



THE LONDON BOROUGH
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Children's Services and Ofsted

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The inspection focuses on the effectiveness of local authority services and arrangements on:

- The impact of leaders on social work practice with children and families
- The experiences and progress of children who need help and protection
- The experiences and progress of children in care and care leavers
- Overall effectiveness

Evaluation also includes:

- the effectiveness of leaders and managers
- the impact they have on the lives of children and young people
- the quality of professional practice

Welcome inspections because:

- ✓ We want to demonstrate that we are providing exceptional services to children, keeping them safe and improving outcomes. We want to show the impact of our practice on the children in our communities.
- ✓ we demonstrate our culture, and our values are on display
- ✓ it provides an opportunity to demonstrate how we value the importance of relationships with colleagues, partners and our children in our communities
- ✓ we showcase our accountabilities that demonstrate children are at the centre of our thinking, practice and decision-making
- ✓ we can evidence we are respectful at working with children and do what we are supposed to be doing
- it provides an opportunity to demonstrate how we lead to success
- we can showcase innovations, effectiveness and efficiencies in supporting children in our communities
- we evidence how we practice social work, help, support and make a difference to the children in our communities
- this is an opportunity for reflection and learning, always striving to achieve continual improvements for children
- it is an independent evaluation of the service to confirm if our self-assessment is an accurate reflection of our leadership and practice

Capable,
compassionate and
inclusive leaders

CULTURE, CULTURE, CULTURE, CULTURE

Bravery

Space for vulnerability

Values Staff

Listens

Demonstrates Persistence

Transparent

Courage

Builds equity

Clear communication

A respect for differences

Belonging

Opportunities for learning

Purpose

Reflective spaces

Promote development

Recognises equality & diversity

Offers Support

Learns from mistakes

Professional curiosity

Prioritises well-being of staff

Defined expectations

Accountability

High challenge High support



Staff enjoy working for the organisation

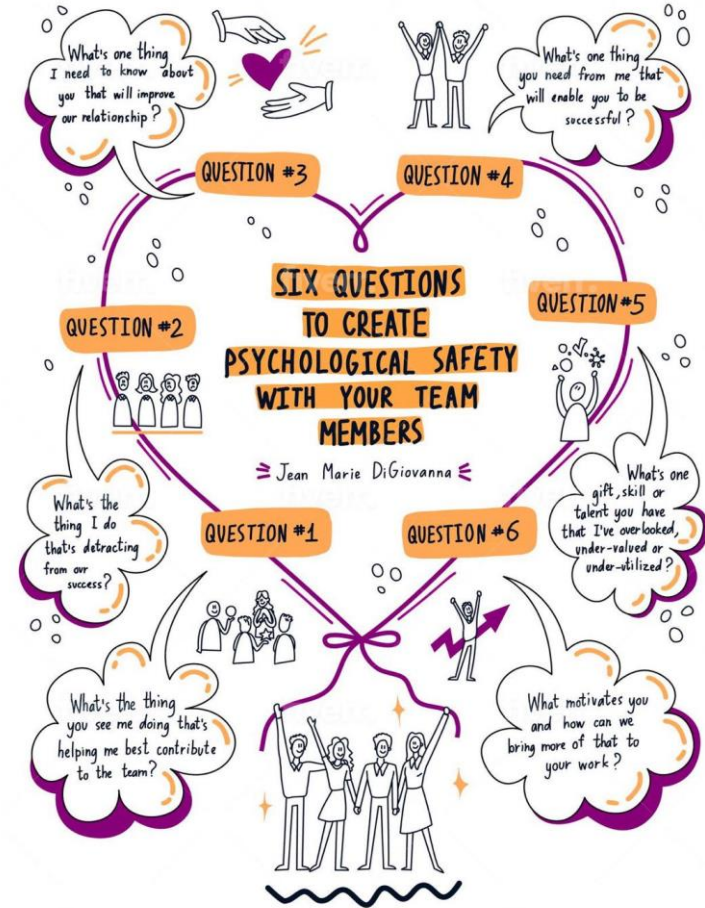
Policies, procedures and guidance are clear, understandable, achievable and underpinned with respect for communities

Create a Safe Working Environment

Freedom to Speak Up



Leaders who Listen, are Respected and Trusted AND have the least surprises!



Workforce and Learning & Development

- Review recruitment processes, what does your recruitment say about the organisation, the directorate, the leadership, practice and the value you place on children?
- Are you recruiting and retaining or recruiting and losing? (career pathways)
- Exit/No Quit (retention interviews) interviews – learning? Improving?
 - *Understand staff sicknesses – Causes? Strategy to improve?*
 - Promote loyalty and retention schemes
 - Protected characteristics – caring for staff? Feeling safe? Issues of bullying, harassment, discrimination...STAMP IT OUT!
 - Staff survey – an opportunity for key messages and engaging in reciprocal conversations about the learning and next steps
- Does the workforce meet the needs of communities? If so, how do you know. If not, how will you know? – *This underpins your training needs analysis and helps you to identify what your workforce needs to perform at their best – including learning opportunities and shadowing to develop the knowledge, skills and confidence of the workforce*
 - *Ensure your talent pool is diverse: teamwork and collaboration thrive in diverse environments.*
 - *Equality Act 2010: “If diversity is inviting everyone to a party, inclusion is asking them all to dance” Varnã Myers*

The workforce are our biggest asset!

Workforce
Equality,
Diversity &
Inclusion

Inspection Journey

- **VISION – must be connected to improving outcomes for children and impacting children in our communities**
 - Outline the ultimate destination for the directorate, what does the vision look like? Absolute clarity needed to ensure the leadership team understand the journey! **IMPACT and OUTCOME for children!**
 - Every service area should have a service plan and a vision that dovetails into the overall directorate vision. This is important to make sure that the leadership are clear, focused and intentional at achieving the goal.
- **STRATEGIC PRIORITIES (golden thread to overall improvement plan)**
 - Persistent Problems – know what these are and start the conversation to understand ‘why’ they are persistent problems and ‘what’ needs to happen, ‘how’ the change needs to happen, by ‘when’ and ‘who’ will lead and provide oversight over these to create a culture where **ACCOUNTABILITY MATTERS!**
- **SECTOR CHALLENGES – know what these are, create space with creative and critical thinkers to reflect and consider strategies to address these meaningfully.**
- Equality, Diversity and Inclusion – **Who needs to be in the conversation? Be proactive and recognise your talent pool, those who know your community need to be in the conversation...why... they know what impact looks like!**

Inspection Journey

Governance,
Management
and
Sustainability

Quality Assurance Framework should reflect forensic analysis into the IMPACT AND OUTCOME OF:

Strategy

Practice

Performance

Should determine and provide analysis into:

Key Performance Indicators

Key Lines of Enquiries

Practice Reviews/Audits/Observation/Feedback from Children, Families and Partners (including complaints)

Ultimately leading to continuous learning opportunities to showcase good learning across the directorate!

Governance,
Management
and
Sustainability

Inspection Journey

Good levels of management oversight and support to staff to ensure consistency in:

- practice
- decision-making

SHOW THE WORKING OUT...

HOW...

WHY...

IMPACT...

OUTCOME...

This shows you have applied a critical lens to your thinking, feelings and made informed decisions!

Partnerships & Communities

Partners must know their role, responsibilities and their contributions to making the VISION a success

Partnership relationships must be assessed for their effectiveness, included in quality assurance activities...always seeking assurances!

Children are at the heart of decision-making

Partners help to understand the needs of children

Partners help identify services to meet children's needs.

Partners are committed to reviewing progress to understand impact on children!





Partnership Building...Be Intentional!

- Intentionally build relationships with key partners to achieve common goals for children
- Share your vision and the impact you hope to achieve for children within your communities
- Understand why and how partners will support your vision – discover the mutual benefits of making a difference to children
- Innovation – opportunities for cross pollination, pooling of resources: ask the question: ***how can we work together to impact our children?***
- Respecting the different positions partners adopt – having patience and perseverance to work through sticking points... every obstacle can be overcome, the timing may be tricky, but they can be overcome!



LEADERSHIP REQUIREMENTS

- Identify your **exacting** standards
- Be clear about performance bottom lines
- Know your data – understand exceptions, commit to celebrate and improve!
- Prepare most powerful evidence and case studies, **SHOW IMPACT!**
- Know your directorate: **what is your self-assessment?**
- Seek comfort in identifying areas for improvement and commit to learning what is needed to make it better, prepare timely action plans and ensure there is oversight. **SHOW GRIP!**
- Children must be consistently at the heart of all you do!!

ACCOUNTABILITY IS YOUR ESSENTIAL INGREDIENT AND NEEDS TO BE REFLECTED THROUGHOUT YOUR LEADERSHIP AND ORGANISATION...IF YOU HAVE NOT SEEN IT...DO NOT CONFIRM IT...DO NOT SIGN IT OFF...DO NOT MARK IT AS DONE...

Ofsted Questions

- What are your recruitment and retention rates? What is the impact and outcome on children and their families?
- How do you manage workloads and what is the impact and outcome for our children?
- What is the workforce strategy?
- What is your assessment of your practice? Where is your evidence? What is the impact and outcome for children and their families?
- Identify the areas of development we will come across. What are your plans to address? What is the impact and outcome for children and their families?
- Describe your practice model and the difference it is making to children and their families. Evidence?
- Outline your accountabilities framework. What difference does it make to the outcomes for children?
- What is the quality and impact of supervision and management oversight? What is the impact and outcome for children and their families?
- Explain what purposefulness means to leaders, practitioners and managers and how is this evidenced? Show me
- How do you know if you are making a difference? Where is the evidence for this?

Ofsted Questions

- What is the quality of training provisions and impact of training and development on practice? What is the impact and outcome for children and their families?
- What factors currently influence service provision for children and their families?
- How are families encouraged to share reflections on engaging with practitioners and partners and how is this used to improve practice?
- How do you assure yourself children are safe?

INSPECTORS EXPLORED...

Our key documents and used these to test how well we knew ourselves and if we were doing what we say we were

How well we knew ourselves and whether we knew ourselves well enough to improve services

If the intelligence gathered by quality assurance processes helped to drive a system of continual improvement

If there was a strong culture of outcome focused and **CHILD** centred social work

If practice reviews/audits were a meaningful and effective process to identify learning and if this influenced training programmes that were helping practitioners and managers to achieve better outcomes for children


The use of reflective practice to mentor and coach colleagues to improve the quality of practice and management

The child's whole journey from early help and its interface with statutory services

Senior management accountability, oversight and line of sight

Inspectors Spent:

- Most of their time speaking with practitioners and reviewing cases with practitioners.
- Our Practice Reviews modelled how inspectors would speak to practitioners and this provided continual learning spaces for practitioners to showcase how we work with children, young people and their families and the difference our involvement has to their lives. Importantly, it extended the quality assurance lens to the practitioners as they started to self-identify gaps and areas for development and work with their managers to make the changes needed through supervision.
- Limited time speaking to managers, and this was for clarification purposes and to explore our efficiency in reviewing the effectiveness of the plans co-created with families to increase safety and improve outcomes for children.
- Communicated with a link person for ease of communication and to ensure efficiency within the inspection timeframe.

A blurred photograph of a modern office interior. In the foreground, a person is seated at a table, viewed from the side. In the background, another group of people is seated at a table, also blurred. The scene is brightly lit, likely by large windows, creating a bokeh effect with light spots. The overall atmosphere is professional and collaborative.

The inspection
FOCUS WILL BE ON
IMPACT OF SERVICES
ON THE COMMUNITIES
SERVED

BRING THE BEST VERSION OF YOU

- "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." John Quincy Adams
- "A great person attracts great people and knows how to hold them together." Johann Wolfgang Von Goethe
- "Leadership is the art of giving people a platform for spreading ideas that work." Seth Godin
- "A leader is best when people barely know he exists. When his work is done, his aim fulfilled, they will say: we did it ourselves." Lao Tzu