's welfare to be safeguarded and promoted and their outcomes to be maximised.

Why do we need quality assurance?

Herefordshire Council is committed to achieving excellence through continuous improvement, where children and young people are at the heart of everything we do and have the opportunity to influence and shape the services they receive.

Having in place a robust quality assurance system will help to:

- Ensure and evidence that children are being kept safe from harm and protected.
- Ensure that children's needs are met at the earliest stage.
- Ensure that thresholds are being applied consistently and effectively.
- Improve outcomes for children and families we work with by identifying areas of development within practice and services offered, which can also be addressed through service planning, training and commissioning.
- Identify what support and evidenced based interventions work for children and families and highlight good practice.
- Ensure staff are supported in carrying out their roles both safely and effectively.
- Focus on learning from practice including good practice

Developing a positive quality assurance culture

A key aim within this revision of this Quality Assurance Framework is to better integrate and strengthen the use of both qualitative and quantitative data to support an even more sophisticated and coherent practice story and approach to practice improvement.

The framework seeks to improve the quality of services by:

- Reviewing the quality of practice against standards and expectations regarding performance; data, local and national standards, regulatory requirements to support in getting things “right first time”
- Identifying strengths in practice that can be shared with others and built upon
- Spotting shortfalls in practice that require further work and improvement, including local and whole system action that leads to sustainable improvements and challenging historical custom and practice
- Ensuring that all staff are clear about their roles and responsibilities regarding quality assurance of practice, and that improving quality of practice is part of “business as usual” for all staff within children and families
- Fostering a culture of “high support, high challenge” that sits within a cycle that drives a culture of continuous improvement, tackling problems openly and honestly and leading to visible change
- Identifying learning and development needs for individuals, teams, practice areas, services and partners
- Embedding the voice of children and young people in practice and improvement activity.

Herefordshire recognise that it is vital that we learn from all our quality assurance activity and from feedback, both positive and challenging.

We strive to develop a culture within the organisation that is one of learning, where staff at all levels feel safe to raise issues and discuss any difficulties, and are confident that their views will be heard and action taken to address the issues raised. In order to achieve this, feedback to staff needs to be positive, celebrating achievements and improvements and challenging in a positive way. We will all ensure colleagues are supported and listened to when raising issues, and informed of actions to be taken. Herefordshire aims to model working with and not for or to behaviours. We want our practitioners to feel and own audit activity.

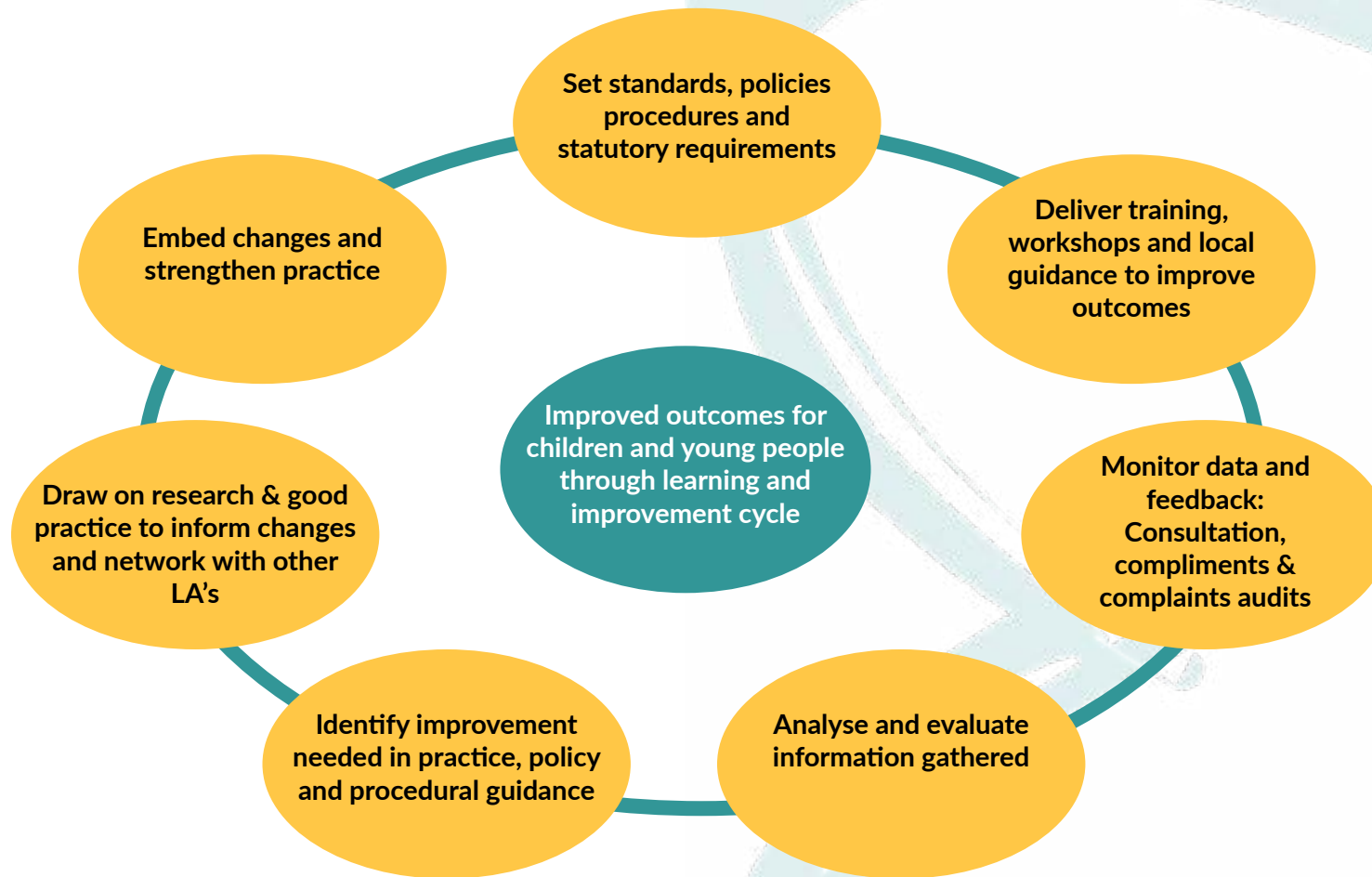
Audits will be completed with the involvement of the practitioner facilitating a learning opportunity between practitioner and auditor. This will ensure that the practitioner can contribute effectively, learn directly from the process and better understand what good practice looks like, understand decision making and application of audit grades.

To support manager’s confidence and accuracy of audit completion, we are delivering a series of *Best Practice in Auditing* workshops and these will become part of the core training offer from the Academy. Additionally we have developed grade descriptors to ensure accurate and consistent grades are applied. (See appendix)

We have developed Case File Audit Guidance providing clarity on the expectations regarding auditing and our roles and responsibilities following audit completion. (See appendix)

We will develop also implemented a Practitioner’s Feedback Sheet to learn from our staff on their experiences of audit activity and inform future development of QA activity. Within each audit we ask for and record staff feedback on the experience of the audit and to reflect on their achievements and challenges working with the child or young person.

Embedding positive QA cultures



Our Practice Standards

Herefordshire has set out a clear set of practice standards for effective intervention with children, young people and their families. It supports our vision that all children and young people in Herefordshire feel safe, loved, and valued, and grow up with the confidence and skills to be the best they can be.

Keeping children and young people at the centre of all we do. Our Practice Standards are:

Children and families will be placed at the heart of everything we do. Every child will have an assessment of their individual needs which reflects how their life experiences, wishes, feelings and any risks to them are known and understood and will seek to promote family stability and safety.

Every child will have an assessment which reflects the strengths and assets within themselves and their family and community

All children's plans will explain what needs to happen by when and by who

All children's case records will be clear, using language that is easily understood.

All casework will be supported by regular and timely management oversight.

Staff will use strength based approaches to enhance working relationships with families and improve outcomes for children and young people.



Practice Standard	What does 'good' look like?	How will we measure this?
<p>Children and families will be placed at the heart of everything we do</p>	<ul style="list-style-type: none"> • Co-production- Involve children/young people and their parents/ carers in shaping plans and decisions • We will listen to children • We will work with children pro-actively taking account of their needs • We will deliver relationship-based practice with children and families • We will involve them in genuine partnership • Our responses to risk will be timely and proportionate • Reflect historic information, identify risks and protective factors • There will be a clear analysis of the child/young person's situation 	<ul style="list-style-type: none"> • Reports on timeliness • Team managers' oversight and sign off assessments • Audit activity "external" Audit activity IRO / CP chairs • Audit activity • Feedback from children and families • Scrutiny by DLT and CLT
<p>Every child will have an assessment</p>	<ul style="list-style-type: none"> • Involve children/young people and their parents/carers in shaping plans and decisions • Reflect the child's lived experiences • Include partner agencies and family views • Regularly updates to take account of changes • Assessments will be timely and proportionate • Assessments will reflect historic information, identify risks and protective factors • Assessments will result in a clear analysis of the child/young person's situation • Detailed genogram will be included • An up to date chronology will be completed • Assessments will be written in clear and friendly way, using language that is non-victim blaming and non-stigmatising. • Safety plans will be standalone and written in a way the child or young person understands 	<ul style="list-style-type: none"> • Reports on timeliness • Managers' oversight and sign off of assessments • Performance reports on timeliness • Audit activity • Feedback from IRO/CP chairs • Feedback from children and families • Feedback from partners
<p>Plans are good quality and SMART</p>	<ul style="list-style-type: none"> • Reflect assessment findings • Plans are co-produced with the family • Are clear and outcome focussed with attributed actions which are: • Specific • Measurable • Achievable • Realistic • Timescales are clear • Other agencies are involved as appropriate. 	<ul style="list-style-type: none"> • Service-related audit activity • Multi-agency audit activity • IRO scrutiny at reviews • CP Chair scrutiny • Audit activity • Management sign off/oversight • Children and family feedback

Practice Standard	What does 'good' look like?	How will we measure this?
Children's records will be clear and accessible	<ul style="list-style-type: none"> • Recordings will be timely • Recordings will include reflection and analysis • Significant events will be explained and decisions evidenced • There will be explanation as to the purpose and impact of activity e.g. visits • There will be a case summary updated 3 monthly • Child and family views will be clearly recorded and confirmed • Documents will be written in simple, jargon free and child centred language 	<ul style="list-style-type: none"> • Management supervision/ oversight • Audit activity • Scrutiny from CP chairs/IRO • Children and family feedback
Children's cases evidence regular management oversight	<ul style="list-style-type: none"> • Regular, recorded management oversight will be on records • Manager's directions and comments will be clearly recorded • Reflective supervision will be seen on files • Managers follow up of activity agreed will be evident • Evidence of managers reflecting on impact and agreeing next steps • Evidence of appropriate support and challenge • Evidence of managers and CP Chairs/ IROs impacting on case progression 	<ul style="list-style-type: none"> • Management oversight on files • Supervision reports • Audit activity • CP chairs/IRO oversight • Evidence of appropriate CP Chair/ IRO challenge and escalation • Partners feedback • Child and family feedback
Relational and restorative practice	<ul style="list-style-type: none"> • Strengths based approach will be used when communication, engaging and supporting children and young people • Our practice with children and their families will be relational and restorative in its approach • Wishes and feelings of children/young people and families are: <ol style="list-style-type: none"> 1. visible in assessments 2. visible in notes of meetings 3. reflected in plans • Feedback from Herefordshire Young Voices informs service planning • Safety/ wellbeing plans are evident • Multi agency plans are clear and proactive • Children and families are clear as to the concerns and actions required 	<ul style="list-style-type: none"> • Audit • Service user feedback • Suggestions acted upon from Herefordshire Young Voices and other groups

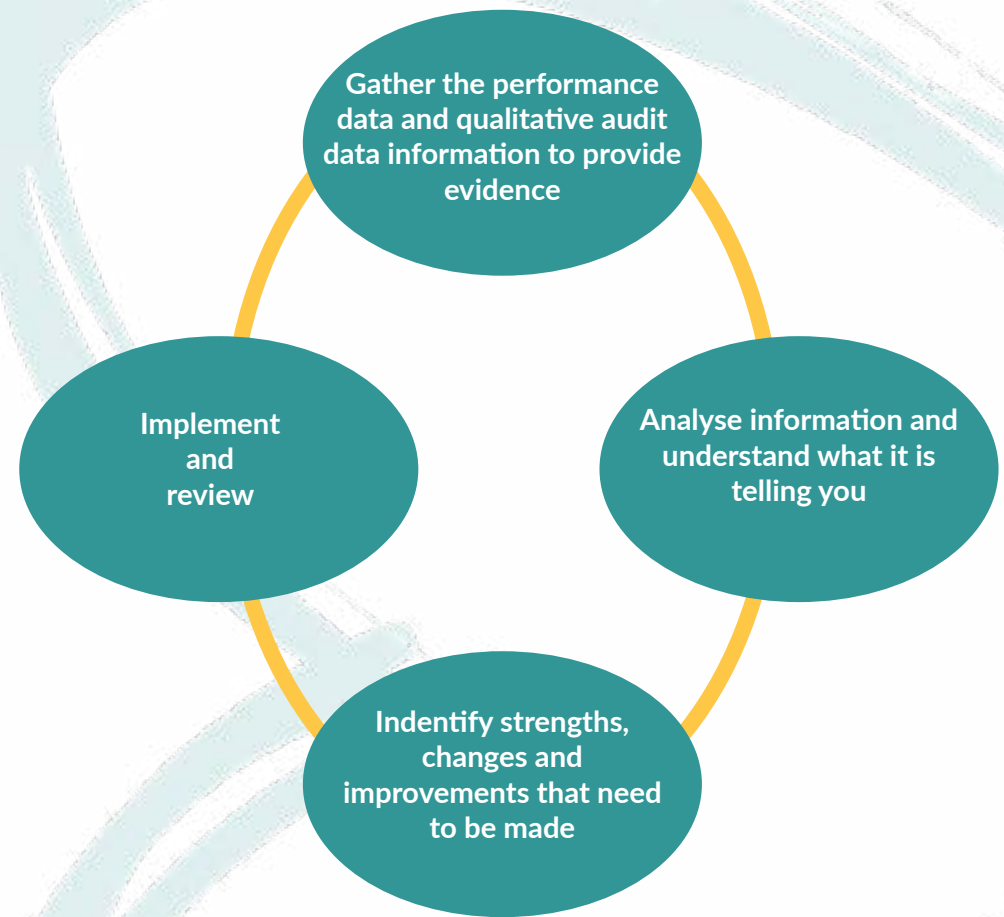
The Continuous Improvement Model

The continuous improvement model enables quality assurance activities to inform action and improve outcomes for children and young people, which is at the heart of our work.

It is expected that this continuous knowledge acquisition will drive evidence-based practice. Social workers need to understand and use research in practice if they are to provide effective help. The Professional Capabilities Framework (PCF) says that social workers should “make use of research to inform practice” and the Knowledge and Skills Statement for child and family practitioners says they should “make use of the best evidence from research to... support families and protect children”. This learning will be passed on through direct work, training, audit and supervision.

This is evidenced by;

- Responsiveness to assessed need and the wishes of children and families.
- Being professionally curious to ensure we know and understand the families we work with and their lived experience.
- Enabling practitioners to blend personal qualities and creative imagination with practice skills and practice wisdom that underpin quality practice
- Practicing “respectful uncertainty” - applying critical evaluation to any information they receive and maintaining an open mind
- Reviewed and revised policies and procedures.
- Integration of training into practice.
- Workforce development strategies – learning, development and recruitment / retention of staff.
- Data and performance being used to drive good practice



Implementing the Quality Assurance Framework - Roles and Responsibilities

Roles	Responsibilities
Independent Conference & Reviewing Officers	<ul style="list-style-type: none"> • Ensure practice meets statutory, professional and service standards • Ensure practice is child-focused • Ensure recording is kept up to date • Act as 'critical friends' in promoting best practice in services to children and young people • Ensure that Child Protection Plans provide the child with appropriate safety, that they are achievable and are reviewed regularly • Ensure that plans for Children in Care are based on a detailed and informed assessment, are up to date, effective and provide a real and genuine response to each child's needs • Monitor on an ongoing basis the quality of service provided to Children in Care and children subject to Child Protection Plans, which also includes monitoring the performance of the wider children's services • Function as a corporate parent, identifying any areas of poor practice whether on an individual basis or establishing collective patterns of concerns.
Team Managers, Early Help Team Leaders	<p>As above, plus:</p> <ul style="list-style-type: none"> • Ensure a 'high support, high challenge' improvement culture within service areas, so staff are aware of the importance of quality assurance and their own role within this • Ensure quality assurance activities are undertaken in the team • Ensure day to day management oversight and authorisation activity considers quality assurance issues throughout the pathway e.g. is the assessment of good quality? Is the plan SMART? Is an external placement fully risk assessed and able to best meet the needs of the child? • Quality Assurance team undertake regular audits as part of supervision and record on feedback template to enable shared learning • Participate in service level file audit activity and ensure feedback on individual audits is provided to practitioners, remedial actions completed and reported back as requested • Ensure supervision audits are undertaken • Participate in quality assurance learning sessions and ensure that learning is cascaded to team members for their information and reflection.

Roles	Responsibilities
Service Managers	<p>As above plus:</p> <ul style="list-style-type: none"> • Ensure a 'high support, high challenge' improvement culture within service areas, so staff are aware of the importance of QA and their own role within this Ensure team managers within their service area are undertaking quality assurance activities • Ensure learning from quality assurance activities is shared and used to inform improvements in practice • • Feed information from the Quality Assurance meetings to team managers and ensure it is disseminated and used to inform reflective discussions • Undertake additional quality assurance activities within service area in response to practice or performance issues and share the learning within own service area and the proposed Quality Assurance and Performance Board (QAPIB)
Head of Service & Above	<p>As above plus:</p> <ul style="list-style-type: none"> • Ensure a 'high support, high challenge' improvement culture within service areas, so staff are aware of the importance of QA and their own role within this Actively promote the importance of quality assurance and engage with quality assurance activities • Ensure all Service Managers are encouraged and supported to participate fully in all quality assurance activities, and hold accountable for quality of services within their area • Provide Service Managers with reflective supervision, and ensure quality assurance activity and learning is discussed. • Participate in service level file audit activity and ensure Service Managers are engaged fully in the process • Reflect on quality assurance reports that are presented, develop and take responsibility for remedial action and report back to SMT and DLT on progress • Feed back to Elected Members, Safeguarding Partnership etc as appropriate.
Directorate Support	<ul style="list-style-type: none"> • Directorate Support can help teams with quality assurance They can assist by: • Ensuring their tasks are completed within agreed timescales and to good quality standards • Collect and format data into reportable formats • Entering information onto electronic case recording systems accurately and in a timely manner • Reporting any data quality issues to the relevant practitioners or team managers • Participating in reflective discussions about service improvements by providing their views, observations and suggestions.

What does Quality Assurance activity look like?

We have identified the requirement to develop strong audit capacity as part of the long-term strategy to monitor and assure to ensure a 'high support, high challenge' improvement culture within service areas, so staff are aware of the importance of quality assurance and their own role within this the quality of children's social care practice to drive improved outcomes for children and families in Herefordshire.

Through quality assurance activities we will demonstrate that we understand our own practice and the difference we are making to the lives of children and their families and carers through good use of performance data, audit outcomes, family feedback, partner agency feedback, observations of practice, compliments and complaints - always asking how we can make things better and being curious and innovative in our practice to achieve continuous improvement.

We have developed a team of Quality Assurance Practitioners, a QA Co-ordinator and Service Manager for Quality Assurance as part of service development to ensure capacity to undertake audits, support ongoing training to managers and colleagues in undertaking their audits, moderation processes, closing the loop activity and capacity to undertake thematic audits. The audit team will also provide capacity to support the partnership in undertaking multi agency audits and assurance processes embedding learning into practice.

The programme consists of: -**collaborative audits each month** – these will be led by an auditor with the social worker and/ or manager. The case will be selected at random.

Our Early Help, MASH, Assessment Teams, CP & Court, Children Looked After and Care Leavers Service undertake monthly case file audits. This provides an overview of the quality of case work and supports issue specific analysis. Audits are structured around our Practice Standards which are informed by legislation, regulation and local policies and procedures (See appendix for case audit guidance)

Thematic audits – these will focus on a specific area and the quantity will depend on the area considered, for example the MASH thematic will cover strategy meetings, section 47, decision-making, step-up step down and assessment. This will enable triangulation of findings and an in-depth overview of the process in that area.

There will be some aspects in these processes that are undertaken with partner organisations and/ or staff. The audits will each have templates developed for future use to enable accurate comparisons on performance to be made when audits are repeated.

Other activities and processes supporting our QA framework:

Management information and performance meetings
Monthly performance data and information
Service/ team/ worker level data
Dip sampling activity
Multi agency audits
Audit moderation
Checks and authorisation of a range of activities on the case recording system
Responding to complaints and compliments.
Quarterly Diagnostic / Service audits

We will gather the views of practitioners through:

Feedback as part of the audit activity
Feedback to Corporate Leadership Team, Directorate Leadership Team and Councillors
Feedback via the Staff Reference Group
Feedback at Staff Briefing Sessions
Feedback from Team Meetings
Feedback from Practice Week
Feedback from the annual staff health check survey

We will evaluate feedback from children and their families through:

Enabling participation and responding to children, young people and families:
Surveys of children and young people undertaken at service and departmental level.
Complaints and compliments
Feedback from independent advocates
Placement Review Meetings (Disruptions)
Children's feedback from child protection conferences and reviews and child in care reviews
Herefordshire Young Voices Group and activity led by the Participation Officer

We will evaluate qualitative information through:

Case file and thematic audits/ dip sampling
IRO and Child Protection (CP) Chairs reports and challenges
Direct observation of practice
Multi-agency file audits/ reports
Supervision audit
Performance management boards
External audit activity including peer audits, peer challenge activity, Ofsted inspections and Herefordshire Safeguarding Children Partnership (HSCP) multi-agency audit activity
Findings of Rapid Reviews and Children's Safeguarding Practice Reviews
Management oversight on case recordings
Compliments and Complaints

Moderation, Learning and Improvement

Moderation

Moderation guidance has now been implemented (see appendix). Senior Managers will undertake monthly moderation to ensure that the quality and timeliness of audit completion is consistent and of good quality and will enable senior leaders to have robust oversight of the quality of practice in Herefordshire. Auditors of those selected are able to join in the process and the moderated work will be thematically reported to the Children's Improvement Board and shared with colleagues to improve and drive up practice.

Managers will use learning from audit activity within supervision sessions as well as within their team meetings.

Managers will review the impact of learning to ensure they are influencing practitioner's practice. Additionally managers will be using these learning opportunities to identify team training needs and these will be mapped by the Academy to ensure training meets these needs.

Managers will also use learning from quality assurance activity to set team practice priorities, implement priorities from the established Improvement Board and ensure the impact for children is measurable.

Auction action tracking

Actions from audits are recorded on a tracker held by the Quality Assurance Team and Team Managers are responsible for sharing with the team when these have been completed, any additions and the reviewing mechanisms. Service Managers will be responsible for ensuring Team Manager's implement reviewing mechanisms and ensure improving outcomes for children are sustained and reviewed effectively. In this way we now keep a centralised record of all children's cases audits and can ensure oversight of the impact of audit and subsequent remedial actions.

We routinely record all audit grades for subsections and overall use this data in our monthly reporting to demonstrate trajectory of improvement and target areas for development.

Closing the loop

Learning from activity carried out as part of this framework will be used proactively to bring about continuous development and improvement in practice to ensure we improve outcomes for children, young people and their families.

Audit activity only has value if it leads to improvement in services received by children, young people and their families, which then leads to better outcomes for the child or young person.

We continue to strengthen arrangements to ensure that actions/recommendations from audits are routinely tracked and completed.

A "closing the loop" exercise should be completed by the Team Manager and Service Manager receiving the completed audit. The Team Manager and Service Manager are expected to record manager's oversight on file within 5 working days of receiving all audits graded Requires Improvement and above.

In the case of inadequate audits; this should take place within 1 to 3 days working depending on risk (inadequate audit workflow to be followed see appendix).

Team Managers should ensure there is clear oversight on the child's file.

A further closing the loop exercise will be completed by the quality assurance Team after the original audit was completed. This is in

relation to audits graded Requires Improvement and above. The purpose of this is to ensure the appropriate corrective action has been put in place to improve the quality of practice and ensure the child or young person receives a service that meets their needs.

Children receiving an inadequate service.

Herefordshire has significantly strengthened arrangements to respond to children following an audit judging practice to be inadequate. We have strengthened the workflow and template for actions and review (see appendix) where the Head of Service and Service Manager ensure a reflective practice and action meeting takes place within 1-3 days.

Where risk is identified a visit to the child will also take place by the Social Worker. This action setting meeting will plan actions from the audit and allocate these to Social Worker, Child Protection Chair, and IRO, PA as appropriate.

We use the SMART approach as a basis for creating goals: Specific, Measurable, Attainable, Realistic, and Timely. The plan will show who is involved, the interventions and how change will happen in a timely way to ensure the best chance of success. The clearer we are together about the outcomes we are working towards the more likely that change will happen.

A monthly Confirm and Challenge meeting is chaired by the Service Director for Early Help, Quality Assurance and Partnerships with the Service Director for Safeguarding and Family Support to ensure that actions are being completed in a timely manner. The Confirm and Challenge meeting is an opportunity for reflection with the Head of Service regarding the audit findings, and oversight. The Confirm and Challenge meeting dip samples a proportion of inadequate audits.

For audits graded Inadequate, the Quality Assurance Team will schedule a further review audit 6-8 weeks after the initial audit was completed.

Themes from the quality assurance activity will inform:

Practice briefings and a rolling programme of practice development workshops delivered by the Social Work Academy.

A monthly report will be produced by the quality assurance team to reflect the previous month's case file audit activity. This will include information on compliance, overview of grades, audit themes, good practice and areas for development.

In addition a quarterly quality assurance report will summarise the previous 3 months overall case file audit activity, an overview of learning from complaints, feedback from those using the service, escalations by CP Chairs and IRO's, Rapid Reviews, multi-agency audit and any other quality assurance activity. This will be shared with all managers in the service and the Quality and Effectiveness Sub Group of the Safeguarding Children's Partnership.

A newsletter will bring together key audit findings, areas for development and impact for children and young people.

Quality Assurance Annual Report.

Child, Young Person and Family Feedback annual report.

Moving forward, the Principal Social Worker will prepare an annual report capturing the views and feedback of those with lived experience of the service.

The Complaints Team will continue to provide quarterly and annual reports to CLT and DLT, however, a summary of the quarterly report will be shared with the quality assurance team in order to incorporate into the quarterly report.

All services are encouraged to share learning opportunities with each other through the Social Work Academy by allowing their presentation and learning materials to be stored and made available.

A library of good practice exemplars will be held and updated by the Social Care Academy.

Best Practice Briefings

The QA team and PSW will develop a one page Best Practice Briefing. These will be mapped against audit findings and will target practice improvement.

These will be used by managers to generate practice discussions in team meetings and supervision and enable a focus on good quality practice.

The Principal Social Worker will utilise the learning from quality assurance activity and the practice reviews to develop procedures, reflective sessions and training opportunities to improve areas of practice in conjunction with the Social Care Academy.

How we will know that we have been successful

It is critical that we forensically track the impact of our improvement activity to ensure that it is leading to better outcomes and experiences for children. We remain vigilant in our scrutiny of QA activity and impact and are flexible and professionally agile in adapting to emerging themes.

Children and their families say they feel more respected and able to make good decisions for their children with the support of professionals

Parents, children and carers say that they were listened to and actively contributed to their children's plans

More children and young people are safely remaining with their families.

Length of time that children require intervention or support is only for as long as it is needed.

Children and young people experience stability and permanence whether at home or in care without delays

Policies, procedures and guidance support best practice and em-

power practitioners to be creative and innovative.

A quality assurance process aligned with the strengths based approach demonstrates that we measure what really matters to children, young people and families, and drives improvements to practice.

Caseloads are manageable and practitioner tools enhance practice, maximising time with families.

All staff are confident using strengths based approach in a consistent manner and case audits show fidelity to the approach.

Feedback from families, practitioners and partners is regularly analysed and informs service development.

Our partners tell us that they have experienced multi-agency collaboration, that strengths based approach is helping them to make a positive difference with families.

Partners tell us they feel confident using the "professional differences" policy when needed.

There is clear evidence of learning from assurance processes both in children's lives and systematically through closing the loop and embedding learning into practice.