

# Children's Trust Commissioning Self Analysis and Planning Exercise

## Self Analysis Template



Commissioning Support Programme  
99 Waterloo Road  
London SE1 8XP

## The Self Analysis Template

### Section A. Commissioning governance and framework

Standard	Score 1–5	Summary of progress, variations across the Children’s Trust. Reference to supporting evidence	Implications for your outline change plan
1. We are clear and agreed about the outcome improvements we need to achieve for children, young people and families in our area.			
2. We have robust, up-to-date commissioning arrangements which allow us to improve outcomes for children, young people and families.			
3. We have the right governance arrangements to improve outcomes through commissioning.			
4. Partners and stakeholders, including children, young people and families, understand and support the approach we take to commissioning.			

## Section B. Commissioning activity

Standard	Score 1–5	Summary of progress, variations across the Children’s Trust. Reference to supporting evidence	Implications for your outline change plan
5. We really understand the needs of children, young people and families in our area.			
6. We invest wisely and influence the market effectively to improve outcomes for children, young people and their families.			
7. We monitor the impact and manage the performance of services in order to improve outcomes.			
8. Our commissioners work effectively together to secure improved services and outcomes.			
9. We successfully secure major service reconfiguration and change to improve outcomes through commissioning.			

## Section C. Commissioning capacity and competence

Standard	Score 1–5	Summary of progress, variations across the Children’s Trust. Reference to supporting evidence	Implications for your outline change plan
10. Our leaders understand commissioning and work together to deliver change through best commissioning practice across the Children’s Trust.			
11. We have the right people with the right skills, knowledge and expertise to deliver change and improve outcomes through commissioning.			
12. We have a culture of continuous learning and improvement involving all commissioners, providers and stakeholders.			



## 2. Prompts and Guidelines for Completing your Self Analysis Template

The sections below describe characteristics which you might consider when making your judgement about the extent to which you have achieved each of the standards in the self analysis template, and what questions you might wish to consider when preparing your change plan.

### Scoring

- Score 1 – We have no clear agreement about what is needed to meet the standard.
- Score 2 – We do agree what is needed to meet the standard, and have begun to move forward.
- Score 3 – We are making progress towards meeting the standard.
- Score 4 – We are making very good progress towards meeting the standard.
- Score 5 – The standard is fully achieved across the Children's Trust.



Section A. Commissioning governance and framework

Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>1</b> We are clear and agreed about the outcome improvements we need to achieve for children, young people and families in our area.</p>	<ul style="list-style-type: none"> <li>There is little or no agreement between partners across the Children's Trust about the outcome priorities for children, young people and families, or about the areas that it particularly needs to focus on.</li> <li>The Children and Young People's Plan has little influence over the planning priorities of partners.</li> <li>Partners have agreed that they need to improve practice in this area.</li> </ul>	<ul style="list-style-type: none"> <li>There is agreement about the outcomes the Children's Trust particularly needs to focus on, but more work is needed to secure the evidence behind them, or to translate them into effective commissioning plans.</li> <li>The Children's Trust Board is clear about outcomes needed for some parts of the population, but not clear about others.</li> <li>There are only a limited number of plans for service improvement and redesign to improve outcomes for children, young people and families.</li> </ul>	<ul style="list-style-type: none"> <li>The outcome priorities identified by the Children's Trust are based on good evidence.</li> <li>Outcome priorities and improvements are clearly defined and agreed by all members.</li> <li>Our common outcome priorities consistently and successfully drive commissioning and service development agendas for all partners.</li> <li>We are consistently improving outcomes for children, young people and their families in our area through commissioning.</li> </ul>

**Standard 1: Questions to consider when developing your outline change plan**

- Does the Children's Trust need to be clearer or more rigorous in the Children and Young People's Plan (CYPP) about the outcomes that it is trying to achieve?
- Are there particular population groups (e.g. Looked After Children (LAC), 5–11 year olds, or a particular locality) which the Children's Trust needs to focus on in more detail? Can you show how commissioning has improved outcomes for these groups or localities?
- Are there particular population groups (e.g. Looked After Children, 5–11 year olds, or a particular locality) which the Children's Trust needs to focus on in more detail? Can you show how commissioning has improved outcomes for these groups or localities?
- Do decisions need to be more focused on outcomes?
- Do you have the necessary resources and capacity to deliver change in this area?

- Score 1 – We have no clear agreement about what is needed to meet the standard
- Score 2 – We do agree what is needed to meet the standard, and have begun to move forward
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- Score 5 – The standard is fully achieved across the Children's Trust.



Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>2</b> We have robust, up-to-date commissioning arrangements which allow us to improve outcomes for children, young people and families.</p>	<ul style="list-style-type: none"> <li>• There is no agreed framework across the Children's Trust describing how outcome priorities in the CYPP are translated into commissioning plans.</li> <li>• The CYPP does not show how services are going to be commissioned to improve outcomes.</li> <li>• Commissioning plans do not focus on the Children's Trust's outcome priorities or bring together the activities of a range of partners or stakeholders.</li> <li>• Partners have agreed that they need to improve practice in this area.</li> <li>• The Children's Trust has not reviewed the way key partners in the Children's Trust might work better together and increase capacity to achieve improved outcomes through effective commissioning.</li> <li>• Partners have agreed that they need to improve practice in this area but progress is yet to be made.</li> </ul>	<ul style="list-style-type: none"> <li>• Work has been done to agree a framework, but more is required to ensure that all partners implement the framework in practice.</li> <li>• There is a range of commissioning plans in place which address outcome priorities, but more work is needed to ensure that these plans are co-ordinated and effectively managed.</li> <li>• The Children's Trust has considered the way key partners might work together to achieve improved outcomes through joint commissioning, but more work is required to bring about improvement.</li> <li>• Appropriate joint commissioning arrangements have been developed for some areas of children's services.</li> </ul>	<ul style="list-style-type: none"> <li>• The Children's Trust has agreed a commissioning framework supported by all partners that clearly identifies how outcome priorities in the CYPP are translated into commissioning plans.</li> <li>• Commissioning arrangements are rigorous and effective at individual, community, locality and regional levels.</li> <li>• Commissioning plans are clear and rigorous, and consistently secure changes in services which deliver its outcome priorities.</li> <li>• The Children's Trust has agreed the way key partners work together to achieve improved outcomes through joint commissioning.</li> <li>• Joint commissioning arrangements and structures are in place to achieve this.</li> <li>• There is evidence of consistently securing successful service improvement and change to improve outcomes through effective joint commissioning.</li> </ul>

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## Standard 2: Questions to consider when developing your outline change plan

- Does the Children's Trust need to agree its approach in a framework which covers, for example, common definitions, principles, governance arrangements, management systems, timetables and templates for commissioning?
- Does the Children's Trust need to develop a new or revised commissioning framework which meets DH and DCSF requirements and is clear about the commissioning arrangements at different levels?
- Does the Children's Trust need to review its options for joint commissioning, including joint teams and pooled budgets?
- Does the Children's Trust need to consider legal options to support pooling of resources?
- Does the Children's Trust need to be clearer about what it expects to see in any commissioning plan?
- Are there particular areas where commissioning plans need to be developed or strengthened to deliver effective change in services (including schools, health services, youth services, etc.)?
- Do commissioning plans need to be improved to focus more on delivering evidence-based outcomes?
- Do commissioners need to target resources more effectively on particular areas of need, better early intervention, prevention or care pathways?
- Does the Children's Trust need to improve locality or community commissioning arrangements and involve schools and primary health services more effectively?
- Do links and delegations need to be revised with bodies such as the Local Strategic Partnership (LSP), Primary Care Trust (PCT) Board, Children's Trust Board or the Safeguarding Board?
- Do the terms of reference of other groups and bodies (e.g. local partnerships, LSCB, area boards or equivalent; service specific, age related or locality-based commissioning groups; service user groups) describe the accountabilities across the system clearly?
- Do you have the necessary resources and capacity to deliver change in this area?



Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>3</b> We have the right governance arrangements to improve outcomes through commissioning.</p>	<ul style="list-style-type: none"> <li>• There are no governance or partnership arrangements in place that define the role and accountabilities of partners on the Children’s Trust Board for commissioning, and establish the Children’s Trust as part of a clear reporting structure to the LSP.</li> <li>• Partners are not clear about their governance responsibilities in relation to commissioning.</li> <li>• The Children’s Trust has identified that work needs to be done in this area but has yet to secure change.</li> <li>• Resources and budget allocations are not clear between partner agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• There are clear and legal commissioning governance arrangements in place but these are not understood or supported by all stakeholders.</li> <li>• There are clear governance arrangements in some areas but not in others.</li> <li>• Governance arrangements are in place, but they do not ensure good integration with other relevant services or themes in the LSP (e.g. transition to adult services, housing, economic regeneration, crime and disorder).</li> <li>• Resource and budget allocations by partners are clear, but the Children’s Trust does not agree the allocation of these budgets or monitor their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• There are clear and legal commissioning governance arrangements in place that are supported by all stakeholders.</li> <li>• The arrangements form part of a clearly understood reporting structure to the LSP.</li> <li>• The governance arrangements promote a culture of evidence-based commissioning which consistently delivers effective service improvement, change and improved outcomes for children, young people and families.</li> <li>• There is agreement across the Children’s Trust about allocation of budgets between partner agencies, and spend and effectiveness is monitored effectively.</li> </ul>

**Standard 3: Questions to consider when developing your outline change plan**

- Has the Children’s Trust used the Audit Commission framework to inform the development of its governance arrangements, especially in relation to commissioning and what were the results?
- Are there particular service providers, such as schools or primary health providers who need to understand or support the governance arrangements better?
- Has the Children’s Trust clearly delegated commissioning responsibilities to operational level commissioning groups such as schools and locality teams?
- Does the LSP need to consider how to strengthen links between the Children’s Trust and other bodies in the area?
- Do you have the necessary resources and capacity to deliver change in this area?
- Are you planning to reconfigure the performance management functions already within the Children’s Trust in order to enhance your capacity to improve outcomes through commissioning?



Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>4</b> Partners and stakeholders, including children, young people and families, understand and support the approach we take to commissioning.</p>	<ul style="list-style-type: none"> <li>• The Children’s Trust Board approach to commissioning is not sufficiently clear or robust to share with partners and stakeholders.</li> <li>• Partners and stakeholders have had very little opportunity to understand the approach to commissioning taken by the Children’s Trust and agencies within the Children’s Trust (e.g. World Class Commissioning and other bespoke approaches)</li> <li>• Partners have agreed that they need to improve practice in this area.</li> </ul>	<ul style="list-style-type: none"> <li>• The Children’s Trust Board approach to commissioning has been described, but there is more to do to make it understandable to all partners and stakeholders.</li> <li>• Some activities have been undertaken to explore the approach to commissioning with partners and stakeholders, but there is more to do to make this systematic and comprehensive.</li> </ul>	<ul style="list-style-type: none"> <li>• The Children’s Trust Board has a clear and understood approach to commissioning, which has been shared with all partners and stakeholders.</li> <li>• Partners and stakeholders are clear about the role that they play in supporting effective commissioning.</li> <li>• There is evidence of consistent, effective engagement by partners and stakeholders in commissioning.</li> <li>• The Children’s Trust actively seeks and uses the input of professionals, clinicians and experts throughout the commissioning process.</li> <li>• We have a culture right across the Children’s Trust which focuses on improving outcomes (including through continuous service improvement and change through commissioning).</li> </ul>

**Standard 4: Questions to consider when developing your outline change plan**

- Does the Children’s Trust Board need to summarise its commissioning arrangements in a way that is accessible to all stakeholders?
- Are schools, colleges, health services and other stakeholders fully engaged and involved in the commissioning process?
- Has the Children’s Trust Board agreed arrangements for engaging with stakeholders that apply to all service areas consistently?
- Does the Children’s Trust need to provide more opportunities for different partners and stakeholders to engage with commissioning?
- Do you have the necessary resources and capacity to deliver change in this area?



Section B. Commissioning Activity

Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>5</b> We really understand the needs of children, young people and families in our area.</p>	<ul style="list-style-type: none"> <li>Information about population need is collected and analysed on an ad hoc basis by different partners operating independently.</li> <li>Information about population need and engagement with children, young people and families is not detailed enough or of good enough quality to inform commissioning decisions.</li> <li>Partners have agreed that they need to improve practice in this area.</li> </ul>	<ul style="list-style-type: none"> <li>Partners work together to collect and analyse information about population need, but more work is required to make this systematic.</li> <li>Information about population needs and engagement with children, young people and families varies in detail and quality between different populations. For some key populations more work is required to improve information quality.</li> </ul>	<ul style="list-style-type: none"> <li>The Children's Trust has effective arrangements in place to analyse population needs to inform its planning and commissioning.</li> <li>The Children's Trust ensures that population needs information is regularly reviewed and used to support organisational learning and commissioning decisions.</li> <li>There is evidence that evidence-based needs analysis consistently drives service redesign and change.</li> <li>We fully engage with children, young people and their families and have creative ways to engage with vulnerable children.</li> <li>The needs of children, young people and their families are consistently drive improvements in services.</li> </ul>

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### Standard 5: Questions to consider when developing your outline change plan

- Does the Children's Trust need to improve the extent to which the Joint Strategic Needs Assessment informs children's commissioning plans?
- Does the Children's Trust need to improve the needs information generated by common assessment processes?
- Do staff from different agencies need to work more effectively in sharing and using information about needs?
- Do they need to improve the range of sources and methods (e.g. Office for National Statistics population data, prevalence and incidence rates, local surveys, user feedback, the Common Assessment Framework (CAF), etc.)
- Do they need to improve the ways that the views of children, young people and families are taken into account in defining needs? Are young people helping to decide what should be commissioned?
- Do partners need to have more effective data sharing agreements in place, and ensure that this data is turned into intelligence to help commissioning and other decisions in the system at a variety of levels, such as Children's Trust Board, strategic commissioning, operational commissioning, individual commissioning, providers, practitioners, children, young people, families and the community?
- Do schools, health services and other local services make good use of needs information?
- Are you collecting and using evidence of what works to reduce need?
- Do you have the necessary resources and capacity to deliver change in this area?



Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>6</b> We invest wisely and influence the market effectively to improve outcomes for children, young people and families.</p>	<ul style="list-style-type: none"> <li>Information about local, regional and national service providers is collected on an ad hoc basis by separate partners operating independently.</li> <li>Information about service providers is not detailed enough or of good enough quality to inform commissioning plans.</li> <li>Resource and budget allocations are not clear between partner agencies.</li> <li>There is no active shaping of the market.</li> <li>Providers, including third sector organisations are only engaged during procurement of services.</li> <li>Partners have agreed that they need to improve practice in this area.</li> </ul>	<ul style="list-style-type: none"> <li>Partners work together to collect and analyse information about markets and available resources (financial, workforce, etc. ) within the system, but more work is required to make this systematic.</li> <li>Information about markets and available resources varies in detail and quality between different populations. For some key populations more work is required.</li> <li>Providers, including third sector organisations, are sometimes involved in the shaping of services through commissioning.</li> <li>Some services are beginning to be redesigned or decommissioned to improve outcomes, but more work is required to ensure strategic shaping of the market.</li> </ul>	<ul style="list-style-type: none"> <li>The Children's Trust has strong relationships with all relevant bodies inside and outside the public sector.</li> <li>The Children's Trust has effective systematic arrangements to enable it to collect and analyse information about markets and available resources for all age groups, geographical areas and population groups.</li> <li>The Children's Trust ensures market and resources information is regularly reviewed and used to support commissioning decisions.</li> <li>Providers are consistently involved throughout the commissioning cycle to shape services that can support better outcomes for children, young people and families.</li> <li>There is evidence that service redesign and change is consistently informed by high quality market intelligence and information on available resources.</li> <li>The investment decisions of the Children's Trust are based on sound information, outcome priorities and long-term sustainability.</li> </ul>



		<ul style="list-style-type: none"> <li>• We are effectively shaping the market and our procurement activities consistently improve outcomes through effective service reconfiguration and change in public, private and voluntary sector services.</li> <li>• We consistently secure more effective and efficient services for children, young people and their families through commissioning.</li> </ul>
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**Standard 6: Questions to consider when developing your outline change plan**

- Are there information gaps which need to be addressed about markets and available resources in the public, private or third sectors?
- Are you effectively commissioning your schools (including commissioning new school places and having an effective commissioning relationship to underpin school improvement) to improve outcomes for children, young people and families?
- Is the Children's Trust's market intelligence strong enough to inform commissioning decisions? Are the methods used effective?
- Does the Children's Trust know the cost and value of services being commissioned, including those provided in-house?
- Do relationships with providers and potential providers need to be managed more effectively and systematically especially to improve communications?
- Are procurement and contracting arrangements effective enough in securing services to meet the needs of children, young people and their families?
- Do commissioners need to get better value from available resources – are services configured effectively, are resources pooled and aligned where appropriate; is the workforce as efficient as possible for each service area; is the market efficient and sustainable?
- Is resource maximisation routinely addressed in commissioning plans?
- Are improvements needed in the creative use of procurement to deliver service change to improve outcomes, for example spot purchasing, framework agreements, e-auction, category management, grants, outcomes based contracts, competition, individual budgets, practice based commissioning, co-production, etc.
- Do commissioners use a sufficiently wide range of procurement mechanisms to achieve outcomes in the most efficient, effective and sustainable way?
- Do you have the necessary resources and capacity to deliver change in this area?



Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>7</b> We monitor the impact and manage the performance of services in order to improve outcomes.</p>	<ul style="list-style-type: none"> <li>Information about the performance and impact of services is collected on an ad hoc basis by separate partners operating independently. The information is not collated.</li> <li>Information about performance and impact of services is not detailed enough or of good enough quality to inform commissioning plans.</li> <li>There is no agreed system of performance management for the Children's Trust as a whole.</li> <li>Partners have agreed that they need to improve practice in this area.</li> </ul>	<ul style="list-style-type: none"> <li>Partners work together to collect and analyse information about the performance and the impact of some services, but more work is required to make this systematic.</li> <li>Information about performance and impact varies in detail and quality between services and sectors. For some key services or sectors more work is required.</li> <li>The Children's Trust has a performance management system, but this is incomplete or only partially effective.</li> </ul>	<ul style="list-style-type: none"> <li>The Children's Trust has effective and systematic arrangements to analyse the performance and impact of all services.</li> <li>The Children's Trust ensures that information about the performance and impact of services is regularly reviewed and used to inform commissioning decisions.</li> <li>The Children's Trust systematically holds providers to account for the impact and effectiveness of services</li> <li>The Children's Trust can show evidence of consistent improvements in the impact and effectiveness of services.</li> </ul>

**Standard 7: Questions to consider when developing your outline change plan**

- Are there particular sectors (public, private or third sector) or services, or aspects of delivery (e.g. workforce and capacity) for which performance and impact information is most urgently needed?
- Are changes needed in information management to ensure that there are consistent arrangements for monitoring performance and impact across the Children's Trust?
- Are changes needed in procurement or internal service planning to ensure that services can be monitored for their impact on outcomes for children, young people and their families?
- Are changes needed in the allocation and monitoring of all budgets and resources spent on children and young people's services in the area?
- Does the Children's Trust need to set targets for, and monitor improvements in, value for money?
- Do service providers need to supply better reports of performance to commissioners which are focused on outcomes, service effectiveness, quality and efficiency?
- Do providers need to be better at taking corrective action, or changing practice when performance reports indicate that this is needed?
- Do you have the necessary resources and capacity to deliver change in this area?



Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>8</b> Our commissioners work effectively together to secure improved services and outcomes.</p>	<ul style="list-style-type: none"> <li>There is no clear responsibility for managing commissioning and the Children's Trust cannot assure the quality of this work.</li> <li>There are not sufficient management resources to ensure that commissioning activities are effectively managed.</li> <li>Partners have agreed that they need to improve practice in this area.</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility for managing commissioning activity has been clarified by the Children's Trust, but more work is needed to ensure that this is understood by all partners and stakeholders.</li> <li>Management resources and systems are in place, but need to be strengthened to ensure that commissioning activity is managed effectively.</li> </ul>	<ul style="list-style-type: none"> <li>There are effective arrangements in place to manage commissioning activity between partners across the Children's Trust.</li> <li>Partners, stakeholders and officers at all levels understand and support the management arrangements, and work to ensure that they are effective.</li> <li>Commissioners across the Children's Trust consistently work well together to secure improvements in services.</li> </ul>

**Standard 8: Questions to consider when developing your outline change plan**

- Does the Children's Trust need to publish a single work plan for commissioning activities?
- Does the Children's Trust need to strengthen commissioning management arrangements? How should it ensure that commissioning meets all world class commissioning standards?
- Is the Director of Children's Services clear that they are the lead commissioner for the whole system?
- Does the Children's Trust need to appoint joint management posts to lead commissioning?
- Do commissioners need greater power to require changes to internal and external services where there is clear evidence that this will deliver better outcomes?
- Do commissioners need a better understanding of the whole children's services system?
- Do you have the necessary resources and capacity to deliver change in this area?

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Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>9</b> We successfully secure major service reconfiguration and change to improve outcomes through commissioning.</p>	<ul style="list-style-type: none"> <li>There is no agreement in the Children's Trust about the need for major service reconfiguration or change, or how to do it.</li> <li>Commissioning is not used by the Children's Trust to identify major change priorities or to drive service reconfiguration.</li> <li>Attempts to introduce major service reconfiguration (including behavioural change) through commissioning have had little or no impact.</li> <li>Partners have agreed that they need to improve practice in this area.</li> </ul>	<ul style="list-style-type: none"> <li>The Children's Trust is clear and agreed about the major areas requiring service reconfiguration or change, but it has not yet had sufficient success in delivering that change.</li> <li>Commissioning-led approaches to driving service reconfiguration or change have been successful in some specific areas, but have not yet driven change in all priority areas for the Children's Trust.</li> </ul>	<ul style="list-style-type: none"> <li>The Children's Trust has adopted a commissioning-led approach to all major service reconfiguration and change issues.</li> <li>Partners and stakeholders understand that the Children's Trust has a commissioning-led approach to service reconfiguration and change, and are clear about how they can be engaged.</li> <li>The Children's Trust has a consistent track record of securing successful major changes in services through commissioning.</li> <li>The Children's Trust has a record of successfully decommissioning services when required.</li> <li>There is a culture which supports effective system-wide change across the Children's Trust.</li> </ul>

**Standard 9: Questions to consider when developing your outline change plan**

- Does the Children's Trust have sufficient capacity, skills or knowledge to ensure that major service reconfiguration and change can be scoped, specified and implemented?
- Does the Children's Trust have a clear and systematic approach to managing major change and service transformation?
- What cultural, political or emotional barriers to major change through commissioning does the Children's Trust need to address?
- Does the Children's Trust have sufficient evidence of improvement in areas such as behavioural and cultural change, service integration and services redesigned around children, young people and families?
- Does the Children's Trust need to help partners and stakeholders to better understand its approach to service reconfiguration and change?
- Do you have the necessary resources and capacity to deliver change in this area?



Section C. Commissioning capacity and competence

Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>10</b> Our leaders understand commissioning and work together to deliver change through best commissioning practice across the Children's Trust.</p>	<ul style="list-style-type: none"> <li>Leaders in the Children's Trust have had very little opportunity to reach a common understanding of commissioning and how they can use it to drive major service change to improve outcomes for children, young people and families.</li> <li>Leaders in the Children's Trust disagree about how commissioning should be used to drive major service change that will improve outcomes.</li> <li>Leaders have agreed that they need to make improvements in this area.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders in the Children's Trust have had the opportunity to develop a common understanding of commissioning, but more work is needed to ensure they are confident about a common perspective.</li> <li>Leaders in the Children's Trust agree about how commissioning should be used to drive major service change in order to improve outcomes, but have not communicated this to other partners and stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>All partners responsible for commissioning for children, young people and families work together to lead service improvement and improve outcomes for children, young people and families through the Children's Trust.</li> <li>Leaders in the Children's Trust have a common and agreed understanding of the role of commissioning in bringing about major service change to improve outcomes.</li> <li>They systematically and effectively communicate this understanding to partners, stakeholders and new leaders.</li> <li>We have a strong record of leading change through best commissioning practice to improve outcomes for children, young people and their families.</li> </ul>

**Standard 10: Questions to consider when developing your outline change plan**

- Are there particular leaders (e.g. councillors, professionals, providers) who need an opportunity to explore the Children's Trust's approach to commissioning and its implications?
- Does the Director of Children's Services need to adjust their role to operate as the lead strategic commissioner across the Children's Trust?
- Does the Trust Board need to provide more effective leadership to the strategic commissioning process?
- Do you have the necessary resources and capacity to deliver change in this area?



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<p><b>11</b> We have the right people with the right skills, knowledge and expertise to deliver change and improve outcomes through commissioning.</p>	<ul style="list-style-type: none"> <li>The Children’s Trust is not clear about who undertakes commissioning activities, or what their skills, knowledge and expertise are.</li> <li>The Children’s Trust is not clear about what skills, knowledge or expertise are required to commission effectively.</li> <li>Partners have agreed that they need to improve arrangements in this area.</li> </ul>	<ul style="list-style-type: none"> <li>The Children’s Trust is clear about the skills, knowledge and expertise needed, and the current capacity, but more work is needed to address gaps.</li> <li>Skills, knowledge or expertise is needed to support some particular commissioning activities or populations.</li> <li>Skills, knowledge and expertise are not shared across partner agencies in the Children’s Trust.</li> </ul>	<ul style="list-style-type: none"> <li>The Children’s Trust understands the commissioning skills, knowledge and expertise it needs, what is currently available, and has a clear plan of how it will address gaps.</li> <li>Commissioning skills, knowledge and expertise are shared between partners across the Children’s Trust.</li> <li>Our staff consistently deliver successful and effective change through commissioning.</li> </ul>

**Standard 11: Questions to consider when developing your outline change plan**

- Does the Children’s Trust need to specify the skills required for commissioning with reference to, for example, national occupational standards?
- Does the Children’s Trust need to increase investment in commissioning skills and competencies?
- Is the Children’s Trust using CWDC support effectively to develop the children’s workforce?
- Do you have the necessary resources and capacity to deliver change in this area?
- Does the Children’s Trust need to arrange a commissioning skills, knowledge and expertise audit?

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- Score 5 – The standard is fully achieved across the Children’s Trust.



Standard	Score 1 or Score 2	Score 3 or Score 4	Score 5
<p><b>12</b> We have a culture of continuous learning and improvement involving all commissioners, providers and stakeholders.</p>	<ul style="list-style-type: none"> <li>Partners and stakeholders do not understand how commissioning will be used by the Trust to improve outcomes through service change.</li> <li>Partners and stakeholders do not believe that commissioning will contribute to better outcomes for children, young people and families.</li> <li>Partners have agreed that they need to improve practice in this area.</li> </ul>	<ul style="list-style-type: none"> <li>Partners and stakeholders have had some opportunity to understand and explore commissioning, but more work needs to be done.</li> <li>There is an understanding of the potential of commissioning to help secure better outcomes for children, young people and their families.</li> </ul>	<ul style="list-style-type: none"> <li>The Children's Trust is systematic about ensuring that partners and stakeholders understand its approach to commissioning and are clear about how they can contribute.</li> <li>Partners and stakeholders support commissioning, offer constructive feedback and propose improvements.</li> <li>Our culture promotes effective service reconfiguration and change through commissioning</li> </ul>
<p><b>Standard 12: Questions to consider when developing your outline change plan</b></p>			
<ul style="list-style-type: none"> <li>Has the Children's Trust introduced a programme of induction and training for partners and stakeholders on how they can work to develop an effective commissioning system to improve outcomes?</li> </ul>		<ul style="list-style-type: none"> <li>Are the different needs of commissioners, providers, members and other stakeholders recognised and catered for?</li> <li>Do you have the necessary resources and capacity to deliver change in this area?</li> </ul>	

- Score 1 – We have no clear agreement about what is needed to meet the standard
- Score 2 – We do agree what is needed to meet the standard, and have begun to move forward
- Score 3 – We are making progress towards meeting the standard
- Score 4 – We are making very good progress towards meeting the standard
- Score 5 – The standard is fully achieved across the Children's Trust.