

Using Data and Performance Measures to Drive Improvement in Children's Services

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Why measure our performance?

So we know

- How well the system or process is working
- What we are doing is having the results we are aiming to achieve
- The outcomes and levels of service we think we are getting are the same as the outcomes and levels of service our service users say they are getting
- Whether all our service users are getting the same level of service

And so we can do things to improve

Why is performance measurement important?

“...without it we would run a service based on my prejudice or preference which wouldn't be a good place to be.”

(Director of Children's Services)

What are we trying to achieve?

Better outcomes for children,
young people
and their families.

How can we prove this with useful information?

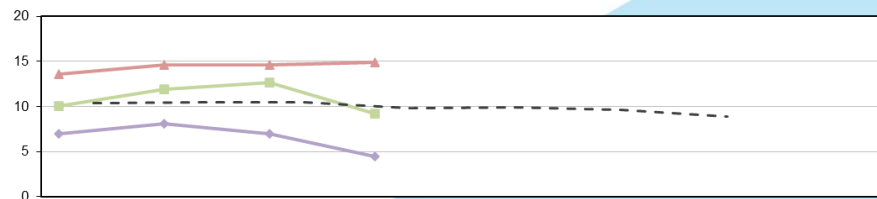
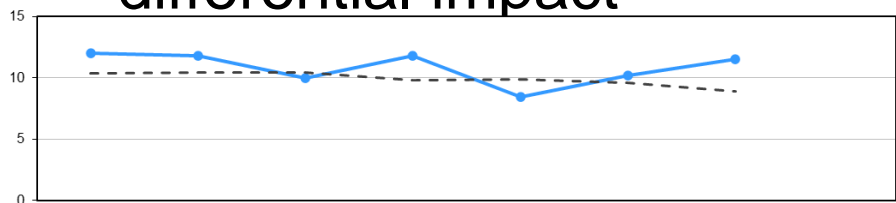
- The Process
 - Timescales – “how long between”
 - Quantity – “how many”
 - Frequency – “how often”
- Impact and Outcomes
 - What has changed? – better attendance at school, fewer domestic violence incidents, fewer mothers smoking at childbirth
- Service User Feedback\Evaluation
 - How have things changed for you?
 - How was your experience of the intervention\process?
- Project Evaluation
- Characteristics – for each gender\ethnicity\age\location, how long, many, often, what are the outcomes, what is their experience
- Evidence based practice - do you need to re-evaluate?

Poll 1



Equalities

- Assess the performance of the system for different groups: age, gender, ethnicity, location
- It is too easy to let the headline performance mask differential impact



- Beware of unconscious bias and wilful blindness
- Look for disproportionality

How do you make this work?

Find out what is already being collected

- Avoid re-inventing the wheel as an ellipse!

Agree

- Who the lead is for the measure
- How the measure is collected and reported

Meet to discuss

- Identify areas of concern and improvement
- Act on these

Poll 2



Improving information-sharing and partnerships in between councils, as well as with local community organisations

- Less is more – “useful data” not “big data”
- IT infrastructure to exchange the information – the technology exists but it needs configuring and people to configure it
- Engage Information Governance colleagues early and you may need to support small organisations as they may not have the IG infra-structure.

Poll 3



Tools to benchmark performance against other local authorities

- Local Government Association [LGInform](#)
- DfE Local Authority Interactive Tool [LAIT](#)
- Office of the Children's Commissioner [CHLDRN](#)
- Council for Disabled Children [0-25 Multi-Agency SEND Dashboard](#)
- Public health England [Public Health Profiles](#)
- LAs have access to the [Data to Insight's](#) Children's Services Benchmarking Tool

Outcomes: Applying what has been learnt to improve child support at your organisation and proactively assist families in need

Data is only part of the story

Good relationships with partners

Good management oversight and support

and most importantly

Good frontline workers who have

Good relationships with children, young people and their families

Questions

