Partners in Practice

Practice Review Report

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Contents

Acknowledgements

We wish to extend our gratitude to the Partners in Practice leads who took the time to participate in the telephone interviews and shared their invaluable Partners in Practice related experiences freely with us.

Key messages

1. Embedding and sustaining practice excellence and improvement takes time. Allowing adequate timeframes for the different aspects of Partner in Practice (PiP) work to be successfully and effectively achieved is of crucial importance. Whilst process outcomes may be apparent sooner, a minimum of 5 years post-PiP implementation is required before impact outcomes can be accurately measured and evaluated.

2. Stable and visionary leadership is a pre-requisite for the effectiveness of PiPs. It acts as a catalyst for the creation of stable senior management teams and wider workforce stability.

3. Effective innovation requires workforce stability, resourcing and investment. In terms of staff development, PiPs ensured this through staff training, peer and across-site support and opportunities for coproduction. Stable leadership and positive organisational culture also contributed to wider workforce stability.

4. Establishing reciprocal, trustworthy and respectful in-house and/or external relationships is essential for successful outcomes to be achieved. This is particularly the case for the sector improvement work where struggling local authorities may be reluctant to receive support.

5. Successful PiPs build on existing professional expertise and set clear, modest goals for excellence/improvement work, that do not overstretch their resource capacity and are founded on sound theoretical practice frameworks and social work values.

6. Support for innovative practice needs to build on prior innovation experiences. Innovation programmes need to include clear and explicit theoretical frameworks and value bases for change.

7. The continuation or expansion of PiPs require reliable and predictable sources of funding that are sustained over time. This will reduce temporal uncertainty and allow adequate time for new initiatives to be embedded, to flourish and to bear fruit (see 1 above).

8. Enhanced levels of impact could be encouraged through the creation of more robust and reliable systems for cross-fertilisation of ideas and experiences between PiPs.

9. An unexpected and positive finding was the experience PiPs reported of undertaking the sector improvement work. The reciprocity arising from the PiP work, whereby PiPs learn and develop good practice from the local authorites they are supporting, reinforces the excellent value for money of this approach.

10. While lacking in evidence within the current PiP programmes, the 7 practice features and 7 outcomes model is worth exploring and embedding in future work, but requires further research in order to develop suitable implementation frameworks, reporting formats and monitoring and evaluation tools.

11. The review was unable to identify the PiPs contributing to policy development - the third aim of the PiP programme - but there is reason to believe this could emerge as the impact of PiPs' understanding excellence and sector improvement work becomes more established.

Executive summary

Introduction

The Partners in Practice (PiP) programme funded by Department for Education (DfE) commenced in 2016 as a new strand of the Government's improvement agenda for Children's Social Care, located alongside the Children's Social Care Innovation Programme (Innovation Programme hereafter). In August 2019 the Department of Social Work and Social Care at the University of Sussex was commissioned by the DfE to undertake a PiP Practice Review. The main aim of the review was to provide a synthesis of the shared, collective learning arising out of the experiences of PiPs across Rounds 1 and 2. This Practice Review report collates the individual experiences of PiPs, with the intention of informing future sector-wide developments that seek to promote innovation and improvement.

The Review

The first Round of the PiP programme comprised 7 local authority Children's Services who were awarded PiP status. To be designated as a PiP Children's Services had to meet DfE defined criteria for excellent practice.[1] In 2018 a second Round of PiPs was launched with a further 9 Children's Services being awarded PiP status (see Appendix 1 for full details of Round One and Two PiPs). The PiP programme was intended to create 'a genuine partnership between local and central government by bringing together the best practitioners and leaders in children's social care to improve the system'.[2] The aims and objectives of the PiP programme were three fold:

- to understand the conditions required for excellence in Children's Social Care to flourish;
- to offer peer support to Children's Social Care colleagues in less successful local authorities, with the aim of widening improvement across the system
- to support DfE to shape and test policy on wider programmes and reform.

Round 1 of the PiPs was primarily focussed on the 'understanding excellence' element of the PiP programme, with sector improvement work taking greater, but not exclusive prominence, in Round 2. The review report focuses on all aspects of the PiP programme, but with a particular attention paid to the 'understanding excellence work' of the PiPs, as requested by DfE.

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[1] https://innovationcsc.co.uk/partners-in-practice
[2] https://innovationcsc.co.uk/partners-in-practice

Review aims and intended outcomes

The Practice Review aimed to explore the experiences of individual PiPs across Rounds 1 and 2 to provide a synthesis of the shared, collective learning arising out of these experiences. The Review report focuses on all aspects of the PiP programme, but with a particular attention paid to the 'understanding excellence work' of the PiPs, as requested by DfE. It identifies the key conditions for PiP effectiveness and provides guidance on key features for further PiP work.

Review methods

The review had a two-fold activity plan:
- Documentary analysis of documentation associated with the DfE PiP project reporting requirements (see Appendix 4) and Ofsted reports for the period 2018-2020. The review process comprised a narrative synthesis of the available documentation associated with the individual PIP sites (for example, PiP project applications and monitoring reports and Ofsted reports), which was examined in relation to each of the review questions.

- Semi-structured key informant telephone interviews with local authority PiP leads to capture their experiences of the PiP role and activities

An overarching PiP theory of change for each of the two aspects of PiP work - understanding excellence and sector improvement - can be found in Appendix 2 as further information on the background of the overall programme.

Four research questions guided the review process:
- What are the key practice elements PiPs are consolidating and delivering?
- How are these practice elements delivered and what enables them to be delivered in a way that contributes to strong overall practice?
- What are the key practice elements that PiPs are finding more challenging to achieve?
- How do these practice elements map onto the 7 practice features and 7 outcomes model?

The final question is related to the key findings from the evaluation of Round One of the Children's Social Care Innovation Programme (DfE and Spring Consortium, nd).

Key findings

1. Embedding and sustaining practice excellence and improvement requires more time than is usually allowed for in innovation contexts.

2. Strong and visionary leadership is essential for the effectiveness of PiPs.

3. A stable workforce based on adequate resourcing and investment in professional development, plus a positive organisational culture, are vital components of effective PiPs.

4. Successful PiPs build on existing professional expertise and set clear, modest goals for excellence/improvement work, that do not overstretch their resource capacity and are founded on sound theoretical practice frameworks and social work values.

5. Support for innovative practice needs to build on prior innovation experiences. Innovation programmes need to include clear and explicit theoretical frameworks and value bases for change.

6. Establishing reciprocal, trustworthy and respectful in-house and/or external relationships is crucial for successful outcomes to be achieved, especially in relation to the sector improvement dimensions of PiP work.

7. The continuation or expansion of PiPs require reliable and predictable sources of funding that are sustained over time.

8. PiPs would like more opportunity to learn from each other through more cross-PiP forums and events.

9. PiPs report having positive reciprocal experiences undertaking the sector improvement work, which have contributed to unexpected positive developments in their own context, as well as in their partners.

10. Several of the review findings overlapped with the 7 practice features and 7 outcomes model. Exploring and embedding the model in future work subject is worthwhile, subject to the development of suitable implementation frameworks, reporting formats and monitoring and evaluation tools.

11. The review was unable to identify the PiPs contributing to policy development - the third aim of the PiP programme - but there is reason to believe this could emerge as the impact of the PiPs' work becomes more established.

Lessons and implications

1. **Timeframes:** adequate time allocation is of crucial importance for the understanding excellence and sector improvement aspects of PiP work to be successfully achieved. Whilst process outcomes may be apparent sooner, a mimimum of 5 years post-PiP implementation is required before impact outcomes can be accurately measured and evaluated.

2. **Leadership:** passionate and visionary leadership must be supported in order to act as a catalyst for the creation of stable senior management teams and wider workforce stability.

3. **Workforce stability and resourcing**: timely and adequate levels of funding must be provided to PiPs in order to backfill posts and create the appropriate management structures for the work to succeed.

4. **Modest and informed goals:** PiPs must ensure they set realistic and achievable goals that build on existing professional expertise and do not overstretch their resource capacity.

5. **Theoretically-informed practice models:** for practice models to be successfully implemented they need to have clear and explicit theoretical frameworks and value bases for change.

6. **Professional relationships**: establishing trustworthy and respectful relationships with colleagues in struggling local authorities is essential in order to maximise the likelihood of their engagement in sector improvement work.

7. **Predictable resources**: timely and sustained allocation of DfE resources is necessary in order to reduce temporal uncertainty which runs the risk of undermining PiP developments and to allow adequate time for new initiatives to be embedded, to flourish and to bear fruit (see 1 above).

8. **PiP networks**: the creation of more robust and reliable systems for cross-fertilisation of ideas and experiences between PiPs will increase the potential of enhanced levels of impact.

9. **Systemic reciprocity**: the unexpected reciprocity generated by the PiP relationships, whereby PiPs learn from, as well as support, struggling local authorities, reinforces the value for money of the PiP programme.

10. **The 7 practice features and 7 outcomes model:** the model has potential for practice improvement work, subject to the development of suitable implementation frameworks, reporting formats and monitoring and evaluation tools.

1. Overview of the Review

Review context

The Partners in Practice (PiP) programme funded by Department for Education (DfE) commenced in 2016 as a new strand of the Government's improvement agenda for Children's Social Care, located alongside the Children's Social Care Innovation Programme. The first Round of the PiP programme comprised 7 local authority Children's Services who were awarded PiP status. To be designated as a PiP Children's Services had to meet DfE defined criteria for excellent practice. These included:

- high performance;
- a strong record of continuous improvement;
- a willingness to share their insights and support improvement in the wider sector;
- an appetite to innovate and engage with new policy;
- at least a 'good' overall Ofsted judgement and at least a good judgement across all sub-categories (excluding Local Safeguarding Children Boards (LSCBs).[3]

In 2018 a second round of PiPs was launched with a further 9 Children's Services being awarded PiP status (see Appendix 1 for full details of Round 1 and 2 PiPs). At the time of writing this report 3 local authorities were no longer operating as PiPs having failed to meet the inclusion criteria required for PiP status.

The PiP programme was intended to create 'a genuine partnership between local and central government by bringing together the best practitioners and leaders in children's social care to improve the system'.[4] The aims and objectives of the PiP programme were three fold:

- firstly, through working with some of the best leaders and practitioners in Children's Social Care the PiP programme aimed to understand the conditions required for excellence in Children's Social Care to flourish;

- secondly, building on the knowledge gained about what produces excellence in practice PiPs offered peer support to Children's Social Care colleagues in less successful local authorities, with the aim of widening improvement across the system through sharing what works in improving outcomes for vulnerable children and young people;

- thirdly, PiPs were expected to support DfE to shape and test policy on wider programmes and reform.

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[3] https://innovationcsc.co.uk/partners-in-practice
[4] https://innovationcsc.co.uk/partners-in-practice

Round 1 of the PiPs was primarily focussed on the 'understanding excellence' element of the PiP programme, with sector improvement work taking greater, but not exclusive prominence, in Round 2.

The review was conducted at the same time as the DfE were developing the 7 practice features and 7 outcomes model informed by Innovation Programme findings. An initial focus of the review was to assess the alignment of the model with PiP configurations and practices.

Review aims and intended outcomes

In August 2019 the Department of Social Work and Social Care at the University of Sussex was commissioned by the DfE to undertake a PiP Practice Review. The idea behind the review was in response to the DfE's realisation of the untapped potential of the collective learning that could be identified from the individual experiences of PiPs. The review's main aim was to provide a synthesis of the shared learning arising out of the experiences of PiPs across Rounds 1 and 2. This Practice Review report collates the individual experiences of PiPs, with the intention of informing future sector-wide developments that seek to promote innovation and improvement.

2. Overview of the review

Review questions

1. **What are the key practice elements PiPs are consolidating and delivering?**
   a. Are they the same in different PiPs or do they vary?
   b. What variables might account for these differences e.g. demographic profile, geographical location and context, population needs?

2. **How are these practice elements delivered and what enables them to be delivered in a way that contributes to strong overall practice?**
   a. Are the delivery mechanisms the same across the different PiPs or do they vary?
   b. What variables might account for these differences in delivery e.g. demographic profile, geographical location and context, population needs?

3. **What are the key practice elements that PiPs are finding more challenging to achieve?**
   a. Are they the same in different PiPs or do they vary?
   b. What variables might account for these differences e.g. demographic profile, geographical location and context, population needs?

4. **How do these practice elements map onto the 7 practice features and 7 outcomes model?**
   a. Are these elements of practice the same in different PiPs or do they vary?
   b. What variables might account for these differences e.g. demographic profile, geographical location and context, population needs?

Review methods

The desk-based review commenced in February 2020 and was completed in March 2020. This part of the process involved a review of all documentation associated with the DfE review reporting requirements (see Appendix 3) and the available Ofsted reports for each of the participating local authorities for the period 2018-2020.[5] The review consisted of a narrative synthesis of this documentation in relation to each of the review questions (Adams et al., 2016). This approach was chosen in light of both the particular aims of this review and the nature of the available documentation.

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[5] https://reports.ofsted.gov.uk/

During March 2020 semi-structured key informant telephone interviews were conducted with PiP leads. Unfortunately the onset of the Covid-19 pandemic interrupted the interview schedule and, under instruction from the DfE, the remaining scheduled interviews were halted. In total 7 of the 16 PiP leads were interviewed. Of the 7 respondents 4 were involved in both Round 1 and 2 of the PiP programme and 3 were only involved in Round 2. The interview schedule mapped closely onto the overarching review questions (see Appendix 4).

An overarching PiP theory of change for each of these two elements of the review can be found in Appendix 2 as background information on the overall programme. The final evaluation question (overleaf) is related to the key findings from the evaluation of Round One of the Children's Social Care Innovation Programme (DfE and Spring Consortium, nd).

Changes to review methods

The initial review design was focused on documentary analysis and sector-based learning events. The intention of the sector-based learning events was firstly, to co-produce with the sector what was to be evaluated and secondly, to share review findings to determine their resonance with the sector. Following conversations with PiP leads at a DfE PiP quarterly meeting it became apparent that engagement with the PiP leads was essential in order to fully understand how the individual PiPs had experienced taking on their PiP status and undertaken their bespoke PiP activities. In discussion with DfE it was agreed that the PiP lead interviews would replace the sector-based learning events.

Limitations of the review

Documentary analysis: Conducting the analysis highlighted how the nature of the reporting requirements for DfE purposes did not generate information or documentation that was very informative for this review. As mechanisms for project management oversight the documentation was fit for purpose but as a means for capturing and evaluating the experiences of the individual PiP initiatives it proved less useful. Furthermore, some of the documentation for each of the sites was incomplete (see Appendix 3).

PiP sample: At the point of the review commencing 3 PiPs, included in the total of 16 PiPs in Round 1 and 2, no longer had PiP status. Some documentary data from one of the 'withdrawn' PiPs was included in the review. In discussion with DfE it was agreed that the review would seek to interview PiP leads from the 3 local authorities which no longer had PiP status. Unfortunately this did not happen. Their absence from the review has meant that the identification of challenges faced by PiPs is not as comprehensive as it might have been had these three PiPs' perspectives been included. Of the remaining 13

PiPs interviews were scheduled with 11. Two PiP leads did not respond to the email invitation to participate in the review process.

Key Informant interviews: The PiP lead interviews proved invaluable for the review as they provided first hand accounts of how the different local authorities had experienced taking on the PiP status and delivering their programme of activities.. The unforeseen circumstances arising from the Covid-19 pandemic unexpectedly curtailed the timeframe for the review, which meant that the overtures to the 3 local authorities who no longer had PiP status had not commenced at the point of the pandemic's impact. Overall in light of these circumstances only 7 out of the potential 16 PiP leads were interviewed. Some common themes had already begun to emerge out of the 7 interviews conducted and it is likely these might have been consolidated in further interviews. Equally new information and themes may have been forthcoming given less than half of the complete sample were interviewed.

Contextual information: The overarching review questions sought to identify the significance of contextual factors on the experience of PiPs designing, developing and delivering their programmes. Although this was one of the interview schedule questions it did not generate extensive or illuminating responses from the respondents. When posed it generally led respondents to address other aspects of their PiP experiences which are captured in the findings. One possible inference might be that given each PiP's initiatives are bespoke to their specific context, this aspect of the PiP work is embedded in their thinking and does not need to be treated as a separate phenomenon.

3. Key findings

The findings are based on the analysis of relevant PiP documentation and the interviews conducted with the PiP leads. The distinction between how the two are reported is based on different confidentiality requirements. Key findings from the analysis of the documentation include explicit references to particular PiP sites, practice models etc. This information was already in the public domain on the DfE PiP website at the time of the review. Following DfE guidance information obtained from the interviews with PiP leads is presented anonymously. To protect the identity of individual PiP leads the direct quotes from the interviews do not include references to named individuals or PiP sites.

What are the key practice elements PiPs are consolidating and delivering?

Each of the PiP local authorities included in this review had distinctive internal innovation improvement programmes in progress[6]. The sector improvement responsibilities of each of the PiPs were closely aligned with their internal innovation work, which was often the reason for them being awarded PiP status.

Whilst each local authority had a bespoke overarching improvement programme, often the components of these programmes were the same across several local authorities. For example, Signs of Safety, Restorative Practice and Motivational Interviewing were models informing practice in several of the PiPs. Table 1 provides a thematic overview of existing and new features of PiP practice. How each bespoke local authority innovation and improvement programme was designed, however, was unique to each authority, as demonstrated in the new practice features column of Table 1. From the interviews with PiP leads it was apparent that design decisions frequently had roots in pre-existing practice approaches within that particular context, although the available documentary data did not 'unpack' any further the logic or emergence of the practice being promoted by each specific PiP.

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[6] Full details of the indivudal PiP programmes can be found at https://innovationcsc.co.uk/partners-in-practice.

Table 1: Thematic Focus on Existing and New PiP Practice Features

Existing practice features	New practice features
Integration and reorganisation into central teams (Achieving for Children)	Creating greater permanency for children by creating new teams where they keep the same social worker (Hampshire)
Organising a 'team around the school', focusing on early intervention (Stockport)	Special Educational Needs services (Ealing)
Promoting strengths-based approaches (Doncaster, Stockport) or trauma informed practice (Islington)	Promoting strengths-based approaches (Hampshire), relationship based practice (East Riding, Lincolnshire) and trauma informed practice (Cheshire West and Chester, Islington)
Building on the Signs of Safety model (Doncaster, Achieving for Children, North Yorkshire)	Model of social support using non-social work qualified professionals (Hampshire)
Focus on particular topics such as neglect (Doncaster), families on the edge of care (Ealing) or promotion of the kinship care (Leeds)	Addressing multiple risks and exploitation (Camden, Islington)
Models for service and practice improvement (Doncaster, Tyneside Alliance)	

The Practice Review identified several common characteristics of the practice models implemented through the PiPs.

Development of new practice features

The development of new practice features was evident across both PiP cohorts and in more than half of the overall PiP projects (Cohort 1 – Hampshire, Leeds, Lincolnshire,

North Yorkshire; Cohort 2 – Camden, East Riding, South and North Tyneside, Stockport). This focus on new features was either on developing a particular type of service or on providing new services for a particular group, such as adolescents (North Yorkshire) or care leavers (South Tyneside). Other service development foci included providing early help and single front door services, or both (Camden, Leeds, Lincolnshire) and developing services for those on the 'edge of care' (North Tyneside). In some instances service development concentrated on *complexity* (for example, the all age complex safeguarding service across the lifecourse in Stockport) and in others on *flexibility* (the 24/7/365 social work service in Leeds or the Technology Enabled Care for children with disabilities and their families in Hampshire).

Staff development and staff support

Support for senior leaders

Most of the participating local authorities in both cohorts (Cheshire West and Chester, Ealing, Achieving for Children, North Yorkshire, Doncaster, Essex, Hamshire, Triborough, Islington, East Riding, Stockport) offered models and tools which aimed to support (the development of) senior leaders, regardless of their level of experience. In East Riding, for example, middle leaders in the local authority were recognised as key players in terms of both the quality of service delivery and successful implementation of planned improvements. Their PiP status resourced the provision of specialist training on leadership, management and coaching for the middle leaders, with the intention of evidencing the training's effectiveness through improvements in quality assurance ratings.

Mechanisms for supporting and developing senior leaders included: peer support (Ealing, Achieving for Children), co-production or other means to help partner authorities to build internal consensus on what their practice should be like (Doncaster, Islington, Cheshire West and Chester); intense tailored support models (Cheshire West and Chester); consultancy work (Essex) and help with across-system diagnostics (Doncaster, North Yorkshire).

All of this work focused on: deregulation and de-bureaucratisation to improve efficiency in the participating local authorities; identification of strengths and areas for development or concern; facilitation of change and improvements and performance management, focusing on the systems which inform practice improvement and offer ongoing challenge and scrutiny.

Other opportunities for staff development and staff support

Several of the participating PiPs, across both cohorts, focused on creating training opportunities for all staff, regardless of career stage. These included: recruitment and CPD opportunities (Stockport); use of the local DfE funded Teaching Partnership to

embed and promote learning (Ealing); initiation of new Centres for Excellence to ensure knowledge transmission of innovations (Leeds); specialist training in particular approaches (Triborough) and tailored peer challenge and support to help managers identify region-wide areas for development (Essex).

How are these practice elements delivered and what enables them to be delivered in a way that contributes to strong overall practice?

The unique nature of the PiP initiatives required different forms of management structure and delivery modes. This state of affairs was reinforced by the different positions occupied by the PiP leads who took part in the Practice Review interviews. In some instances the local authority PiP lead was the Director of Children's Servies, in others an Assistant Director or a bespoke PiP Lead, equivalent in status to a Head of Service. In spite of these variations in how the PiP programmes were structured and delivered some strong common conditions for developing excellent practice and delivering sector improvement emerged from the interview conversations. Some of these conditions matched some components of the DfE's 7 Practice Features and 7 Outcomes model. Many of the conditions were inextricably inter-connected to each other. For example, stable and visionary leadership was closely aligned with a commitment to longer intervention timescales in order for innovation to become embedded and sustainable.

Stable and visionary leadership

A frequently cited condition for excellent practice, evident through both the interviews and available documentation, was the existence of stable and visionary leadership across all levels of practice. In some instances this referred to an individual leader and in others to stable senior leadership teams. In the latter instance some changes in personnel may have occurred during a PiP's lifetime but broadly speaking there was consistency across the senior leadership group and a firm and sustained commitment to delivering the PiP programme.

According to one PiP lead it was impossible to over estimate the importance of having a really strong leader who had a very clear view of what they wanted to achieve, who communicated that message whereever they went and modelled it in everything they did. The absence of someone in that leadership space was described as 'palpable'. Another PiP lead referred to how helpful the consistency of leadership had proved to be. In this instance the leader had been promoted internally from Deputy Director to Director of Children's Services and recognised how the improvement narrative had remained unchanged, which avoided practitioners having to adjust to a different strategic vision. In this instance the PiP lead referred to how *'success begets success'* and similarly that the stable leadership created *'a virtuous circle'* in the form of a working environment where people wanted to work and stay.

Similarly another PiP lead underlined how a stable senior leadership team was vital for institutional memory which, in turn, promoted consistency in approach. Effective leaders were also described as 'passionate advocates' for their vision. The commitment and support of elected members, both in terms of their endorsement of the strategic vision and tangible financial investment, were also identified as important conditions for success.

Workforce stability and resourcing

Respondents referred to the importance of a stable workforce and recognised that the stability of employees was closely correlated with stable leadership and a positive organisational culture. From the interview conversations it became apparent that the different conditions that promote excellent practice are inextricably inter-connected. Stable leadership, for example, appears to generate virtuous circles of stable staffing. For one PiP lead the capacity to retain their PiP status was closely aligned with minimal internal workforce churn and adequate capacity. Where there was fragility in the system the retention of PiP status could be seriously challenged.

A further critical condition for the effectiveness and sustainability of PiP initiatives was the creation of designated PiP roles and bespoke PiP infrastructure. The provision of adequate resources to backfill posts where individuals were redeployed to PiP related roles was essential for this condition to be achieved. The additional resources that accompanied PiP status were welcomed by PiP leads, especially as the work involved took place over an extended timeframe. The introduction into one PiP of independent, expert facilitators to support the embedding of trauma-informed and motivational interviewing models of practice was heralded as pivotal in helping the wider system to develop a mindset shift which did not simply look to Children's Services for 'the answers'. Creating the right organisational culture was recognised to be time consuming but crucial for retaining staff expertise and reducing reliance on agency colleagues, which in turn was seen to be hugely advantageous for developing practice excellence.

Putting these various new staffing arrangements in place was not without its challenges. New staff configurations needed to be designed without risking damaging existing work patterns. In some instances PiPs supplemented the DfE funding to support the safe development of new PiP teams. In other cases there was an emphatic commitment to ensure, as far as possible, that PiP developments were not allowed to erode or encroach on existing capacity to deliver services.

Investing time in innovation, improvement and outcomes

There was a strong conviction amongst most respondents that for PiP initiatives to be successfully implemented and sustained required senior leaders to commit to longer timeframes for the innovations being introduced than are usually identified in contexts of service improvement. Most of the PiPs recognised that 18 months to 2 years was early on in the transformation process and acknowledged that culture change, which was a

significant part of many of the innovations being introduced, did not happen overnight but was a lengthy and slow process. As one PiP lead put it:

> Think long-term, short-termism doesn't payoff and in fact ends up costing more.

For this PiP lead, long-term meant in excess of 5 years. The lead in another PiP which had invested heavily in partnership working with the wider professional system commented on how:

> It's a 15 rung ladder. We're on rung 3. Need 3 to 5 years to begin to see impact but need much longer. System and culture change does not happen overnight and we're right at beginning [18 months in] of that.

For some PiP leads 5 years was considered to be the minimum feasible timeframe for the effects of innovation to become evident and measurable:

> I won't say it's been slow. It's been methodical and a well thought through programme that has taken a lot of time and energy to plan and implement. There is not a magic wand in there. It takes a lot of time, energy and resource to do it properly.

The importance of being methodical in approach, playing the longer game and not expecting results too quickly, i.e. seeing developing improvement and achieving and sustaining excellence as a process and not a one-off event, were all acknowledged as key features of understanding excellence and sector improvement initiatives. PiP leads recognised that a measured pace of change was vital for practice to develop and be sustainable. The acknowledgment of time as a core condition of PiP effectiveness once again highlighted the inter-connected nature of these conditions. Effectively developing an organisational culture that promotes excellence in practice requires a stable leadership and workforce, plus time:

> You need to live it. It's taken me and my senior teams several years to live it. If you want them [staff] to change you're going to have to change.

The timeframe for the culture to become embedded in this instance was identified as being between 5 to 7 years, with an accompanying warning that any complacency could easily lead to a return to the previous less desirable organisational culture. Before it is possible to see the results of initatives time is required to allow the developments to settle down and be consolidated. Where the process is not rushed but allowed to develop over time then '*people can feel the culture'.* Once this is achieved it is then possible to develop 'harder' metrics to measure success and effectiveness.

Building on existing innovation experiences

Closely linked to the importance of establishing realistic timeframes for innovation and improvement was the continuity between pre-existing approaches to practice and new initiatives. This in turn connects to the stability of senior leadership, as a feature of successful PiPs closely correlates with PiP initiatives being built on existing knowledge, expertise and practice. In several cases the internal PiP initiatives were extensions of existing practice models, as opposed to wholesale new practice developments. One PiP lead referred to this as *'understanding what drove excellence from a really solid baseline'*. Many of the PiPs were using their status to further develop and refine practice improvements that had begun under the DfE Children's Social Care Innovation Programme. For one PiP there was an explicit understanding that PiP monies would only be used to consolidate and further develop work they were already doing and were confident about its effectiveness:

> We never used money to do something we don't do already as it's temporary funding… We used the reduced money for later PiPs to develop and enhance services we had already got, but it was the additionality that we could bring to training and development of staff to work in partnership more effectively for young people.

In terms of both developing excellence and sector improvement work PiP leads emphasised the importance of not being overly ambitious, on keeping it simple and doing one thing well. If this approach was adhered to one PiP lead believed that it was possible to be confident that *'the system was bigger than the people'* and could withstand changes in personnel and other unanticipated disruptions.

Whole system change and partnership working

Several of the PiP programmes involved what was described as 'whole system change'. This terminology referred to system change in two distinctive ways. Firstly, it implied whole system change *within* the local authority Children's Social Care Services. A second, wider interpretation of whole system change extended *across* the professional groups with whom Children's Social Care services interacted e.g. police, health and education.

In the first version of whole system change a commitment to the adoption of new practices across all levels of the organisation was seen as imperative for success. One PiP lead underlined how she, like all the other staff, had undergone training in the new system-wide approach they were embedding. In another PiP reflective supervision was a golden thread running throughout the service, from the director to frontline practitioners. In another PiP the lead had observed how social workers talked more widely with colleagues in light of their commitment to a whole system approach. This had also been noted by Ofsted who commented on the fluidity within the system and the seamless stepping up and down of children and families between teams. For another PiP lead the

significance of the whole system change approach was the creation and adoption across the organisation of a common language and modelling of relational working developed from their practice model.

Similar was noted in the PiP documentation. Two participating PiP sites (Hampshire, Cheshire West and Chester) also emphasised the importance of changing the culture of children's services through PiP activities. In Hampshire, this focused on practitioners across Children's Services shifting from an assessment/re-assessment approach in favour of constructive, multi-agency and evidence based family interventions. In Cheshire West and Chester the focus was on recognising and valuing skills and experience in order to ensure practice improvement culture across Children's Services and a systemic approach was introduced to embed the required culture change. In Essex and Triborough, PiP projects also addressed case recording and reporting systems, either through a focus on IT systems (Essex) or by introducing a Centre for Recording and Reporting Practice in Social Work which used predictive modelling to enable early identification of children and families needing intense services (Triborough).

The wider understanding of whole system change related to the consolidation of partnership working, with all the professions allied to Children's Services – statutory and voluntary – signing up to a common and shared practice model. This approach was described by one PiP lead as *'transformational'*, with partnership working embedded from the outset as a defining feature of their bid to DfE and in all their proposed initiatives. Observing how the local Chief Police Officer had taken up the new practice model's perspectives and language – in this case trauma-informed practice – was described as a momentous achievement by one PiP lead:

> 'Previously I viewed these children as perpetrators of crime now I very much view them as a victim' (comment of a chief police officer, cited by PiP lead)

The same PiP lead spoke about the delivery of a bespoke *'meaningful'* whole system partnership training programme to be one of their biggest achievements. In another PiP there was recognition that the Signs of Safety practice model had been introduced and embedded across the local authority and that it had percolated down and out into the wider system – into education, health and early help settings. At the same time PiP leads were realistic about what could be achieved. In the PiP where wider partnership working was the key focus of their work there was acknowledgment that the changes achieved to date had not '*changed the world'* but had ensured that the firm foundations of partnership working were generating sustained momentum for further change.

Partnership work included co-production across all service levels and, if possible, with people who use services. In the Tyneside Alliance, the implementation of partnership work across the participating Local Authorities involved the creation of not only director-to-director relationships, but practitioner-to-practitioner ones, too. In Doncaster, staff were involved in governance arrangements leading to cultural change. Furthermore, implementation of some of the PiP activities included, at a minimum, consultations with

the people affected by the service changes, such as adolescents in Camden. In Tyneside Alliance, young people visited the good practice setting in North Yorkshire and the PiP included the establishment of a Care Leavers Council.

Trust and relationship-based sector improvement work

Whilst more attention was focussed in the interviews on the PiPs' experiences of understanding and promoting excellent practice (as per the review remit), the sector improvement work was also referred to in the interview conversations. In this regard trust was a relational condition that PiP leads identified as essential to effective sector improvement work. Several respondents referred to the importance of colleagues from the local authority receiving the PiP support having an open-minded, receptive and constructive attitude towards the intervention. There was unequivocal clarity among the PiP leads that in the absence of a co-operative and collaborative mindset amongst the senior leadership of local authorities receiving PiP support, the sector improvement would certainly not realise its full potential and was less likely to succeed. Where the local authorities receiving support were open to PiP involvement the PiP leads described constructive and fruitful engagement being achieved.

A key feature of the relationship-based approach of PiPs to the sector improvement work was the importance of the PiPs being experienced as undertaking their work *with* the receiving local authority, as opposed to doing it *to* them or *for* them. The use of this restorative language of *working with* was chosen by several respondents to underline the importance of the PiP interventions seeking to minimise the power differences between the local authorities offering support and the local authorities receiving it. In avoiding a relationship of dependency, a restorative approach supported the receiving local authorities to become more aware of their strengths and capabilities. One PiP lead referred to the efficacy of coaching models:

> ... the feedback has been that this model, rather than seeing us as pseudo-inspectors, but rather being developers and educators has gone down very well. People have found us helpful rather than threatening.

A few PiP sites (Camden, Cheshire West and Chester, Tyneside Alliance) stressed the importance of being adaptable to the type of improvement required in partner local authorities, rather than being precise, prescriptive and rigidly sticking to the planned project. In Camden, colleagues stressed that it was important to clarify the outcomes which other authorities want assistance with. To enable such adaptability, it was important to create customised and improved communication, such as the brief communications shared through customised templates in Cheshire West and Chester.

Reciprocity in sector improvement work

During the process of designing the PiP programme both the Association of Directors of Children's Services and the Local Government Association raised concerns about the 'idea of 'elevating' some local authorities above others, arguing that all local authorities

regardless of their Ofsted rating, are on an improvement journey and have something to offer others as well as something to learn from others' (PiP Board slides, December 2018). In response the DfE defended their decision claiming that:

> 'only those LAs who have a strong grip on their whole system have the capacity and capability to support those at risk of failing who need to transform their whole system' (PiP Board slides, December 2018).

The findings of this review vindicate the DfE's decision, but in a surprising way, not least for the PiPs. Many of the PiP leads referred, unsolicited, to the reciprocal learning that had arisen as an unexpected, but positive, consequence of their sector improvement work. Having been positioned as successful local authorities from whom other less successful authorities could learn, they repeatedly talked about how they gained insight into what constitutes excellent practice from their engagement with local authorities who were deemed to be struggling. This unanticipated consequence of the PiP programme was an interesting rebuttal to its critics who had queried the wisdom of setting up partnerships between successful and less successful local authorities. According to the responses of the PiP leads the concern of the critics of the PiP initiative, i.e. that this was an unhelpful approach that fostered sector-wide competition rather than collaboration, appears to have been unfounded. For one PiP lead:

> The sector improvement work has been beneficial. Looking at issues in another local authority helps you learn for your own. Exposing senior leaders to those sort of issues is a good thing. We learn lessons and bring them back. Even tackling the problem is a learning thing.

For other PiP leads there were clear benefits for staff from being involved in sector improvement work. Having the opportunity to showcase their practice was seen to boost staff self-esteem, self confidence and overall professional morale, 'teaching them to rise above the pressures of the day job and to see themselves as 'agents of change'. For colleagues involved in the sector improvement work, discovering how other local authorities operated made them appreciative of their own organisation and motivated to help improve others' workplaces. In addition it averted the risk of complacency amongst PiP employees who could assume their working conditions and practices were the norm everywhere. Conversely for local authorities receiving the PiP support, the experience of relationships developed in a restorative manner motivated them to want to develop these new ways of working in their own context.

As the most unexpected finding for PiP leads, and for us as review authors, it is worth underlining the significance of this reciprocity as an unintentional outcome that adds to the 'value for money' that the PiP model offers.

Clear theoretical frameworks and value bases for change

Several PiP sites in both cohorts explained the importance of making the underpinning theoretical approaches and values of practice models more explicit. In Islington and the

Triborough, an emphasis on the therapeutic alliance and relationship building was signposted as more important than particular models of working. In Doncaster, emphasis was on a respectful, systemic and strengths-based approach. The East Riding PiP explained and promoted a particular approach to change, encouraging reflexivity in change, based on several key principles: defining the issue through independent diagnostics; discussing the change through a workshop-based participatory approach with all of the stakeholders; designing change to enable jointly developed planning and testing of new ideas in practice and subsequent feedback into the system, and, finally, disseminating findings to ensure the mainstreaming of future actions.

What are the key practice elements that PiPs are finding more challenging to achieve?

Financial insecurity

All the respondents commented on the challenge of working with uncertainty regarding future funding streams. Longer term planning that could support the embedding and sustaining of the PiP initiatives was hindered by not knowing when, or if, further funding might be forthcoming. At the time of the interviews some PiP leads were experiencing this uncertainty as putting their programmes in jeopardy with staff resigning as their posts were imminently ending. Given the clear conviction of PiP leads that change and improvement was only deliverable, sustainable and successful over longer term timeframes the DfE's more incremental, short-term and unpredictable funding model was a source of frustration. One PiP lead referred to needing to 'hold your nerve' as the benefits of PiP related work were not immediate and required longer timeframes for outcomes to be evidenced.

Disengaged partners

It was recognised by the PiP leads that for struggling local authorities accepting support was not an easy position to adopt and offering help in the 'right way' was an important challenge for the PiPs to recognise and respond to. Where PiPs encountered the local authorities they were designated to support as disengaged and not fully commited to the improvement journey, the scale of the challenge they faced was considerable. Disengaged local authorities, or authorities where there was considerable instability and uncertainty, made the creation of trusting relationship-based partnerships, identified above as key to the promotion of successful sector improvement work, exceedingly difficult. The occurrence of Ofsted inspections was experienced as destabilising for struggling authorities and could make it very difficult for PiPs to establish a clear programme of work with a stable leadership team. Furthermore, the option available to struggling local authorities to reach out for help from a number of different PiPs was described as unhelpful. One PiP lead described how one local authority they were supporting did not like the message the PiP was giving, so the local authority chose to bring in an alternative advisor instead. For this PiP lead it was vital that the PiPs 'get

alongside and be open and humble in what we do - work with us'. Other PiP leads voiced the challenges they encountered when struggling local authorities had strong views on the support they required which the PiPs did not necessarily concur with.

Evidencing sustainable system changes

Overall, the existing evaluations and other available documents suggest that more time is required to adequately evidence the impact of the broad, system-wide changes initiated in some of the PiPs (e.g. Stockport, Tyneside Alliance, Achieving for Children, Hampshire, Leeds). For example, evidencing a reduced number of children in care is difficult and takes a considerable period of time to achieve. Monitoring and evaluation needs to focus on '*things that really matter, getting the headline figures and answers to the "so what?" question*' (Tyneside Alliance shared learning 2018/19). Documentation from Hampshire underlined how wholescale transformational and cultural change takes time and requires expensive and robust strategies which are sustainable and tailored to the key changes being implemented.

Balancing understanding excellence and sector improvement activities

Several PiP leads had experienced difficulty in sustaining simultaneously both aspects of their PiP work, i.e internal and sector improvement. The trade-off that this generated was between instigating internal innovation and having sufficient resources to embed and sustain it versus investing in external sector improvement activities. Whilst it was not possible to interview PiP leads in the three decommissioned PiPs there was speculation that failing to manage these competing aspects of PiP work was a contributory factor in their cessation as PiPs.

Role of the Department for Education and the potential of cross-PiP knowledge exchange

PiP leads variously referred to the experience of being a PiP as a privilege or as a pleasurable experience, one which had allowed them to push their boundaries of practice and to challenge orthodoxies, something which would not have been possible without the resources from DfE.

The role of the DfE was not, however, without criticism. Reference was made to complicated departmental structures which fostered disjointed communication and to inefficient and repetitious requests for reports. In addition a steady turnover of DfE staff, according to the PiP leads, made the relationships between the PiPs and DfE rather 'clunky'. PiP leads spoke about having to repeatedly rehease their narratives, which was not experienced as constructive for them. Criticism was also levelled at the DfE for not trusting the PiPs more and for adopting a micro-management style which was not in keeping with their PiP status.

Several respondents commented on the rationale (or apparent lack of rationale) for sector improvement pairings. In some instances local authorities in the south of England were appointed to work with northern local authorities, placing considerable strain on the resourcing of this work. Requests were made by some PiP leads for a more transparent and workable allocation system. Overall there was a request from the PiPs for DfE to show greater transparency and flexibility in their working practices and relationships.

The regular quarterly round table meetings with DfE representatives were identified as useful for 'bouncing ideas around', but some PiP leads commented that they did not feel the potential of cross-fertilisation of learning from the PiP programme had been fully realised. There was a sense that the impact of PiP work at the local level could be better disseminated at a wider national level.

At the time of conducting the review it is unclear whether the third aim of the PiPs – to support DfE to shape and test policy on wider programmes and reform – has been achieved. It is possible that this stage of the PiP model will become apparent as the impact of their understanding excellence and sector improvement work becomes more embedded.

4. Summary of key findings on 7 practice features and 7 outcomes

As reported in the Children's Social Care Innovation Programme Round 1 Final Evaluation Report (2017), evidence from the first round of the Innovation Programme led the DfE to identify 7 practice features and 7 outcomes to explore further in subsequent rounds.[7] As noted above in the previous sections of this report, only an initial assessment of outcomes is possible given the available data. Based on the qualitative, self-reporting data, there is evidence of some reduction of risks in individual sites. For example, one PiP reported that 80% of children remain in the same type of placement (Acheiving for Children). That said, the majority of the review data for the outcomes rest on anecdotal comments, such as 'there is a widespread feeling', or 'staff felt…' (evaluation of Acheiving for Children). Notably, the voice of children and families in evidencing the outcomes is not clear from the currently available documentation.

As none of the sites are required to report specifically on the features of practice or provide evidence of achieving such features, there is a lack of clear data on each of the features of practice, too. That said, data from a selection of the sites offer an indication that some features are present in their PiP initiatives:
- A clear, strengths-based practice framework (Doncaster, Leeds, Stockport)

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[7] Sebba, J., Luke, N., McNeish, D., and Rees, A. (2017) *Children's Social Care Innovation Programme: Final evaluation report*, Department for Education, available here.

- Systemic approach to practice (Stockport, Cheshire West and Chester, Acheiving for Children, Tyneside Alliance)
- Enabling skilled direct work (Triborough, Achieving for Children)
- Multidisciplinary skill sets working together (Stockport, Doncaster, Camden, Action for Children)
- Group case discussion (Triborough, Acheiving for Children)
- High intensity and consistency of practitioners (Camden, Acheiving for Children)
- Whole family focus (Stockport, Acheiving for Children)

If we were to propose any additions to the 7+7+7 model it would be the inclusion of 'a humble and reciprocal mindset' as an important enabler for effective practice. This feature derives from the sector improvement aspect of the PiP role and refers to both the willingness of struggling local authorites to receive support and help from a PiP *and* the humility of PiPs to recognise that they can learn and develop too from the local authorities they are supporting. It could be in the context of the existing 7+7+7 model this enabler is incorporated into the existing '*strategic approach'* enabler to become a 'strategic and humble approach' or a 'strategic and reciprocal approach'.This might appear at first glance to be a rather paradoxical position for a PiP or local authority to seek to adopt, but we would suggest this might be exactly what is required for sector improvement to be both generated and sustained by both parties.

5. Lessons and implications

1. Embedding and sustaining practice excellence and sector improvement takes time. Allowing adequate timeframes is of crucial importance for both aspects of PiP work to be successfully and effectively achieved. Whilst process outcomes may be apparent sooner, a minimum of 5 years post-PiP implementation is required before impact outcomes can be accurately measured and evaluated.

2. Strong and stable leadership is a pre-requisite for the effectiveness of PiPs. Passionate and visionary leadership acts as a catalyst for the creation of stable senior management teams.

3. Workforce stability is an important feature of successful PiPs that requires adequate levels of funding for the creation of fit-for-purpose management structures and investment in the professional development of the workforce.

4. Establishing trustworthy and respectful in-house and/or external relationships is vital for successful outcomes to be achieved across both the understanding excellence and the sector improvement dimensions of PiP work. This is particularly the case for the sector improvement work where struggling local authorities may be reluctant to receive support.

5. Successful PiPs build on existing professional expertise and set clear, modest goals for excellence/improvement work, that do not overstretch their resource capacity.

6. Practice models adopted by PiPs need to be founded on sound theoretical practice frameworks and social work values.

7. The continuation or expansion of PiPs require reliable and predictable sources of funding that are sustained over time. This will reduce temporal uncertainty and allow adequate time for new initiatives to be embedded, to flourish and to bear fruit (see 1 above).

8. Enhanced levels of impact can be supported through the creation of more robust and reliable systems for cross-fertilisation of ideas and experiences between PiPs.

9. PiPs report having had very positive experiences undertaking sector improvement work, which has generated unexpected positive developments in their own context, as well as in their partners. The unexpected reciprocity generated by the PiP relationships reinforces its value for money.

10. While lacking in extensive evidence within the current PiP programmes, the 7 practice features and 7 outcomes model is worth exploring and embedding in future work. Both aspects of the model require further research in order to develop appropriate implementation frameworks, reporting formats and monitoring and evaluation tools.

11. The review was unable to identify the PiPs contributing to policy development - the third aim of the Pip programme - but there is reason to believe this could emerge as the impact of PiPs understanding excellence and sector improvement work becomes more established.

Appendix 1 Partners in Practice Round 1 and 2
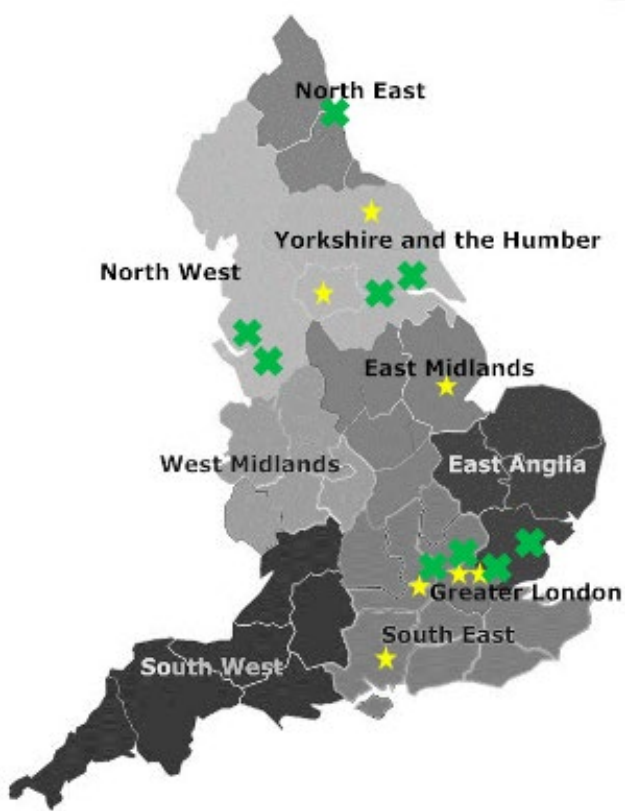
The 10 LAs involved in Cohort 1 (2016-20, indicated by a yellow star on the map) are: North Yorkshire; Achieving for Children (Richmond and Kingston); Hammersmith and Fulham, Westminster, and Kensington and Chelsea; Leeds; Lincolnshire; Hampshire; Islington.
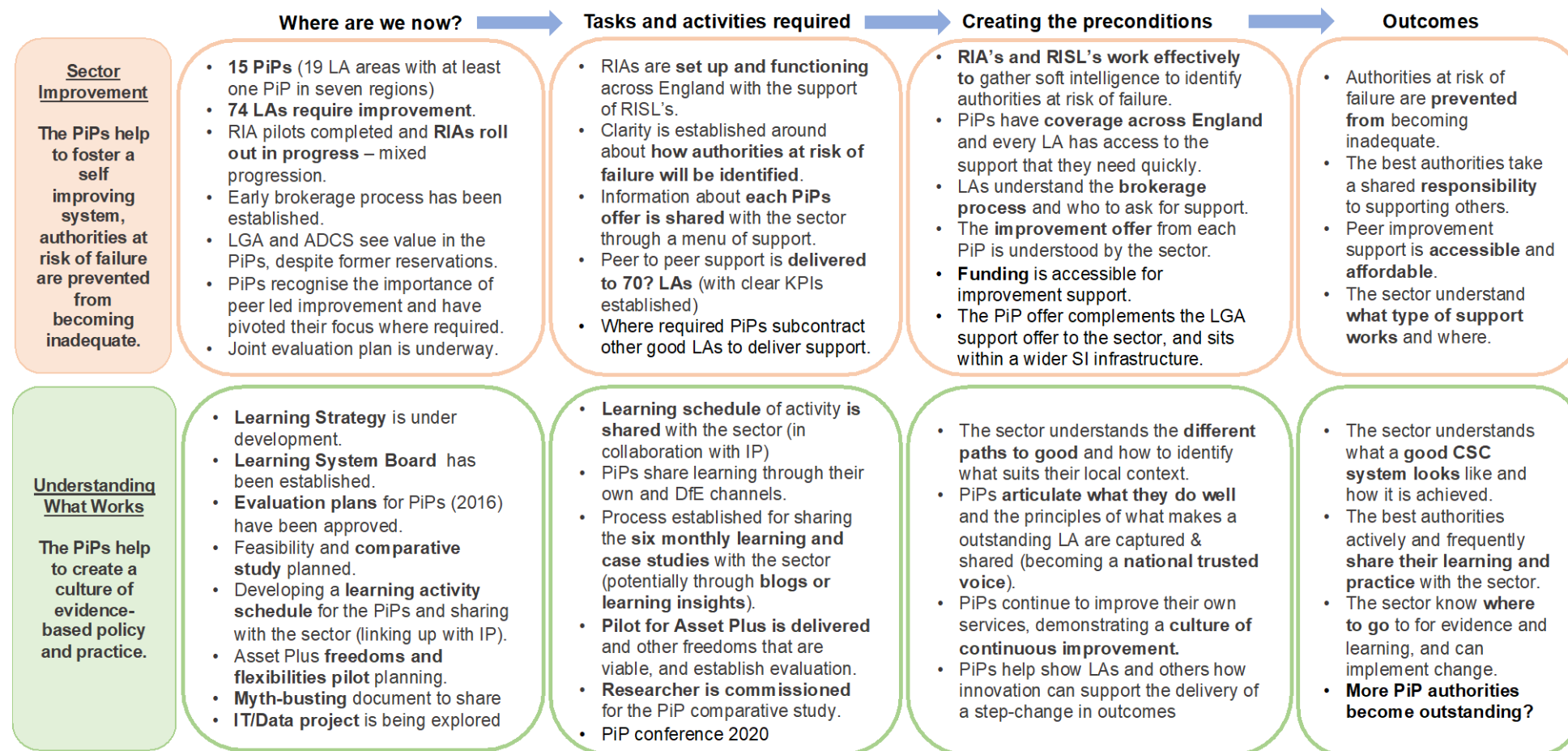
The 10 LAs involved in Cohort 2 (2018-20, indicated by a green cross on the map) are: Ealing; Hackney; Camden; Essex; East Riding of Yorkshire; Doncaster; Stockport; North Tyneside and South Tynesire; Cheshire West and Chester.

Appendix 2 Theory of Change

Partners in Practice Theory of Change (May/June 2018)

Methodology: to invest in the CSC sector's 'brightest stars' to improve practice (their own and other LAs) and help the DfE to improve the quality of policy making

Overarching programme aim: To improve outcomes for children at risk or experiencing abuse or neglect by increasing the effectiveness and efficiency of children's social care services.

	Where are we now?	Tasks and activities required	Creating the preconditions	Outcomes
Sector Improvement — The PiPs help to foster a self improving system, authorities at risk of failure are prevented from becoming inadequate.	• **15 PiPs** (19 LA areas with at least one PiP in seven regions) • **74 LAs require improvement**. • RIA pilots completed and **RIAs roll out in progress** – mixed progression. • Early brokerage process has been established. • LGA and ADCS see value in the PiPs, despite former reservations. • PiPs recognise the importance of peer led improvement and have pivoted their focus where required. • Joint evaluation plan is underway.	• RIAs are **set up and functioning** across England with the support of RISL's. • Clarity is established around about **how authorities at risk of failure will be identified**. • Information about **each PiPs offer is shared** with the sector through a menu of support. • Peer to peer support is **delivered to 70? LAs** (with clear KPIs established) • Where required PiPs subcontract other good LAs to deliver support.	• **RIA's and RISL's work effectively to** gather soft intelligence to identify authorities at risk of failure. • PiPs have **coverage across England** and every LA has access to the support that they need quickly. • LAs understand the **brokerage process** and who to ask for support. • The **improvement offer** from each PiP is understood by the sector. • **Funding** is accessible for improvement support. • The PiP offer complements the LGA support offer to the sector, and sits within a wider SI infrastructure.	• Authorities at risk of failure are **prevented from** becoming inadequate. • The best authorities take a shared **responsibility** to supporting others. • Peer improvement support is **accessible** and **affordable**. • The sector understand **what type of support works** and where.
Understanding What Works — The PiPs help to create a culture of evidence-based policy and practice.	• **Learning Strategy** is under development. • **Learning System Board** has been established. • **Evaluation plans** for PiPs (2016) have been approved. • Feasibility and **comparative study** planned. • Developing a **learning activity schedule** for the PiPs and sharing with the sector (linking up with IP). • Asset Plus **freedoms and flexibilities pilot** planning. • **Myth-busting** document to share • **IT/Data project** is being explored	• **Learning schedule** of activity **is shared** with the sector (in collaboration with IP) • PiPs share learning through their own and DfE channels. • Process established for sharing the **six monthly learning and case studies** with the sector (potentially through **blogs or learning insights**). • **Pilot for Asset Plus is delivered** and other freedoms that are viable, and establish evaluation. • **Researcher is commissioned** for the PiP comparative study. • PiP conference 2020	• The sector understands the **different paths to good** and how to identify what suits their local context. • PiPs **articulate what they do well** and the principles of what makes a outstanding LA are captured & shared (becoming a **national trusted voice**). • PiPs continue to improve their own services, demonstrating a **culture of continuous improvement.** • PiPs help show LAs and others how innovation can support the delivery of a step-change in outcomes	• The sector understands what a **good CSC system looks** like and how it is achieved. • The best authorities actively and frequently **share their learning and practice** with the sector. • The sector know **where to go** to for evidence and learning, and can implement change. • **More PiP authorities become outstanding?**

Appendix 3 Partners in Practice Documentation

Round 1

	PiP site/document type	Original proposal	Quarterly Report 1	Q Rep 2	Q Rep 3	Q Rep 4	6 months shared learning	Interim evaluation ('what works?")	Evaluation (Sector improvement)	Other?
1.	Achieving for children (Richmond and Kingston)	2016-20	Apr-Jun 19	Jul-Sept 18 Jul-Sept 19	Monitoring Oct-Dec 17 Oct-Dec 18	Monitoring Jan-Mar 18 Jan-Mar 19	Oct-18-Mar 19	July 16 Mar 19		PiP www site info
2.	Hampshire County Council	2016-2020	Mar-Jun 18 Mar-Jun 18	Jul-Sept 18 Jul-Sept 19	Monitoring Oct-Dec 17 Oct-Dec 18	Jan-Mar 17 Jan-Mar 19	April-Sept 19	Mar 17 Apr 19		PiP www site info
3.	Lincolnshire County Council	2016-20	Apr-Jun 18 Apr-Jun 19	Jul-Sept 18 Jul-Sept 19	Monitoring Oct-Dec 17 Oct-Dec 18	Monitoring Jan-Mar 18 Jan-Mar 19	April – Sept 19 April – Sept 19	Apr 19		Blog on the PiP www site
4.	Leeds City Council	Oct 16	Apr-Jun 18 Apr-Jun 19	Jul-Sept 18 Jul-Sept 19	Monitoring Oct-Dec 17 Oct-Dec 18	Monitoring Jan-Mar 18 Jan-Mar 19	Apr-Sept 19	July 17 Mar 19		PiP www site info
5.	London Borough of Islington	2016-18 2018-20	Apr-Jun 18 June 19	Jul-Sept 18	Monitoring Oct-Dec 17 Oct-Dec 18	Monitoring Jan-Mar 18 Jan - Mar 19		July 17 Mar 19		PiP www site info
6.	North Yorkshire County Council	2016-2020	Apr-Jun 18 Apr-Jun 19	Monitoring Apr-Jun 17 Jul-Sept 18 Jul-Sept 19	Monitoring Oct Dec 17 Oct-Dec 18	Jan-Mar 17 Jan-Mar 19 Monitoring Jan-Mar 19		July 17 Mar 19		PiP www site info
7.	Westminster,	2016-2020	Apr-Jun 18 Apr-Jun 19	Jul-Sept 18 Jul-Sept 19	Oct-Dec 17 Oct-Dec 18	Monitoring Jan-Mar 17	April Sept 18	July 16		PiP www site info

	Kensington & Chelsea, Hammersmith and Fulham (Tri-borough)				Monitoring Oct-Dec 18	Jan-Mar 19		Apr 19		'data' Q219-20

Round 2

	PiP site/document type	Original proposal	Quarterly Report 1	Q Rep 2	Q Rep 3	Q Rep 4	6 months shared learning	Interim evaluation ('what works?")	Evaluation (Sector improvement)	Other
1.	Camden	2018-2020	Apr-Jun 19	Jul-Sept 18	Oct- Dec 18	Jan-Mar 19	Sept 18 Mar 19			Project Plan Dec 17
2.	Cheshire West and Chester	2018-2020 2nd amndt, Apr 18	Apr Jun 18 Apr-Jun 19		Oct -Dec 18	Jan-Mar 19	Mar 19			
3.	Doncaster Trust	2018-20 Response to expert panel 3 appendices	Apr-Jun 18 Apr-Jun 19	July-Sept 18	Oct-Dec 18 – what works Oct-Dec 18 – sector improvement	Jan-Mar 19				
4.	East Riding of Yorkshire	2018-20	Apr-Jun 18 Apr-Jun19	July-Sept 18	Oct-Dec 18	Jan-Apr 19				
5.	Ealing	2018-2020 3 appendices	Apr-June 19	July-Sept 18	Oct –Dec 18	Jan-Mar 19				
6.	Essex	2018-20 Appendix	Apr-June 18 Apr – June 19	July-Sept 18	Oct-Dec 18	Jan-Mar 19	Mar 19			
7.	Hackney									
		2018-20	Apr-June 18		Oct-Dec 18	Jan-Mar 19	Sept 18			

8.	Stockport		Apr- June 19	July-Sept 18						
9.	Tyneside Alliance	2018-20 2 Appendices	Apr – June 18	July-Sept 18	Sept-Dec 18	Jan-Mar 19	Mar 19			

Appendix 4 Partners in Practice Leads Interview Schedule

1. What were the key aims and objectives of the Partners in Practice programme in your local authority?

2. What are the key achievements of the Partners in Practice programme in your local authority?

3. How have these practice elements been delivered and what enables them to be delivered in a way that contributes to strong overall practice?

4. What have been the significant factors that have helped you realise these achievements?

5. What have been the key obstacles and challenges to realising your Partners in Practice aims and objectives?

6. How might variables e.g. demographic profile, geographical location and context, population needs, account for differences in what PiPs can achieve?

7. What would be your key messages/key lessons for any future DfE funded innovation projects?

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