



MKSCB Learning and Improvement Framework 2016

MKSCB Learning & Improvement Framework v2, approved September 2016

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Introduction

The 2016 MKSCB Learning & Improvement Framework is based on an Outcome Based Accountability (OBA) Performance Framework Model. There are three main questions asked in OBA – ‘how much do we do?’, ‘how well do we do it?’ and ‘what difference does this make?’. From July 2016 all MKSCB sub-groups and task-and-finish groups have adopted the OBA approach.

OBA is a common language, common sense and a common ground. It answers the question ‘how do we keep children’s outcomes at the centre of what we do, rather than just focusing on achievement of the process?’. It’s about the collective efforts of Milton Keynes agencies and the difference we make!

There are three OBA models supporting the learning and Improvement framework in delivering the MKSCB Strategy and the Business Plan and additionally, what it would look like in an outcome-based practice.

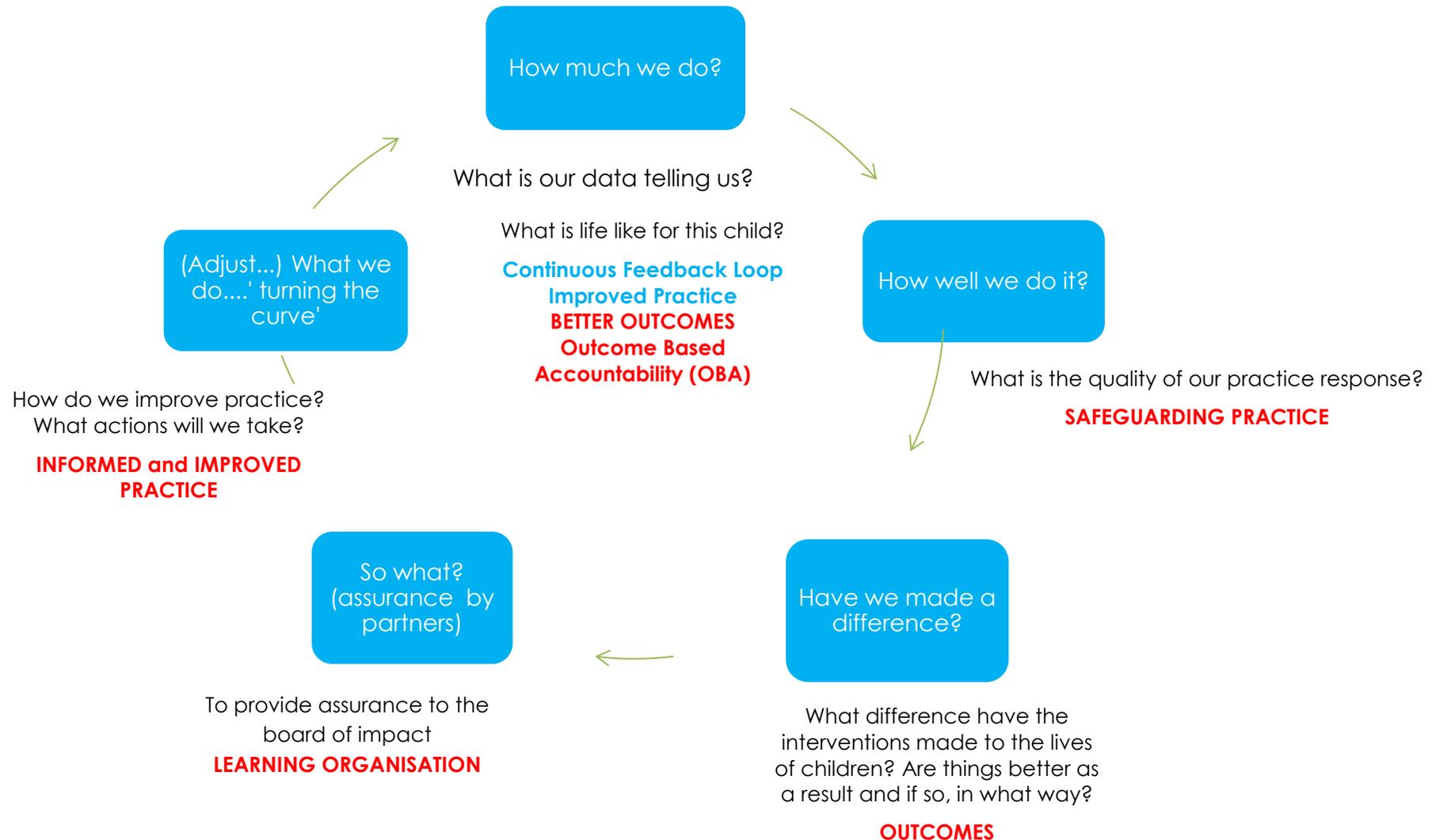
Firstly, the Strategic Outcome-Based Accountability Framework Business Model (Fig 1) This framework is our baseline for all of our work which underpins our systems and processes as described in the 4 key points below:

- Framework for accountability
- Framework for activity
- Framework for co-ordination
- Framework for monitoring effectiveness

MKSCB Learning and Improvement Framework 2016

Strategic Outcome-Based Accountability (OBA) Business Model

Fig 1:

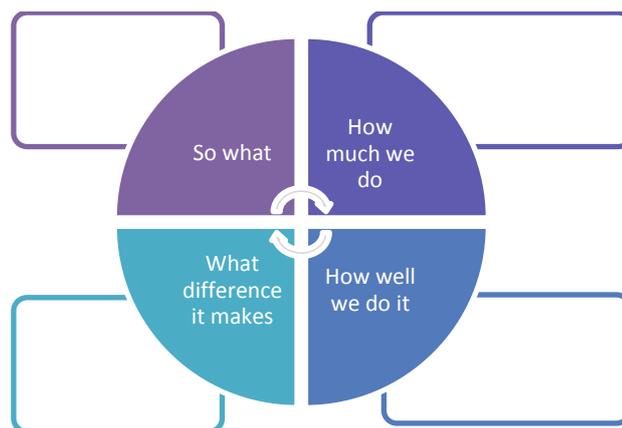


Secondly, the Operational Business Models

The Operational Business Models for the MKSCB groups are particularly key for the delivery of the Learning and Improvement Framework and are set out in greater detail on pages 9 - 21 of this Framework document.

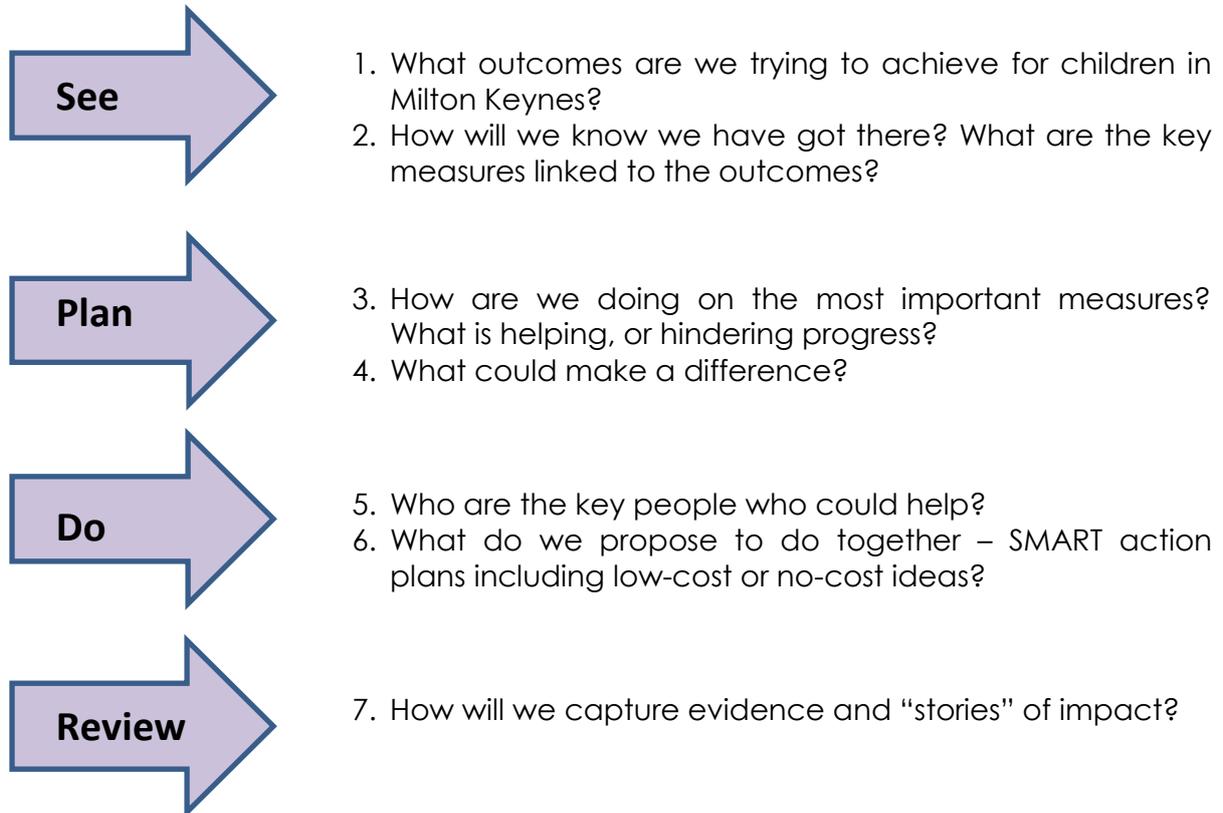
The OBA operational business models will be used as a reference guide by all MKSCB sub-groups of each other's activities. This is in addition to the report card (Appendix 2), which acts as an OBA tracker of the business plan and forms a story to evidence impact by the Board. This story on the progress in delivering the MKSCB Business Plan will also highlight, by means of critical messages, any barriers or associated risks, which must be mitigated to evidence the MKSCB effectiveness. Critical Messages can be escalated to the Board for action or discussion, thus providing a clear pathway of information between the groups and the Board.

(See appendices for report card templates - appendix 2 - and critical message log - appendix 3.



And thirdly, what it looks like in practice:

The following describes the **outcome-based practice**



This Learning and Improvement Framework is a living document and provides a flexible structure that both requires and enables the Safeguarding Board to respond quickly to changing demands through an OBA model.

Purpose

Why is a Learning and Improvement Framework Needed?

Working Together 2015 states that LSCBs should maintain a local **learning and improvement framework**¹ which is shared across local organisations that work with children and families. This framework should enable organisations to be clear about their responsibilities, to learn from experience and improve services as a result.

By building a culture of 'High Support, High Challenge' the Milton Keynes Safeguarding Children Board (MKSCB) aims to improve the effectiveness of safeguarding arrangements, and make a positive difference to children and young people in terms of their safety and well-being.

The 2016 Milton Keynes Safeguarding Children Board (MKSCB) Learning and Improvement Framework is based on an Outcome Based Accountability (OBA) performance framework model. This framework will support the work of the MKSCB in ensuring a robust response to the following questions:

How much do we do?

What is life like for children and young people in Milton Keynes?

How well do we do it?

What is the quality of our safeguarding practice?

What difference does it make?

What are the outcomes for children, young people and their families?

'So what?' question

To ensure organisations are open to reflection, learning and improvement so as to provide assurance to the Board regarding impact.

What do we do next? (Turning the curve)

What actions will be taken to inform and improve practice?

¹ *Working Together to Safeguard Children 2015 (Chapter 4:1)*

Delivery of the Learning and Improvement Framework

Working Together provides clear guidance on what should be included in a learning and improvement framework, who should use it and to what purpose. It particularly emphasises the need to *“cover the full range of case reviews and audits which are aimed at driving improvements to safeguard and promote the welfare of children.”* (Working Together to Safeguard Children (2015) Chapter 4, Para 5).

The MKSCB Learning and Improvement Framework and its objectives will be overseen by the Safeguarding Board, and delivered by the sub-groups. Each sub-group will contribute to the framework through its own operational business model and activities. For example, the Performance and Quality Assurance sub-group through the triangulation of qualitative and quantitative measures as suggested above in Working Together 2015. Each sub-group contributes to the Strategic OBA Business Model to ensure a continuous cycle of learning and improvement, evidencing impact whilst delivering assurance to the Board.

The Learning and Improvement Framework will be reviewed annually to ensure that the work of the Board can evidence impact on practice and on outcomes for children and families in Milton Keynes. Each sub-group's operational business model and the activities within it will be reviewed and updated accordingly so that it continues to be fit for purpose.

MKSCB Strategy and Business Plan – The MKSCB Strategy will be determined every three years supported by delivery of the Strategic OBA Business Model (see page 8). To supply evidence, a Report Card is completed by all the groups, including task-and-finish, as a vehicle to answering the OBA question of 'So What' (assurance).

When completing the report cards, critical messages can be suggested by the groups to be considered and escalated to the board for action or discussion, thus providing a clear pathway of information between the groups and the board.

Below is a description of the five operational business models which are interlinked but also provide the golden thread of safeguarding accountability to the board to facilitate challenge by asking the 'so what' question of safeguarding assurance.

i) Serious Case Review Sub-Group

OVERALL AIMS

To support MKSCB in fulfilling its statutory duty set out in Regulation 5 of the LSCB regulation 2006, section 14 of the Children Act 2004 and Working Together 2015.

To ensure that MKSCB is in a position to effectively learn lessons from all types of reviews, including serious case reviews. To effectively assist and monitor changes in working practices from lessons learned that arise from serious case reviews.

The sub-group members have a responsibility to ensure that the requirements of relevant statutory guidance (Working Together 2015) are met where a case meets the criteria for SCR. The SCR sub-group also ensures that when a case doesn't meet the criteria for a serious case review but there are lessons to be learned, an alternative learning review is considered.

The Serious Case Review sub-group members consider cases referred by any professional using the MKSCB SCR referral form to decide if the case meets the criteria for SCR set out in Working Together 2015, or if not consideration for an alternative review when learning has been identified.

The MKSCB Serious Case Review sub-group has developed a referral form so that any professional can complete if they wish for a case to be considered for review by the SCR sub-group. The MKSCB SCR referral form can be downloaded from the SCR sub-group page of the MKSCB (<http://www.mkscb.org/about/working-sub-groups/serious-case-review/>)

The sub-group advises the MKSCB Independent Chair and makes recommendations using the MKSCB SCR referral form, for either a serious case review or other type of learning review. The group ensures there is clear documentation of the decision-making process that identifies agencies that will be part of the SCR or learning review, key themes for initial scoping and suggested review models.

A key piece of work for the group is to ensure MKSCB serious case reviews are conducted in accordance with current national advice and guidance.

The sub-group supports the quality assurance process of SCR and learning review reports undertaken by MKSCB, is involved in delivering training, and producing guidance and tools that are available to help staff from partner agencies through the process of a serious case review or learning review.

Part of the role of the sub-group is to ensure that lessons learned from local and national reviews are disseminated to partner agencies through the use of a range of methods including the MKSCB annual conference, MKSCB training programme and MKSCB learning bulletin. The SCR sub-group works closely with other relevant MKSCB sub-groups to ensure this takes place.

Members of the sub-group support the MKSCB Independent Chair, Business Manager and partner agencies in relation to media management of the publication of serious case reviews, ensuring that the key messages of learning are communicated appropriately.

The serious case review sub-group has multi-agency representation. Other members can be co-opted as required to bring a particular perspective to sub-group work. The membership of the serious case review sub-group is:

- Milton Keynes Clinical Commissioning Group
- Milton Keynes Children's Services
- Public Health
- Thames Valley Police
- School
- MKSCB Business Manager

For sub-group meetings to be considered quorate there should be the chair, or vice chair, plus two other agencies represented. In such circumstances where communication with all sub-group members is necessary to progress the work, this can be via email (this does not include the consideration of a referral). When a decision is to be made on a referral this must include the views from the key agencies - Health, Social Care and Police.

The serious case review sub-group will give regular progress reports to the Business Management Group, including updates on all SCRs and learning reviews that involve a contribution from Milton Keynes services via the case summary report. The SCR summary report is a standing agenda item at each SCR sub-group meeting.

The SCR sub-group chair will give a verbal update at the main MKSCB meeting and along with sub-group members will present the learning from each serious case review and learning review that is undertaken by MKSCB or, where there has been significant contribution from Milton Keynes services, on a review undertaken by another Local Safeguarding Children Board.

Serious Case Review sub-group

Operational Business Model



ii) Performance and Quality Assurance Sub-Group (PQA)

OVERALL AIM

Following Munro recommendations the revised Working Together 2015 states that the Local Safeguarding Children Board (LSCB) has a statutory responsibility to:-

'monitor and evaluate the effectiveness of what is done by the local authority and Board partners individually and collectively to safeguard and promote the welfare of children and advise them on ways to improve'

The guide to inter-agency working to safeguard and promote the welfare of children (Chapter 3, paragraph 2), Working Together to Safeguard Children, HM Government, March 2015 states:

"In order to fulfil its statutory function under regulation 5 an LSCB should use data and, as a minimum, should:

..... quality-assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned".

Defining quality-assurance

- Quality-assurance is the process by which we evaluate our work to understand if it is working and making an impact in safeguarding children
- It is not about high-level data – or simply how much we do and how quickly we do it.
- It is about checking if we did the right things at the right time and whether the end result was the best it could be for the children and families we work with.
- It therefore involves a review of the work we have done to provide learning for work we will do in the future.

The PQA sub group role is to provide the following:

- *Robust and rigorous evaluation and analysis of local performance that identifies areas for improvement and influences the planning and delivery of high-quality services. This should include qualitative measures and comparator information, reporting and evaluation of trends for ensuring children are safeguarded.*
- *Assurance to the Board about the effectiveness of the LSCB's statutory duty to evaluate safeguarding arrangements and to draw attention to any areas for improvement and areas of risk. This requires the active co-operation of all partners in terms of provision of information about and analysis of performance*
- *Establish and implement a robust performance and qualitative management framework with a dataset that can enable the Board to exercise scrutiny of service effectiveness and outcomes for children. This should include the*

triangulation of reliable quantitative data, qualitative information, service user's views and experiences and practitioner's views.

- *Monitor and challenge the effectiveness of statutory services and practice provided to children in need of help and protection through:*
- *Evaluate single and multi-agency working the MKSCB which requires a structured programme of case files audits with a focus on:*
 - *Looking at the involvement of the different agencies*
 - *Identifying the quality of practice, adherence to protocols and lessons to be learned in terms of single agency, multi-agency and multi-disciplinary practice.*
- *The schedule of audit for the Board will be influenced by and aligned to the priorities within the business plan. Audits could also be carried out in response to the findings of other elements of work, such as analysis of the data set, emerging themes or outcomes of case audits/SCRs. Audits may also be instigated by changes to legislation or national agendas*
- *Embedding and evaluating the impact of learning from audits should be carried out through audits of previous audit recommendations along with following the process identified in the Learning and Improvement Framework.*
- *Ensuring that the information reported to the Board contains challenging analysis that enables members to identify the key priority areas for improvement and generate an effective Business Plan.*

Thus the PQA sub-group uses an OBA framework in which all performance data /audit outcomes and user feedback can be automatically brought together into a single OBA report that can inform self-assessment of the services and guide service improvement.

The OBA framework is described below:

Systemic/OBA Approach	LSCB Roles and Responsibilities
<p><u>Step One – Identify content areas and agree priorities (eg Strategic Priority Areas)</u></p> <ul style="list-style-type: none"> • Identify partner and LSCB safeguarding areas for measurement? <ul style="list-style-type: none"> ○ Are the partner priorities linked to the LSCB's latest performance indicators? 	<ul style="list-style-type: none"> • Challenge and agree priorities. • Agree measures. • These are based on sound local needs analysis
<p><u>Step Two – What does 'good' look like?</u></p> <ul style="list-style-type: none"> • What does 'good' look like for the LSCB priority area and each content area? <ul style="list-style-type: none"> ○ Work with each agency and partners to identify what 'good' looks like for their service. <ul style="list-style-type: none"> • eg School attendance figures • eg Thresholds are understood by practitioners • There is a robust early help strategy or arrangement in place ○ What service standards are currently in place that defines these? 	<ul style="list-style-type: none"> • Provide support for definitions of 'good' in each content area. • Capture case study data and share where appropriate.
<p><u>Step three – Identify source of current performance information</u></p> <ul style="list-style-type: none"> • What information does the LSCB or partner currently collect? <ul style="list-style-type: none"> ○ Is it qualitative, quantitative? ○ What targets are these linked to? ○ What are the timelines? 	<ul style="list-style-type: none"> • Ensure that data is up to date and accurate. • Is the data relevant to LSCB Performance Indicators?
<p><u>Step Four – Identify sources of any additional information</u></p> <ul style="list-style-type: none"> • What additional information/data do you need to collect to contribute to the 'good' indicators in step two <ul style="list-style-type: none"> ○ eg Defined audit activity ○ eg service user engagement information • How do you capture this information? 	<ul style="list-style-type: none"> • Assist partners with information gathering. • Do any other partners collect similar data?

<p><u>Step Five – Agree a quality assurance timetable</u></p> <ul style="list-style-type: none"> • What is the LSCB or partner 'quality assurance' timetable to ensure this information continues to be captured? <ul style="list-style-type: none"> ○ How can LSCB support ○ Will it be captured as part of Section 11 review? ○ Individual agency and implementation action plan 	<ul style="list-style-type: none"> • Agree QA timetable with partners and peer review support where appropriate. • Identify any risks which need to be captured at partners or LSCB strategic level.
<p><u>Step Six – Have we made a difference?</u></p> <ul style="list-style-type: none"> • Triangulation of – How much we did?; How well we did it? Have we made a difference? 	<ul style="list-style-type: none"> • Reporting on what difference this has made to the safety of children.
<p><u>Step Seven –So what question?</u></p> <ul style="list-style-type: none"> • Review action and implementation plan and consider any contingency planning. 	<ul style="list-style-type: none"> • The MKSCB asks the assurance questions.

And the framework demonstrated simply in the four boxes below is:

Strategic Objectives

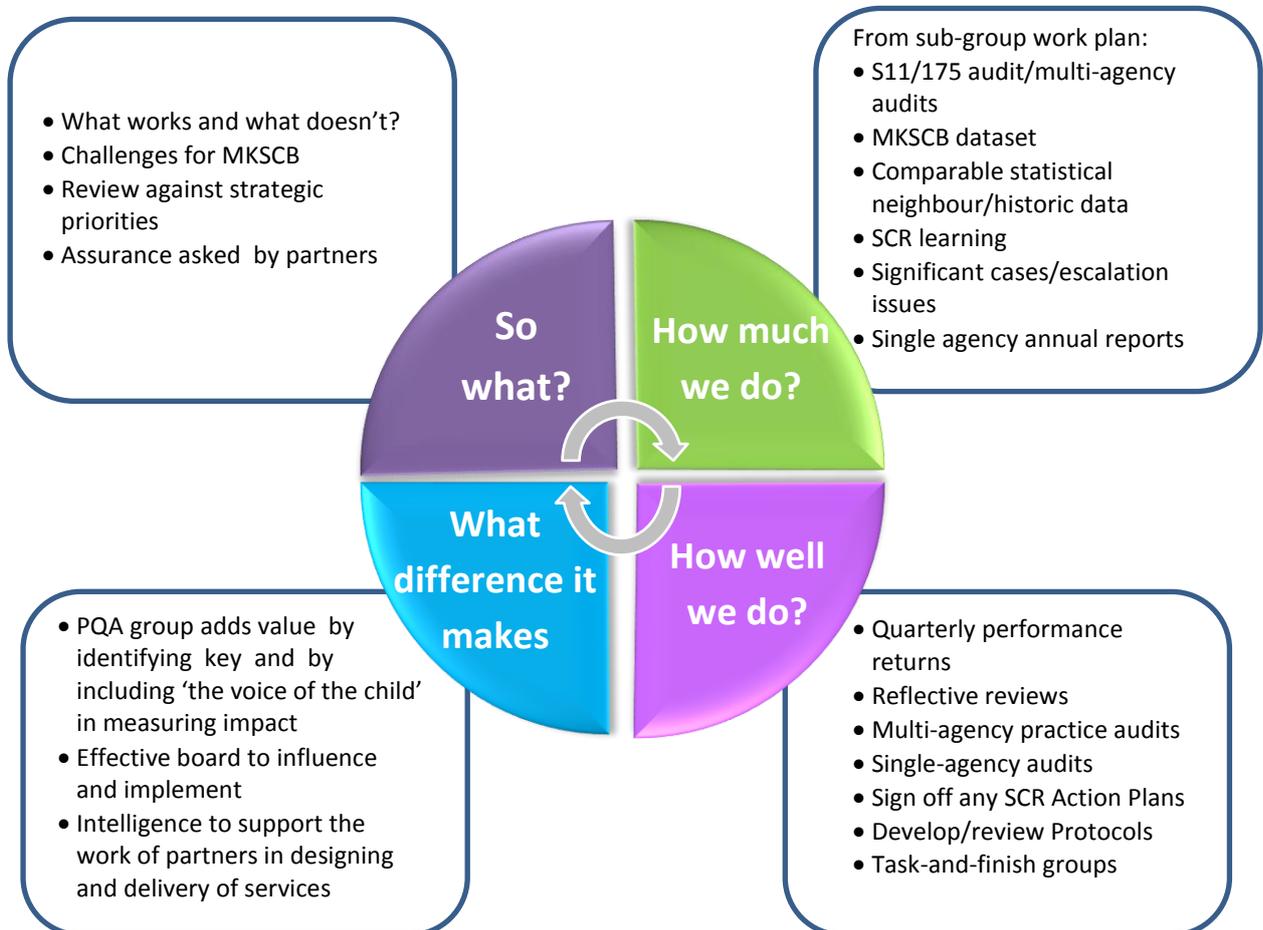
<p>How much did we do?</p>	<p>How well did we do it?</p>
<p>What do we want to achieve?</p> <p>Do we know what success looks like?</p> <p>What is your contribution?</p> <p>Accountability – role and responsibility</p>	<p>Did it make a difference?</p>

As part of the governance arrangements on the Board's behalf, the Performance and Quality Assurance sub-group will remain responsible for co-ordinating and managing the quality assurance and performance management framework, including:

- Producing an OBA performance report for the MKSCB - a report that supports the LSCB Strategic Business Plan and objectives
- Agreeing and challenging the 'exceptions' of the agreed performance indicators
- Ensuring that all agencies contribute to providing safeguarding data and information to understand local needs
- Contributing to the collation and analysis of audits, including S11/S175, and sharing best practice for service improvements
- Identifying, conducting, commissioning and analysing themed audits
- Providing quality assurance of LSCB sub-group work and Serious Case Reviews (SCR)
- Ensuring the effectiveness of safeguarding training
- Developing a multi-agency audit programme which is sufficiently flexible to accommodate additional reviews or audits that need to be commissioned by the LSCB

Performance and Quality Assurance Sub-Group

Operational Business Model



iii) Learning and Development (L & D) Sub-Group

OVERALL AIM

The MKSCB has a statutory responsibility to ensure that appropriate training on safeguarding and promoting the welfare of children and young people is provided in Milton Keynes in order to meet local needs.

Regulation 5 of the Local Safeguarding Children Boards Regulations (2006) requires the MKSCB to develop policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to the training.

Working Together (2015) requires the MKSCB to “monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area.”

The Learning and Development sub-group will meet every two months, and will support the MKSCB in fulfilling its statutory duties outlined above. Sub-group membership will include representation from a range of partner agencies.

The sub-group will lead on the strategic planning and oversight of learning and development activities, in accordance with the priorities of the MKSCB and the needs of local agencies and organisations across Milton Keynes. This will include having oversight of the implementation of the Learning and Improvement Framework and seeking assurance that learning and development opportunities successfully equip the wider workforce with the skills and knowledge required to promote positive safeguarding outcomes across Milton Keynes.

The Learning and Development sub-group will develop, implement and review a Safeguarding Learning and Development strategy, outlining mandatory safeguarding requirements and standards for safeguarding learning and development opportunities. Mechanisms will be developed and maintained to facilitate the transfer of information to the sub-group relating to compliance, learning needs, opportunities, outcomes and standards of safeguarding learning activities. This will enable ongoing monitoring and challenge where required.

The group will work collaboratively with other Boards and partnerships to contribute to a more coordinated approach to learning and development activity, which serves to complement overlapping aims and responsibilities relating to safeguarding.

An annual programme of learning and development activities (including an annual conference), responsive to learning needs, will be proposed to the MKSCB, whilst the development and implementation of an Evaluation Framework will seek to monitor and evaluate the effectiveness, impact and outcomes of multi-agency learning and development activities. The sub-group is committed to increasing the relevance and accessibility of learning and development opportunities, in recognition of the increasing budgetary and capacity constraints within local organisations and partner agencies.

Learning and Development Sub-Group

Operational Business Model



(iv) Participation Task and Finish Group

OVERALL AIM

Working Together (2015) requires that safeguarding arrangements in every local authority should be child-centred in their approach, and that organisations should seek to create a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services'. Working Together (2015) also states that 'for services to be effective they should be based on a clear understanding of the needs and views of children'.

The Participation Task and Finish group was convened as a response to the MKSCB 2016 Business Plan which sets out how we plan to deliver the first year of work on the MKSCB strategic priorities and address the improvements the "diagnostic" by the MKSCB Independent Chair identified are needed. This includes improving the extent to which the Board engages with children and young people, as well as their families and communities.

The group will meet regularly, and membership will include representation from a range of partner agencies. Focus groups with young people and research afternoons will be arranged as appropriate.

The group aims to work with young people, including the Hear My Voice Advisory Group of young people, to develop a participation strategy for MKSCB and to increase MKSCB's engagement with children and young people.

Initially, this is to ensure that the Board has active engagement in all aspects of its work from children, young people and families with a view to appropriately encouraging children, young people and families' representation in sub-groups, or through stakeholder groups working as part of the Board.

The task-and-finish group will visit a range of schools, Youth Cabinet and youth groups to meet young people to hear how they think they could best be involved with the work of MKSCB. In order to provide a strategy for MKSCB to approve, work will be undertaken to research a range of participation and engagement models.

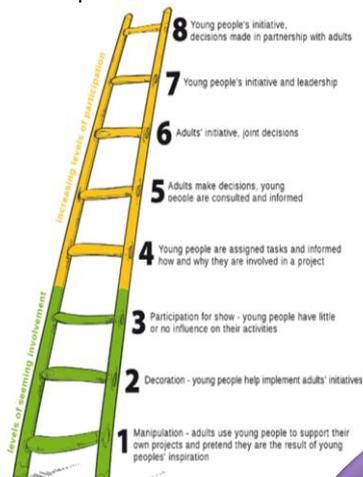
A finalised strategy will be presented by young people to the Board alongside an options appraisal for a specific model, and a clear proposal for meeting the resource requirements needed to deliver the strategy within current shared agency capacity.

The Participation group will work in partnership with the Hear My Voice Advisory Group of young people on its ideas and decisions.

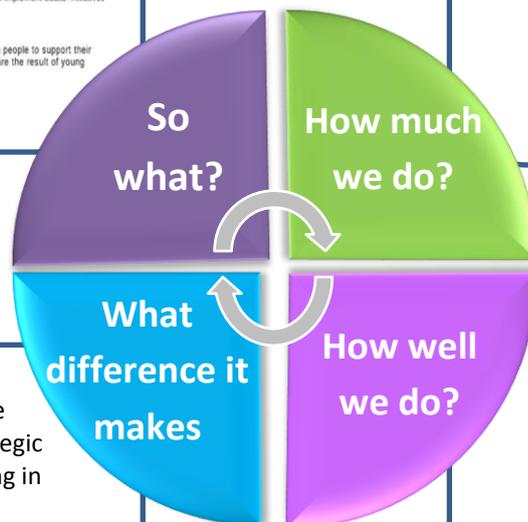
Participation task-and-finish group

Operational Business Model

Hart's Ladder of Participation:



- Focus groups of young people that had good representation from the local community
- Varied agency and role attendance at meetings
- Work with young people, particularly the HMV Advisory Group, to develop an MKSCB Participation Strategy, that will include different methods of participation, based on Hart's Ladder of Participation



- Young people have an influential impact on the decision-making of strategic leads within safeguarding in Milton Keynes
- Children and young people have a voice within forums in Milton Keynes
- A child-centred approach is consistent within strategic and operational meetings involving young people
- Young people feel empowered to make a difference to themselves and their peers

- Young people consulted on the MKSCB strategic plan and Business Plan
- An approach is embedded within the group that will enable participation and engagement to become part of MKSCB 'business as usual'
- Quality of purposeful engagement with young people has increased significantly
- Young people are actively involved in MK workforce development

(v)'High Support High Challenge'

Function of the MKSCB

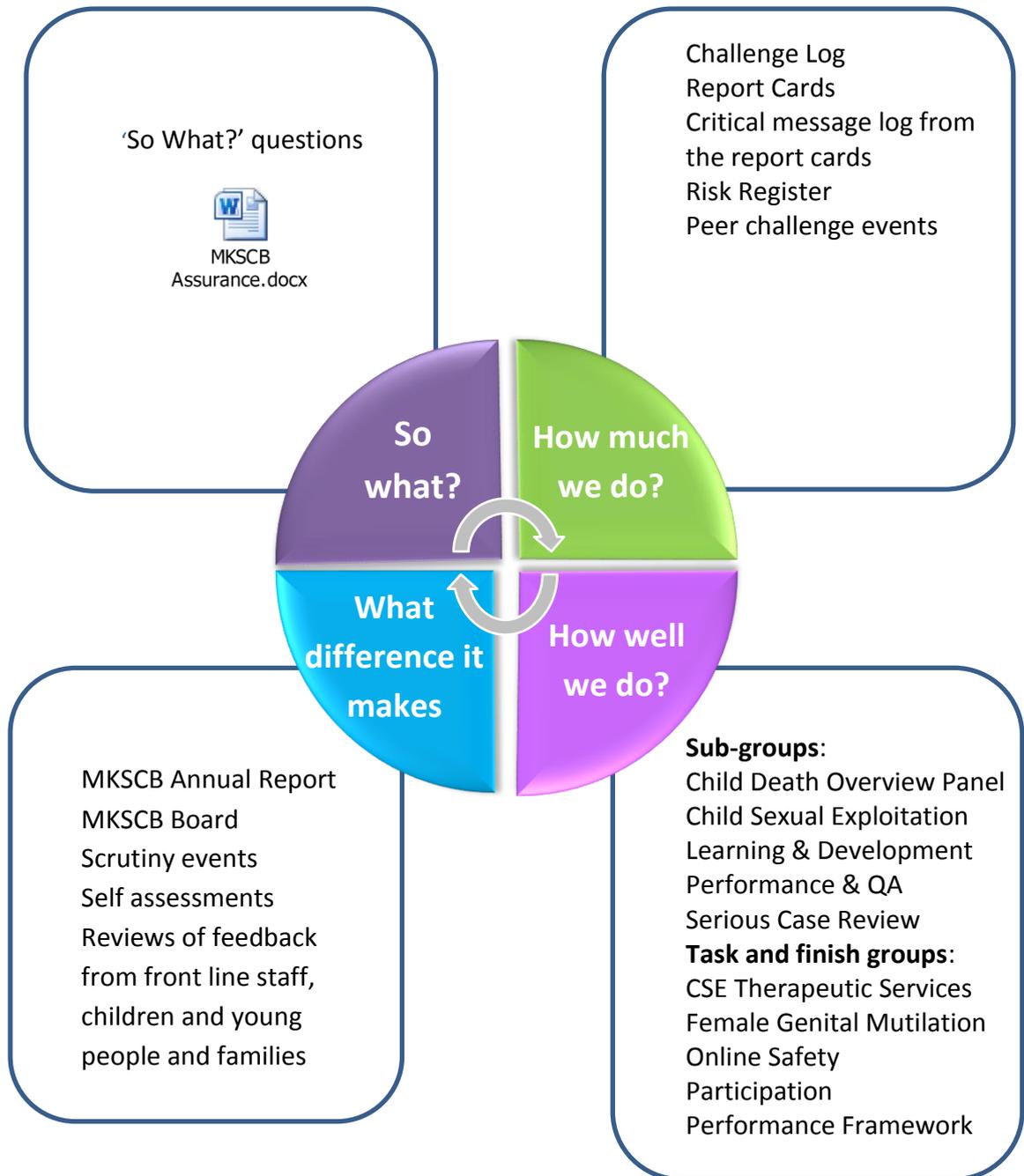
Leadership from the Chair and Board Members is critical to building the culture of 'High Support High Challenge' function necessary to identify learning and drive improvement as suggested for LSCB by Ofsted below:

- having comprehensive and integrated systems in place, which allow them to scrutinise performance in key areas, at different levels and in geographical localities
- involving frontline workers in audit processes
- using independent audits and inspection findings to drive improvement
- employing a variety of techniques and taking a very thorough approach to auditing
- adopting a thematic and planned approach to auditing
- using the outcomes of audits to learn and improve practice
- assessing the impact of changes resulting from audit findings on children and young people and their families rather than confining their attention to changes in processes
- having a high level of internal challenge but also challenging other agencies and holding them to account
- scrutinising not only their own activities but also those of other bodies, including young offenders' institutions

Ofsted

'High Support, High Challenge'

Operational Business Model



Conclusion

By applying this framework to all we do, and by modelling the behaviours we expect of others (high support, high challenge, professionally respectful challenge and positive constructive debate), we will understand how well we are actually working together to safeguard children and promote their welfare and how much we are actually making a difference for them.

Based upon the outcomes of this framework (and other reporting mechanisms presently operated by the LSCB), in accordance with the provisions of Working Together 2015, the LSCB Chair's annual report will provide a detailed analysis of the effectiveness of safeguarding children arrangements within Milton Keynes. The report, through scrutiny of the evidence provided by the learning and improvement framework, will highlight good practice and identify where there are limitations (and how) improvements are to be made.

Appendix1: Business Model Activities

How much we do?	Description	How well we do it?	Method of Learning	Key Stakeholders	Impact Board
Serious Case Review	Where abuse or neglect is known or suspected and either: 1) a child dies; or 2) a child is seriously harmed and there are concerns about how organisations or professionals worked together to safeguard the child.	Multi agency and single agency lessons National implications Changes to governance and legislation	Briefings Newsletter Feedback to LSCB and its groups Implemented in relevant LSCB training courses	<ul style="list-style-type: none"> • LSCB • Partner agencies • Service users • Media • Ofsted • General public 	
Multi-agency Practice Learning Reviews	Review of a safeguarding incident which falls below the threshold for an SCR <u>or</u> where a complex case has identified good outcomes for the child and there are lessons to be learnt for multi-agency working.	Local learning – multi-agency and single-agency lessons	Feedback to LSCB and its groups Newsletter	<ul style="list-style-type: none"> • LSCB • Partner Agencies • Service users 	
Child Death Reviews: CDOP – Local Child Death Reviews and Briefings	A review of all child deaths up to the age of 18 years. Local review of all child deaths up to the age of 18 years.	Themes and trends Modifiable factors	Briefings Feedback to the LSCB Press release/ information on website	<ul style="list-style-type: none"> • LSCB • Partner agencies • Children & families • Ofsted • Media 	LSCB Child Death Overview Panel (CDOP)

Single Agency Reviews	Review of a safeguarding incident that falls below the threshold for an SCR and where there are limited concerns about how organisations or professionals worked together to safeguard the child.	Single agency lessons Changes to governance	Feedback to LSCB and its groups to be cascaded to professionals	<ul style="list-style-type: none"> • LSCB • Partner agencies • Service Users 	
Multi-agency case audits and thematic audits	Audit of practice relating to a child's journey through the safeguarding system (case sample), highlighting where things go well as well as opportunities to improve. Possible theme is identified.	Multi-agency and single-agency lessons Changes to governance Themes and trends	Feedback to LSCB and its groups to be cascaded to professionals	<ul style="list-style-type: none"> • LSCB • Partner agencies • Service users 	
Single agency audits	Audit of practice (case sample), highlighting where things go well as well as opportunities to improve.	Single agency lessons Changes to governance Themes and trends	Feedback to LSCB performance subgroup and its cascaded to professionals	<ul style="list-style-type: none"> • Partner agencies 	
Section 11 audits	Self-assessment of an organisation's safeguarding arrangements and practice against Section 11 of the Children Act 2004, highlighting good practice as well as opportunities for	Themes and trends Changes to governance	Feedback to LSCB and its groups to be cascaded to professionals	<ul style="list-style-type: none"> • LSCB • Partner agencies 	LSCB Board

	improvement.				
Section 175 audits	Self-assessment of a school's safeguarding arrangements and practice	Themes and trends Changes to governance	Feedback to LSCB and its groups to be cascaded to professionals	<ul style="list-style-type: none"> • LSCB • Schools 	
OBA Quality Assurance & Performance Management activities (audits, surveys, data analysis, performance indicators)	Variety of methods using Performance Framework	Themes and Trends	Feedback to LSCB Performance and Quality assurance subgroup cascaded to professionals	<ul style="list-style-type: none"> • LSCB • Partner agencies • Service users • Ofsted 	LSCB Board And partner boards
Evaluation of the impact of training	Evaluation process to understand the impact of training on outcomes for service users	Increase of knowledge, skills and confidence Changes in practice Improved outcomes for children	Feedback to Training and Workforce Committee and to be cascaded to professionals	<ul style="list-style-type: none"> • LSCB • Partner agencies 	LSCB via Learning & Development Sub Group

Appendix 2: Report Card Template

“MKSCB Report card” template

LSCB sub group and date the meeting was held:	
Summary of sub group activity for information only: <i>(What has the sub group done? How much has the sub group done?)</i>	<ul style="list-style-type: none"> • Bullet point summary here
Are there data indicators relevant to the work of the subgroup?: <i>(If so, which ones are they? What story do they tell? Are there any challenges in getting accurate data in a timely way?)</i>	<ul style="list-style-type: none"> • Bullet point summary here
Are there any critical messages for the BMG group to consider?:	<ul style="list-style-type: none"> • Bullet point summary here
Sub group activity related to [an example] Board Priority 1 (Voice of the Child): <i>(What efforts are the group making to capture the authentic voice of the child? How is the voice of the child presented within subgroup meetings? How does it inform the work of the subgroup?)</i>	<ul style="list-style-type: none"> • Bullet point summary here
What difference has the work of the sub group made to children and families?: <i>(How does the subgroup know it has made this difference? What evidence is there to support this view?)</i>	<ul style="list-style-type: none"> • Bullet point summary here

Key: The Report Cards use the OBA format and are the main mechanism by which sub-groups and task-and-finish groups report on their activity, identify any data that informs the work of the group, and record their progress in delivering the MKSCB business plan objectives. The report cards also provide the opportunity for groups to identify the efforts made to capture the voice of the child and to consider what difference their work has made to children and families in Milton Keynes. The Report Card template includes a section where groups can identify any ‘critical messages’ – issues they consider may hinder the delivery of their Business Plan priorities. The completed Report Cards will assist the groups in providing a summary of their work at the end of the year, when groups are asked to contribute to the MKSCB Annual Report

Appendix 3: Critical Message Log Template

Draft MKSCB Critical Message Action Log - 2016

Critical Messages for the Business Management Group to consider at the meeting on xxxx:

<i>MKSCB-Group:</i>	<i>Critical Message (CM)</i>	<i>CM to Board</i>	<i>Action</i>	<i>By who</i>	<i>Why</i>	<i>By when</i>	<i>Date completed</i>
<i>Sub-group and meeting date</i>	<i>This section is populated from the sub-group report card, and discussed at the BMG meeting where members decided on whether or not the CM needs to be discussed at the MKSCB meeting</i>						