

How to use Outcomes Stars™ within UK Ofsted Regulations for Supported Accommodation

1 1 Background

In March 2023, the Department for Education (DfE) published a 'Guide to the Supported Accommodation Regulations including Quality Standards' for everyone in England providing supported accommodation for looked after children and care leavers aged 16 and 17.

The guide includes eight principles for delivering supported accommodation, four quality standards and a number of regulations including Regulation 32, which focuses on learning from the experiences of young people and the impact that support is having, and Regulation 10 focused on ensuring the workforce are well-trained.

All providers must register with Ofsted and indicate how they will comply with the regulations and guidance. We have created this document to illustrate how:

- the Outcomes Star approach offers a way of implementing core themes within the DfE's principles and Quality Standards
- the Home Star and the Young Person's Star map across to specific aspects of the principles and standards
- Outcomes Star data can form part of the required reporting and service development
- Outcomes Star training can form part of the training and experience component of the workforce plan.

2 Summary of guidance and regulation relevant to Outcomes Star

The principles for delivering supported accommodation

1. I feel safe and secure where I live and in my wider environment.
2. My voice is respected, heard and advocated for, so I can influence the support I receive.
3. I have confidence that the adults who support me understand me, are skilled and work effectively together to best meet my needs.
4. I have my own space that I feel proud of and live in a comfortable, well-maintained, and stable accommodation.
5. I receive high-quality, tailored support that sustains my health and wellbeing.
6. I have strong, trusting, and meaningful relationships within my support system and can rely on the adults around me.
7. I feel supported to learn and apply skills for independent adult living.
8. I feel positive about my future and opportunities as a result of the support I receive.

The Quality Standards

The leadership and management standard: the registered person enables, inspires and leads a culture that puts children first and prioritises their wellbeing and development, including making them aware of their entitlement to education. As part of this standard, Regulation 10 states that a workforce plan must be in place (e.g. for training).

The protection standard: children are enabled to feel safe and that their individual needs are met. It includes supporting children to 'maintain appropriate and safe relationships with family, friends and other people who are important to them'.

The accommodation standard: children experience a comfortable, nurturing and secure living environment. This includes:

- access to local services, including education and healthcare;
- promoting positive self-esteem and sense of belonging within the local community,
- avoiding any health and safety risks.

The support standard: children receive individual and tailored support that meets their needs. This includes children being supported to:

- take a lead role in determining the support they receive,
- develop the resilience and skills for independent living,
- access education, training or employment,
- understand and manage the impact of any experience of abuse or neglect.

Regulation 32 Quality of Support reviews

- The registered person should send a report to Ofsted at least every six months that focuses on the quality of support provided by the service and the experiences of young people, looking at the impact the support is having on outcomes and improvements for the young people.
- The registered person can decide what information and data used as evidence and the focus of each review- they do not need to cover every part of the Quality Standards.
- The review should enable the registered person to identify areas of strength and weakness in the service's support, clearly identifying any actions required for the next 6 months of delivery. The whole review process should be 'used as a tool for continuous improvement of the service'.

Regulation 10 Workforce Plan

The registered person must compile, a plan, which includes amongst other things:

- how staff will support young people
- any further training required
- supervision and monitoring of staff
- the process for managing and addressing poor performance.

3 How the overarching Outcomes Star approach operationalises the guidance

The DfE guidance notes that core themes across the principles and quality standards include focusing on ‘the views, wishes and feelings of young people; working together; and building strong and meaningful relationships’.

The collaborative process of completing the Outcomes Star means that the person being supported is at the heart of defining both the outcome areas where support is needed and the nature of that support – guided by where they are on the Journey of Change. This process can also inspire a culture that ‘puts children first’.

The holistic nature of the Outcomes Star, and the detailed scales facilitate meaningful conversations about all relevant aspects of the person’s life. As a relational keywork tool, it builds trust and understanding between the person being supported as they work together with the adults in their support system. Not only this, but the outcome areas and Journey of Change provided a shared language that can help the adults supporting the child to work effectively together to best meet their needs.

Finally, delivery of the support that sustains health and wellbeing is encouraged through a Journey of Change that emphasises positive improvements in understanding, attitudes, skills, self-efficacy and movement towards resilience and self-reliance. Capturing each step of the journey and showing this visually on the Star diagram also builds self-esteem and a feeling of positivity about the future.

4 How specific Star versions map to the Principles and Quality Standards

Supported accommodation settings for 16-17 years olds would benefit most from using the Young Person’s Star, while the Home Star may be more appropriate when those older than this are also supported, or when a more detailed conversation is required.

The following tables show how the themes within the principles and Quality standards are addressed by the outcome areas in these versions of the Star.

| Principles and Quality standards | The Young Person's Star | The Home Star |
|--|---|---|
| <p>Safe and secure</p> <ul style="list-style-type: none"> • Principle 1 (safe and secure in the accommodation and the wider environment) • The Protection standard (feeling safe, including in relationships) • The Accommodation standard (health and safety risks) • The Support standard (the impact of abuse or neglect) | <ul style="list-style-type: none"> • Accommodation: having secure accommodation and getting on with people in that accommodation. • People and support: violent relationships and risks from people around them • Health: not harming or risk their health • Choices and behaviour: avoiding risky situations including those linked to drugs and alcohol, antisocial behaviour and offending | <ul style="list-style-type: none"> • Where I'm living: suitable, safe, secure accommodation • Caring for myself and my space: skills to keep safe • Friends and relationships: unsafe relationships • My health: health risks • How I feel: self-harm and suicidal thoughts • How I spend my time: risky activities • Alcohol and drugs: risky use • Safety and crime: safe from crime, exploitation or harassment. |
| <p>Suitable, stable accommodation</p> <ul style="list-style-type: none"> • Principle 4 (comfortable, well-maintained, and stable accommodation) • The Accommodation standard (comfortable, nurturing and secure living environment) | <ul style="list-style-type: none"> • Accommodation: having suitable, stable accommodation and getting on with people in that accommodation | <ul style="list-style-type: none"> • Where I'm living: suitable, safe, secure accommodation – staying within the conditions • Caring for myself and my space: skills to keep the space clean and tidy |
| <p>Health and well-being</p> <ul style="list-style-type: none"> • Principle 5 (support that sustains my health and wellbeing) • The leadership and management standard (prioritises wellbeing and development) • The Accommodation standard (developing positive self-esteem, and access to healthcare) • The Support standard (the impact of abuse or neglect) | <ul style="list-style-type: none"> • Health: healthy lifestyle; seeing health professionals; not taking sexual risks • How you feel: self-esteem; feeling stressed or confused • Choices and behaviour: Drug and alcohol use | <ul style="list-style-type: none"> • My health: healthy lifestyle, seeing health professionals and avoiding risks • How I feel: feeling positive and resilient. Managing emotions and mental health conditions • Alcohol and drugs: effects on health • Trust and hope: self-belief and hope for a positive future |

| Principles and Quality standards | The Young Person's Star | The Home Star |
|--|---|---|
| <p>Relationships</p> <ul style="list-style-type: none"> • Principle 6 (strong, trusting, and meaningful relationships) • The accommodation standard (belonging within the local community) • The Protection standard (appropriate and safe relationships with family, friends and other people) | <ul style="list-style-type: none"> • People and support: Feeling supported and connected; positive relationships including by staff within the service • Accommodation: getting on with people in shared accommodation • How you feel: feelings of not fitting in | <ul style="list-style-type: none"> • Friends and relationships: feeling connected in the community, having positive relationships • Trust and hope: trust in others including in trust in the system • Safety and crime: safe from exploitation or harassment |
| <p>Independent living skills</p> <ul style="list-style-type: none"> • Principle 7 (supported to learn and apply skills for independent adult living) • The Support Standard (resilience and skills for independent living) | <ul style="list-style-type: none"> • Accommodation: skills to be able to live independently • Practical life skills: skills to be able to live independently, including shopping, cooking, cleaning and laundry • Money and rent: managing money responsibly | <ul style="list-style-type: none"> • Where I'm living: developing skills to live independently and maintaining a tenancy • Caring for myself and my space: developing skills to keep well-nourished, safe and accommodation in good order • My money: moving towards managing money independently |
| <p>Education / Feeling positive about the future</p> <ul style="list-style-type: none"> • Principle 8 (feeling positive about the future and opportunities) • The leadership and management standard (awareness of entitlement to education – also prioritises development) • The Accommodation standard (access to local services, including education) • The Support Standard (access to education, training or employment) | <ul style="list-style-type: none"> • Work and learning: training, volunteering, education or work • How you feel: feeling confident | <ul style="list-style-type: none"> • How I spend my time: aspirations for the future; work, training or education • Trust and hope: moving towards the future with a sense of hope |

5 How Star data can be a valuable part of Quality of support reviews

The Outcomes Star is not only a keywork tool but also a validated outcomes measure. Since the data is produced through collaboration with service users, it provides a way of hearing young people's voices about what is going well and not so well, and the impact of support on their outcomes – requirements central to Regulation 32.

The regulation also emphasises that Quality of support reviews should be focused on continuous improvement of the service. Learning at both an individual and service level is the primary goal of the Outcomes Star. By providing information about engagement with issues, the relationship with support, attitudes, skills, self-efficacy and severity, the Journey of Change provides much richer data for learning than more traditional outcomes measures (e.g. those providing a summed score on a single dimension, or hard outcomes data). The holistic nature of the outcome areas, which were co-created with services, also helps to ensure that nothing is missed and the interrelations between different areas can be identified.

The Outcomes Star Online web application provides ready-made data reports with options for tailoring, which can form a valuable part of reviews of service delivery.

6 How Outcomes Star training and supervision practices can be included in the Workforce Plan

All members of the workforce who will complete the Outcomes Star with young people are required to attend a full day core training course about the underlying Journey of Change and how to use the Star in practice, including how to have challenging conversations and record different perspectives. This training is designed to increase consistency of use and provide guidance about how to encourage reflective practice and ongoing supervision around use of the Star.

We provide ongoing implementation support and off the shelf tools for monitoring and supporting effective use of the Outcomes Stars. As well as our Implementation Tracker, the Star Online system can be used to create an implementation report and Star data can be examined to check that readings are in line with expectations and with appropriately dealing with differing views on where the young person is on the Journey of Change.

7 Further information

For more information about the Outcomes Star or for more support in using it in your services for young people, please see our website www.outcomesstar.org.uk or contact us on +44(0)207 272 8765 or info@triangleconsulting.co.uk.