

3.0 Our ambition: Quality of Practice is consistently good across the service so that it makes a difference to our children and families

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Our approach: To support practitioners at every level through high quality supervision and learning opportunities to enable them to be agents of change when working with children and families. We will coach and support all to achieve this.

Action Plan		Review of Progress & Priorities	RAG
3.1	Build upon our RP programme to roll out strength based intervention led practice programme.	<p>Procured a new strength-based relational partner – Strengthening Practice – and commenced the rollout of our bespoke programme that is supporting practitioners and managers at all levels. This has started with care and confidence modules recognising the impact of redesign and COVID on the workforce.</p> <p>We have a collaboration group established who will work SP to develop and the Core Skills Programme that will start in April 2021.</p>	
3.2	Review of our Practice Guidance and connectivity with our recording systems to ensure compliance with latest statutory guidance.	<p>Reviewed our Practice Guidance and have commissioned an external provider to carry out a review of our children's recording system and how it supports practice as part of the improvement plan. This work will take place throughout January and February.</p> <p>We have had a focus on the importance of timely and child centred recording, continuing with our relentless focus on 'basics'; ensuring we are seeing children to ensure they were safe, and recording the details of that interaction. We have reported regularly throughout the year. Dedicated sessions are in place to support purposeful visits as the basis of assessments and care planning</p>	
3.3	Co-produce strength based family assessments.	<p>Whilst there are some specialist teams within the wider service, such as SHINE through the ACT model, who are co-producing assessments, in the main this is an action that has not yet been progressed. The Core Skills programme from Strengthening Practice will be a key element to this. It has also been necessary to pause activity in this area, as it is important that it links in with the programme of work that Jan Howarth is carrying out with us.</p>	
3.4	Embed the consistent use of evidence based tools in assessment, planning and interventions as routine	<p>Throughout the service different tools are being used but we are yet to see these used consistently and routinely and becoming widely accessible in shared areas. Practising using tools will run through out the SP module. Evidence of this working well was seen in the recent Ofsted inspection at Kindle - outcome wheels.</p>	
3.5	Revise and embed our approach to the use of child impact chronologies (CimC) so they become an integral tool in understanding each child's story and informing case planning.	<p>Developed and rolled out the child impact chronology as a tool to enable analysis and inform care planning. In May 2021 established a dedicated project to drive forward the use as routine and deliver the training. Coaching and mentoring and dedicated learning sessions have been core elements of the project including developing 6 in house trainers to continue to develop best practice across the whole service.</p> <p>Need to continue with our targeted approach for the embedding of Child Impact Chronologies, linked to key decision-making points in child's journey.</p>	

3.6	Use a variety of Practice Learning spaces to share learning and practice effective use of tools and interventions.	<p>Agreed a formal programme with Strengthening Practice that meant that we have been able to progress development /learning hubs. These are in place and operational and being used to support learning. We have progressed several lunch and learn sessions, and have a programme of sessions for the year ahead. Held our first Practice Fortnight that was designed in a way to best enable us to share experience, learn from one another, and understand more about different areas within the service.</p> <p>Need to continue to develop the emerging learning culture e.g., external peer reviews and innovation continuing</p>	
3.7	Using the learning from the Covid period - engage with a variety of children and young peoples voice portals to ensure their feedback and that of families and family groups are an inherent part of service design and learning plans. E.g. our service users, YPFJB, Family Rights Group	<p>Task & Finish Group has been established to develop our strategy. Peer learning session has been held with South Tyneside (a Sector led Improvement Partner - SLIP) to learn from elsewhere and inform our thinking. A conference has been progressed through our YC service for children with additional needs and our youth cabinet. Scoping of options such as use of Apps to oncrease more accessible 1-1 feedback is currently underway .</p>	
3.8	Embed child centred decision making and recording so that every child's record reflects their experience and story.	<p>Reviewed and implemented our Scheme of Delegation which will support our practitioners and managers in ensuring there is clarity on decision-making and provide a framework for them to confidently work within. We have had a focus on the importance of timely and child centred recording, continuing with our relentless focus on 'basics'; ensuring we are seeing children to ensure they were safe, and recording the details of that interaction. WE have started to use "Child's Journey's methodology to infence planning for children and a programme of learning in respect of purposeful visits and records being written for children is in pace . Some evdicne of IRO writing letters to their children after reviews . Audit of the quality of recoding has taken place and learning being accsaded - including good practice exemplars.</p> <p>We still need to take part in the planned learning sessions (Feb. 21) around visits and recording, and to work together regarding how better we can achieve child centred recording, consulting with children and young people regarding what they would like recorded on their file, and what they would like people to know about them.</p> <p>(Also links with Life Story work - Ambition 4 and CIMCs)</p>	
3.9	Develop and embed coaching for quality supervision and process and rigorously monitor and check quality and effectiveness of supervision	<p>Refreshed Supervision Framework as a result of a piece of practice led task & finish improvement work from a group of practice supervisors. A programme ahs been agreed for supervision audits. We need to use the newly implemented recording and monitoring system for supervision to give us an accurate self-view of frequency of supervisions, audit activity around supervision, and most importantly in the quality of supervision.</p>	

3.10	Create the conditions for best practice to flourish and Trafford to become the employer of choice.	<p>Implemented a full service redesign acknowledging that having the right structure and the right people in place was crucial to sustained improvement to the service we were delivering for our children and families. Implemented a systematic layer on layer approach to the recruitment in the newly designed service from Head of Service to social workers that has been successful;</p> <p>Ensured a robust interview process for anyone in a leadership role, made difficult decisions in some areas such as our determination to have "the right people in the right places" to build the strong solid foundations that are required to achieve sustainable change.</p> <p>Produced a new recruitment & retention strategy "Investing in Our People" that is based on four key principles: Recruit, Retain, Develop & Sustain, that we are now working within.</p>	
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