

Audit Committee

Insert date of meeting



Report of: Director of Finance – Denise Murray

Title: Report on External Inspections 2018/19

Ward: Citywide

Officer Presenting Report: Chris Holme – Head of Corporate Finance

Recommendation

Audit Committee is asked to;

- 1. Note the findings of the external inspections as set out in paragraphs 4 to 7 of the report**
- 2. Note any improvement actions required as a consequence of the inspection findings, and where appropriate the management response**
- 3. Receive an annual report summarising external inspections and audits for the previous year along with progress against recommendations.**

Summary

The purpose of this report is to summarise recent external inspections, published since the beginning of April 2018, setting out the key findings along with arrangements for implementing any recommendations arising from them. The report does not incorporate the outcome of any peer reviews.

The significant issues in the report are:

The report focuses on the outcomes of external inspections of council services, which for 2018/19 relate to one Care Quality Commission inspection of Bristol North Rehabilitation Care Services, which were rated as good, and one OFSTED inspection of children's social care that was rated as Requires Improvement to be Good. Eleven maintained schools were also inspected by OFSTED, of which eight were judged to be Good, one judged as Requires Improvement and two judged as Inadequate.

An inspection of Youth Offending Services was undertaken by the HM Inspectorate of Probation during the summer of 2018. Overall the Bristol Youth Offending Team (YOT) was rated as Requires Improvement.



1. Policy

1.1 Not Applicable

2. Consultation

2.1 Internal -
Not Applicable

2.2 External
Not Applicable

3. Context

3.1 The purpose of this report is to provide details of recent external inspections, including, where applicable, outline of arrangements that are in place regarding implementation of recommendations and any associated governance issues. It is intended that future reports will also summarise the progress made against recommendations from across all key external audits and inspections.

3.2 The published inspections for the financial years 2018/19 primarily relate to Adults and Children's care services and schools, and undertaken by the Care Quality Commission (CQC) and OFSTED. There was also an inspection of Bristol Youth Offending Services.

4. Adult Social Care

4.1 The CQC inspection framework has a number of key lines of enquiry (KLOEs) for assessing the quality of adult social care services in the following areas;

- **Safe** - People are protected from abuse and avoidable harm.
- **Effective** - People's care, treatment and support achieves good outcomes, promotes a good quality of life and is based on the best available evidence
- **Caring** - The service involves and treats people with compassion, kindness, dignity and respect.
- **Responsive** - That services meet people's needs.
- **Well-led** - The leadership, management and governance of the organisation assures the delivery of high-quality and person-centred care, supports learning and innovation, and promotes an open and fair culture.

4.2 Ratings are awarded on a four-point scale; 'Outstanding', 'Good'; 'Requires Improvement', or 'Inadequate'.

4.3 CQC carried out an inspection of this **Bristol North Rehabilitation Care Services** on 20th August 2018 and 20th September 2018. The feedback the inspectors received from people who used the service, relatives and reablement staff was positive. Satisfaction was expressed regarding the quality of the staff and their ability to "get them back on their feet", and as a result of this

CQC rated the service as Good. The ratings in each of the categories which form the KLOEs are shown in table 4.1 below.

Table 4.1 – Bristol North Rehabilitation Care Services

	Safe	Effective	Caring	Responsive	Well-led
Key question rating	Good	Good	Good	Good	Good

Overall location rating	Good
-------------------------	------

4.4 There were no improvement requirements arising from the inspection.

5. Children's Social Care

5.1 The OFSTED inspection of Children's Social Care Services was undertaken between the 10th September and 21st September 2018. A summary of the outcome of the inspection is set out in Table 5.2 below;

Table 5.2 – Inspection of Children's Social Care Services

Judgement	Grade
The impact of leaders on social work practice with children and families	Good
The experiences and progress of children who need help and protection	Requires improvement to be good
The experiences and progress of children in care and care leavers	Requires improvement to be good
Overall effectiveness	Requires improvement to be good

5.2 OFSTED concluded that since the single inspection framework (SIF) inspection in 2014 and the joint area targeted inspection (JTAI) in 2017, services have improved substantially for care leavers, children in care and children in need of help and protection. Greater corporate ownership of, and commitment to children services have resulted in strategic partnerships that are well developed and increasingly effective. They went on to conclude that senior leaders, who are outward looking and innovative, have a good understanding of strengths and areas for improvement. They have made considerable progress in developing an environment in which good social work can flourish by changing the way in which services are delivered and significantly reducing social workers' workloads. While children, young people and families do not always currently get a good service, this is improving.

- 5.3 Practice improvements were most evident in a number of areas identified as weak in the most recent SIF inspection and the JTAI. Children identified as being at risk of immediate harm received more timely support and appropriate interventions. The vast majority of children in long-term foster care live in stable homes and make good progress. The local authority is in touch with virtually all of its care leavers, most of whom receive a good level of support. Services for disabled children, which were previously an area of weakness, are now a strength. However, despite these tangible improvements, outcomes for children and young people at every stage of their contact with children's services are not yet uniformly good and some pockets of weaker practice remain.
- 5.4 The inspectors set out a number of improvements required, and these are set out in table 5.3 below, along with a summary of the management response with regard to actions.

Table 5.3 – Children's Social Care - Improvement Actions Required

Improvements Required	Management Response
The quality of strategy discussions, reviews and child in need meetings, including records of decision-making.	An improvement plan was submitted to Ofsted in January 2019 which includes a development programme and technological solutions to assist frontline managers and practitioners in improving the written record.
The quality of analysis in assessments and plans so that they are explicit about the desired outcomes and the timescales for completion.	As above
The quality of case recording, including recording of management decision-making.	As above
The effectiveness of arrangements to secure a sufficiency of placements.	An improvement plan was submitted to Ofsted in January 2019 which includes elements of our Strengthening Families Transformation Programme including a focus on recruiting and retaining foster carers through a revised allowances, training and support offer, developing our children's homes estate and refreshing our Placement Sufficiency Plan.
The educational progress and achievement of children in care.	A detailed analysis has been undertaken and a plan is in place led by The HOPE Virtual School for children in care and care leavers. Outcomes evidence improvement. The attendance strategy has been launched and schools are supported by an improved team around the school offer.
The take-up of return home interviews for children who go missing from home.	Return Home Interviews are the subject of improvement work in police and children's services to ensure better reporting and response to missing children. Enhanced

	reporting functions are being developed to enable better scrutiny of eligibility, uptake and timeliness of return home interviews (RHIs). The Bristol Safeguarding Children's Board Sub-Group have agreed a change to a relationship based model of RHIs. Additionally, new commissioning arrangements for RHIs will be in place within the year.
--	---

- 5.5 Bristol has five registered Children's Homes and two Short Break Homes for disabled children. One is temporarily decommissioned due to moving premises. Of those that are operational, all were graded 'Good' by Ofsted at their last full inspection. Three of the Homes have received an interim inspection since their last full inspection. Two have sustained effectiveness and one has declined in effectiveness. Each Home has an improvement plan to address any recommendations made by inspectors.
- 5.6 In addition to the inspection process, each home receives a monthly visit undertaken by an Independent Visitor whose role it is to assess the performance of the Home against the Children's Home Standards. A report is received by senior managers and actions put in place to address any areas for improvement that are highlighted. This is a statutory requirement outlined in the Children's Homes Regulations.
- 5.7 Bristol also makes use of the independent sector and has children placed across 31 Independent Children's Homes and Residential Schools. Of these, five are judged Outstanding, seventeen are judged Good, four are judged Requires Improvement (3 Homes are under a separate inspection framework for Wales and 2 are new and await a full inspection). Bristol's Placements and Commissioning team monitor independent providers and work as members of Children's Cross Regional Arrangements Group to monitor and share intelligence on independent residential providers.
- 5.8 The above is in addition to the Children Act Independent Review process which considers the suitability and quality of the care plan and placement for every child in our care.

6. Youth Offending Services

- 6.1 An inspection of Bristol Youth Offending Services was undertaken by HM Inspectorate of Probation Services during the summer of 2018. Bristol Youth offending team (YOT) supervises 10-18-year olds who have been sentenced by a court, or who have come to the attention of the police because of their offending behaviour but have not been charged - instead, they were dealt with out of court. YOTs are statutory partnerships and they are multidisciplinary, to deal with the needs of the whole child. They are required to have staff from local authority social care and education, the police, the National Probation Service and local health services.
- 6.2 The inspection process assessed three key areas of work, organisational delivery, court disposals and out of court disposals. The findings under the three domains are set out in table 6.1 below. Overall Bristol YOT was rated as: Requires improvement, with good assessments for a number of

areas in each of the three domains.

Table 6.1 Key Findings of Youth Offending Services Inspection

Assessment Area	Inspection Rating	Key Findings
Organisational Delivery		
Governance and leadership	Good	Bristol was ambitious for its children and young people. The Chair of the YOT Management Board shared that ambition, but the work of the board needed to be more effective.
Staff	Requires improvement	Staff in the YOT were knowledgeable, generally well-trained and motivated to do their best. There were, however, too few of them to deliver the range and quality of services that was expected.
Partnerships and services	Requires improvement	There was a creative range of positive partnerships. These had not, however, ensured that all children and young people working with the YOT, often with complex needs, received the education that was so important to them.
Information and facilities	Good	The YOT and Bristol Early Help Services took an innovative and increasingly sophisticated approach to their use of information. There was, however, no systematic approach to using the voice of children and young people to improve services.
Court Disposals		
Assessment	Good	Initial assessments were generally good. Case managers had a good understanding of the children and young people they worked with.
Planning	Requires improvement	Planning for work to protect others, and to support the safety and wellbeing of the child or young person, was often not done well. Some staff did not have a good understanding of how to use the AssetPlus integrated planning tool to support good risk management planning
Implementation and delivery	Requires improvement	The delivery of work to support desistance by the child or young person was good, including appropriate response to non-compliance
Reviewing	Requires improvement	Insufficient attention was given to ensuring that planning, delivery and review in the YOT clearly integrated the work of other agencies involved with the child or young person, and to making sure that this was coordinated well
Out of Court Disposals		
Assessment	Requires improvement	Assessment required improvement. It did not give enough attention to the risk of harm to others and to safety and wellbeing

Planning	Requires improvement	Planning for work to support the desistance of children and young people was done well. There was, however, insufficient planning to manage the risk of harm to others and support safety and wellbeing. Greater attention needed to be given to the promotion of safety and wellbeing
Implementation and delivery	Good	There was good work in most cases to encourage desistance from offending. The engagement skills of case managers ensured that children and young people generally complied with the work of the YOT.
Joint working	Good	The YOT and police worked together well in making joint out-of-court disposal decisions. Communications needed to be more systematic. National guidance on the use of assessments was not followed fully.

6.3 An improvement and development plan has been agreed and is being implemented to address the areas requiring improvement and a review underway to focus on sustainability and integration.

7. Schools

7.1 OFSTED have inspected a total of thirty two schools in the city since April 2018, of which eleven were Bristol City Council maintained schools. The outcomes of the maintained school inspections are set out in table 7.1 below, along with a summary of improvements actions required where appropriate. Eight schools were judged to be good, one judged to be requiring improvement, and two judged to be inadequate.

7.2 Of the twenty one academies inspected, one was judged to be outstanding, eight were judged to be good, seven judged to be requiring improvement and five inadequate.

Table 7.1 - OFSTED Maintained School Inspections April 2018 to March 2019

School	Inspection Outcome	Improvements required/ Support provided
Kingsweston	Good	
St Bernard's	Good	
Air Balloon Hill Primary	Good	
School of Christ the King	Good	
St Bernadette's Secondary	Good	Receiving support through the Strategic School Improvement bid
St Weburgh's Primary	Good	

Ashley Down Primary	Good	
Knowle Park Primary	Good	
Broomhill Infants	Requires Improvement	<p>Improve the quality of teaching and learning in mathematics and writing so all pupils make good progress by:</p> <ul style="list-style-type: none"> • improving pupils' reasoning and problem-solving skills in mathematics • supporting pupils to articulate their thinking in mathematics clearly • ensuring that activities planned develop pupils' writing in a range of different subjects. Improve the quality of leadership and management by:– ensuring that governors have the knowledge they need to be able to monitor the work of the school effectively • improving the impact of middle leaders and therefore pupils' outcomes • evaluating the effectiveness of the curriculum to ensure that it meets the needs of all pupils. <p>The school is receiving a building capacity support package from LA</p>
May Park Primary	Inadequate	<p>Improve the quality of leadership by:</p> <ul style="list-style-type: none"> – introducing a more rigorous approach to tackling the school's weaknesses and ensuring that pupils make strong progress – ensuring that leaders use assessment information to hold teachers to account for the progress pupils make – ensuring that governors have the information they need to challenge leaders effectively about pupils' progress – providing teachers with effective professional development and challenge to improve their practice – rigorously analysing incidents of challenging behaviour to reduce risk of future occurrences. Improve the quality of teaching, learning and assessment by: – raising expectations of what pupils can achieve – ensuring that learning activities are well matched to the needs of pupils – ensuring that pupils are provided with interesting activities that challenge them to think deeply and prepares them well for the next stage in their education. <p>Improve outcomes for pupils by:</p>

		<ul style="list-style-type: none"> – urgently improving the progress that pupils make in reading, writing and mathematics so that more pupils achieve the expectations for their ages – ensuring that more pupils, including the most able pupils, achieve higher standards in all year groups – improving the quality of teaching, learning and assessment in the early years so that children make rapid progress and are well prepared for Year 1 – ensuring that phonics is taught effectively – ensuring that pupils who speak English as an additional language and disadvantaged pupils have the resources and guidance they need to make good progress. <p>Improve behaviour by:</p> <ul style="list-style-type: none"> – raising expectations of behaviour in lessons and across the school – ensuring that there are robust systems in place to analyse and learn from behaviour incidents in order to reduce their frequency. <p>The school is receiving support through the Strategic School Improvement bid</p> <p>Interim governing board in place and access to school causing concern funded support from LA</p> <p>Academy order - moving to Excalibur Trust by end of academic year</p>
St Pius	Inadequate	<p>leadership and management by ensuring that</p> <ul style="list-style-type: none"> – the roles and responsibilities of senior leaders are urgently clarified with the governors, the local authority and the diocese – governors develop an accurate understanding of the effectiveness of the school and hold all leaders, including subject leaders, to account for the quality of education provided – the knowledge of the subject leaders is improved so that they can provide support in all key stages – an effective safeguarding culture is established – there is a more strategic approach developed to eradicate persistent absenteeism and improve pupils' attendance

		<ul style="list-style-type: none"> – the curriculum prepares pupils well for life in modern Britain and the next stage of their education – the funds for disadvantaged pupils are used strategically to raise pupils’ outcomes. <p>Improve pupils’ outcomes in reading, writing and mathematics through the improvement of teaching and learning in all key stages, including early years, by:</p> <ul style="list-style-type: none"> – raising teachers’ expectations of what pupils can achieve – using assessment information accurately to provide pupils with tasks that challenge them and build on previous learning – ensuring that the most able pupils are challenged to deepen and extend their thinking – improving the learning support assistants’ knowledge and understanding so that they provide more accurate support for pupils. <p>An external review of the school’s use of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved. An external review of governance should be taken in order to assess how this aspect of leadership and management may be improved.</p> <p>Interim governing board arrangements in place and access to school causing concern funded support provided by LA</p>
--	--	---

- 7.3. The Council’s School Improvement Offer provides a graduated approach to school improvement which will provide bespoke support and challenge to each school/academy depending on their current context and needs. As well as the graduated programme of support to maintained schools and academies, schools will have access to an annual ‘Bristol School Improvement Fund’ for which schools can submit bids that are focused on Bristol priorities. Schools which are secure and currently judged Good/Outstanding will be invited to submit bids to support projects in clusters of schools to develop system led school improvement and improve outcomes for our most vulnerable pupils using evidence based interventions
- 7.4 Bristol Education Partners (BEPs) are commissioned associates who support groups of schools, geographically or organisationally linked where possible. Those that are deemed to be vulnerable based on factors such as inspection grade, pupil outcomes, self-evaluation or other performance indicators, receive additional visits and support.
- 7.5 Overall accountability for the delivery, evaluation and ongoing monitoring of the programme success of the project will be held by the Excellence in Schools Group, who in turn will report to the Learning City Partnership Board.

7.6 School Risk Assessment Process

7.6.1 Decisions are made about the support level for each school/academy based on the most recent performance data; information from the regional school's commissioner; latest Ofsted inspection report; a one page summary SEF submitted by each school; and a self-assessment of each school's strengths. In September, all maintained and academy schools are required to assess themselves against the support level criteria and establish where they believe they match the criteria. This self-assessment also informed discussions with LA officers and Excellence in Schools Group members about which level of support the school will receive.

7.6.2 Schools have been assigned a support level based on the following descriptors, with the focus being on the minority of schools in the 3rd and 4th categories:

- System Leader: good and outstanding schools, with secure results and likely to have an accredited leader for school improvement work. These schools also have capacity to support other schools and take an active role in improving the system as a whole across Bristol.
- Self-Improving: good and outstanding schools, with secure results. These schools are able to accurately evaluate their work, plan effectively for improvement and commission the support they require.
- Building Capacity: schools judged to require improvement or schools where this is the likely judgement at the next inspection. These schools need some support to build capacity.
- Causing Concern: schools judged to have serious weaknesses or require special measures will require more significant support.

7.6.3 Commissioned support from a BEP is allocated based on the above risk assessment. Schools and academies also have access to funding to support this work. In respect of building capacity and causing concern schools, the use of the improvement fund will be agreed with the head teacher or principal and the BEP.

7.7 Progress review meetings are designed to support schools in monitoring the impact of their work and the support they receive. It is essentially a performance management approach. Meetings will use a range of evidence to evaluate the progress schools are making in relation to the identified priorities and actions. The following information will be used to inform progress review meetings:

- Changes in the school's context;
- The school's current financial position;
- A report from the head teacher;
- A report from the governing body;

- Any reports of professionals who have carried out commissioned support.

7.8 The meeting will evaluate the actions taken and the evidence of impact to date. Further actions will be agreed and funding implications discussed. A judgement will be made against headings reflecting the Ofsted inspection framework.

8. Risk Assessment

8.1 This is a report for Audit Committee to consider and note, and deals with matters that are in the public domain.

9. Public Sector Equality Duties

8.1 There are no specific equalities implications arising from the recommendations

9. Legal and Resource Implications

9.1 Legal

There are no specific legal implications arising from the recommendations in this report

Legal advice provided by Sarah Sharland – Team Leader Litigation Regulatory and Community Team 18/03/19

9.2 Financial

There are no additional financial implications arising from the recommendations

9.3 Land/Property

Not applicable

Land/property advice provided by <Insert name and job title>

9.4 Human Resources

Not applicable

HR advice provided by <Insert name and job title>

10. Appendices:

None

LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

Background Papers:

- An inspection of youth offending services in Bristol - HM Inspectorate of Probation Sept 2018
- Bristol City Council - Bristol North Rehabilitation Care Services – Care Quality Commission – Oct 2018
- OFSTED inspection reports – Bristol Schools - April 2018 to March 2019
<https://reports.ofsted.gov.uk/>