

Medway Secure Training Centre

Inspection report for Secure Training Centre

---

<b>Inspection date</b>	10 February 2011
<b>Lead inspector</b>	Linda Christie, HMI
<b>Additional inspector(s)</b>	Malcolm Stannard Gwen Buckley Michelle Oxley Andrew Hewston Martyn Rhowbotham, HMI Jon Bowman, HMI
<b>Type of inspection</b>	Key - announced
<b>Type of registration</b>	Secure Training Centre

---

<b>Service address</b>	Sir Evelyn Road Rochester Kent ME1 3YB
<b>Telephone number</b>	01634 823300
<b>Email address</b>	Ben.Saunders@uk.g4s.com
<b>Director</b>	Ben Saunders

© Crown copyright 2011

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be freely reproduced in whole or in part for non-commercial educational purposes, provided the source and date of publication are stated.

## About this inspection

The purpose of inspection is to provide assurance to the Secretary of State that secure training centres provide an environment that promotes the safety and welfare of young people and that will help prevent children and young people offending in the future, and in particular that:

- the safeguarding of children and young people is effective
- programmes exist to tackle offending behaviour and meet the citizenship and resettlement needs of children and young people
- the performance of the secure training centre provider meets the quality of service expected in the inspections standards
- there is a purposeful regime in which children and young people are encouraged to take part
- there is effective security and control within the secure training centre
- high standards of social care, health care, education and training are provided for children and young people
- the individual needs of children and young people are fully assessed and there are plans for meeting them as far as possible.

The inspection was conducted in accordance with the Statutory Rules inspections of secure training centres made under Section 47 of the Criminal Justice and Public Order Act 1994, and in line with section 37(1) of the Crime and Disorder Act 1998 which states that: It shall be the principal aim of the youth justice system to prevent offending by children and young persons.

This was a key announced inspection carried out in accordance with the service level agreement between the Youth Justice Board and Ofsted. The standards used during the inspection were those agreed between the Youth Justice Board and Ofsted.

The last full inspection was carried out in February 2010 with an interim inspection in September 2010.

A team of social care inspectors spent four days on site and two HMI education inspectors spent two days reviewing standards and the impact of the service on young people.

## **The key inspection judgements and what they mean**

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Not judged: this aspect of the provision was not judged

For more information about Ofsted inspections, please see Ofsted website:

*[www.ofsted.gov.uk](http://www.ofsted.gov.uk)*

## Service Information

### Brief description of the service

1. Medway Secure Training Centre is one of four purpose-built secure training centres across the country. It is managed by G4S Care & Justice Services Limited.
2. Medway is situated in Rochester, Kent. It offers secure provision for young people aged from 12 to 17 years who meet the criteria for custodial sentence, or who are remanded to a secure setting.
3. Medway is designed to accommodate up to 76 young people of both genders. During the inspection up to 68 young people were in residence. Young people live in residential units, of which there are four in each of the three house blocks.

### Summary

#### **The overall quality rating is outstanding.**

This is an overview of what the inspector found during the inspection.

4. There is significant evidence to indicate that managers at the centre and external managers from G4S have worked effectively to improve standards and the delivery of services from all departments. This has resulted in an improvement in the integrated working between the different disciplines and a much more coordinated and efficient delivery of services to young people. This is particularly evident in the procedures for agreeing specialist intervention services for individual young people. Agreements are reached about the level and depth of intervention required and this is done efficiently and avoids duplication.
5. Managers in all departments are clearly confident and competent in their respective roles. Through recent initiatives, such as holding consultation forums with staff teams, they have managed to motivate and encourage staff to improve their practice even further.
6. Leadership and management in education are good as demonstrated by the improvements made since the last inspection. Partnerships are developing well. The support received from the company's other two centres has made a significant contribution to the progress made since last year's inspection. Interventions by the two Directors of Education have been particularly effective.

7. The sharing of good practice and innovation across all three G4S secure training centres has had a very positive impact on service development. The provision of offending behaviour programmes and the resettlement package provided at Medway has been shared with the other centres. The management of young people's behaviour, including the movement around the site, has been enhanced by knowledge of practice at the other centres.
8. Care staff act as good role models for young people, expecting high standards of behaviour and consistently reminding them of what is expected and the consequences of disruptive behaviour. There has been an increase in the use of restorative justice principles, mediation and reparation. All of these have been integral to young people taking more responsibility for their own behaviour.
9. Managers and staff work hard to maintain a relaxed and comfortable environment for young people and this is achieved through well established systems and procedures. The centre was calm throughout the inspection with the majority of young people involved in purposeful activities. Some young people required additional support and direction and this was provided with sensitivity to meet individual needs.
10. Underpinning the work of this centre is the ethos that residents are children first and offenders second. The result of this approach is that all young people who spoke to inspectors and those who responded to the pre-inspection survey were very positive about relationships with staff. One young person confirmed that one of the three positive points they would make in their leaving survey is that 'staff really care'. Another positive point from their perspective was that young people are kept safe during their stay. The parents who spoke with inspectors or responded to the survey also confirmed their children are well cared for at the centre.
11. The centre is constantly striving for excellence and there is much to indicate that this is having a meaningful impact on the quality of care and services provided to young people. A significant number of young people confirm this to be the case and say this is largely due to the care provided by staff, and the fact they believe in them and their future.
12. Whilst responses from young people were mixed in relation to the provision of food and education, they also confirmed that some aspects of each of these areas were in fact good. Consultation with young people about the meals provided was clearly having an impact on them feeling they can influence change. Most young people when spoken with confirmed that education was improving, although some would like to have more opportunities to develop vocational skills prior to discharge. Several young people said the focus on mediation was helping them resolve conflict with their peers.

13. The health care service continues to develop and integrated working practices are now well embedded between health care and other departments within the centre.

## **What has been improved since the last inspection**

14. Only two recommendations were made at the last interim inspection in September 2010. These have been fully addressed.
15. The revised procedure for the issuing of sanctions has now been consolidated. The structure empowers staff to consult with a young person following a display of negative behaviour, with the result that sanctions can be tailored to the individual or rescinded fully if this is felt appropriate. This has resulted in a large reduction in the number of formal sanctions issued and an increase in acceptance by young people of responsibility for their own actions.
16. The medication administration records are now well maintained and consistently comply with the centre's own procedures and good practice.
17. Recommendations made regarding education during the last key inspection have also been addressed, resulting in significant improvements. In particular young people's behaviour in lessons has improved greatly and is now good. Young people work hard in lessons and most make good progress, including in reading and numeracy. Most teaching is good although some lessons do not challenge young people enough. Accreditation is now made up of more meaningful qualifications although this can be improved even further with more, higher level qualifications. The curriculum has been re-designed to meet the diverse needs of young people more effectively. Work-based learning has been introduced successfully and there is scope to develop this further. Support for young people from teachers, learning support assistants and care staff is good. However, there is insufficient input from Connexions.

## The effectiveness of the service

### Helping children to be healthy

#### The provision is outstanding.

18. On admission young people's health needs, including mental health and any identified vulnerability, are comprehensively assessed. All young people new to the centre are closely monitored for their first week. Specific plans are immediately produced that guide staff on how best to support those young people seen as particularly vulnerable on admission or at any time throughout their stay. These plans are agreed with the young people.
19. Young people have prompt access to a wide range of health care professionals. They see a nurse on admission and a general practitioner within 24 hours of arrival and 24 hours before any planned departure. Young people see a dentist and optician for routine check-ups and any treatment needed. They can see a psychiatrist within three days of a referral being made and have access to psychology services at the centre. A routine and emergency service from dental practitioners is available to young people. When asked what the centre is good at, young people stated 'dealing with trainees suffering from depression' and 'a good thing is the 2:1 sessions with my psychology workers'.
20. Excellent systems ensure healthcare needs of young people are met throughout their stay. Outstanding multi-disciplinary practice ensures that information about young people's health and well-being is shared effectively, and young people are consulted on agreed levels of confidentiality. This covers many areas of work including general health needs, vulnerability, psychology, sexual health and substance misuse work undertaken. Very sensitive care is provided to young people at particularly difficult times, such as when there are bereavement issues. Time in the remembrance garden is provided with staff they have good relationships with and who are able to support them. Additional support is provided by nursing staff, if required, who have related training.
21. Young people are appreciative of having a named nurse and benefit from this. Nurses are available to discuss any specific needs or concerns young people have and are involved in a team approach to meeting young people's needs. Clearly defined roles and responsibilities among health care staff enable effective use of resources to support young people.
22. Health care and catering staff work very well together to plan and deliver appropriate services to young people. They support staff from other departments, including education and residential care staff. There is a multi-disciplinary approach to promote a particular topic each month and disseminate information to young people. For example, everyone helps to

show how super foods affect the body or to promote a particular event or celebration such as black history month or various Eid celebrations. Posters displayed throughout the centre are bright and informative and kept up-to-date with the latest information on the topic being promoted each month.

23. Excellent screening processes in the specialist intervention meetings effectively identify work needed to help young people with a specific need or vulnerability. Work needed is prioritised for each individual and the best people to undertake this work are then identified. Staff decide who is best placed to support the young person by taking into account the positive supportive relationships young people have with individual staff.
24. Nurse involvement in health education delivery in school is very good. There is an agreed 52 week plan for topics to be covered in personal social health and economic wellbeing within the school day. This helps young people develop knowledge and skills to deal with a range of issues they face as they grow up.
25. Visiting external managers and health care professionals report nursing staff have a good relationship with young people and a comprehensive understanding of their medical needs. These people are all complimentary about the staff's professionalism, knowledge and caring attitudes.
26. Substance misuse intervention planning and delivery focuses on individual needs. Each young person's substance use and abuse is assessed on admission, with strong and effective support systems in place. Some young people find it difficult at the centre as smoking is not permitted. Training for staff has been identified which, when shared with young people, will enable them to treat themselves by using pressure points on the body to help them relax.
27. The substance misuse staff have good links with local substance misuse workers and resources and they have regular external clinical supervision.
28. There has been a substantial reduction in internal complaints by young people about health care services in the last year. There were 35 complaints in 2009 but only five in 2010.
29. Health information is available to young people in different languages and formats depending on their individual need. Interpreters are provided if needed, questions and answers that could be helpful during the admission process are available in 21 different languages, and general information about the health care service is available in pictorial form.
30. Young people receive good support to manage their medication when assessed as safe to do so. If agreed, young people sign a contract which clearly defines the centre's expectations on how to safely manage and monitor the medication they have responsibility for. This is excellent

practice, enabling young people to learn how to manage their own medication in a safe and supportive environment.

31. There is a safe system for medication administration. Medication is stored securely in the medical room in the sports hall. A newly implemented quality checking system is still being embedded into practice and the medication stock totals held are now checked each day. Additional internal and external management oversight of the administration of medication and health care records is undertaken monthly. These checks all assist to ensure young people are safeguarded.
32. Staff have a clear understanding of good practice in relation to medication administration. An external organisation provides training to the nurses responsible for the administration of medication. All health care professionals have mandatory training which includes child protection and infection control. Criminal record bureau checks for all health care professionals now take place every year.
33. Outstanding attention to detail is given regarding the provision of food for young people. Fresh fruit is available daily as is a choice of hot and cold drinks. Young people benefit from a well-balanced and nutritious menu that reflects the advice received from a nutritional advisor.
34. An excellent range of information on healthy eating is available to young people. This includes symbols explaining different food groups and healthy options on menus. The young people also get information on the nutritional content of the sweets they can purchase and healthy options, such as nuts, dried fruit and cereal bars available in the tuck shop.
35. Meal times provide social occasions with music played in the background and friendly interaction both with catering staff and staff controlling movements to and from the dining hall. Young people have the opportunity of paid work in the dining hall and these young people effectively contribute to the relaxed yet efficient running of the meal times.
36. Consultation with young people about the meals provided is excellent. Young people can air their views regarding the content of menus and quality of food provided by using the grumbles book, complaints system, food forum meetings, surveys and talking to the catering staff each meal time.
37. Themed days and taster sessions enable young people to experience food that is new to them and lets them try food from different cultures. Different options are now on the menu as a direct result of very positive comments from young people following a taster session.
38. There is a significant increase in the number of young people confirming they are satisfied with meals at the centre. The results of exit interviews for a comparative period show that in 2009 two young people felt the food was

good, 13 satisfactory and 15 inadequate. In 2010, 13 young people felt the food was good, 15 satisfactory and 9 inadequate. Complaints made by young people about the food provided have reduced from 18 in 2009 to 12 in 2010.

## Protecting children from harm or neglect and helping them stay safe

### The provision is outstanding.

39. A procedure is in place to obtain and clarify information relating to a young person if on admission there are gaps discovered. An effective and sustained system is in place to support and protect young people who are assessed as being at risk of suicide or self harm. Support plans are reviewed regularly to enable any required amendments to be made.
40. The health, safety and security of all at the centre continues to be addressed vigorously. All staff are made aware of their responsibilities and provided with training and guidance to enable them to meet these.
41. Efficient security practice is embedded in the centre routine. Information is shared widely across the centre and intelligence reports are circulated in order that all staff can be aware of any possible breaches of security. Concise leaflets are also made available covering subjects such as security practice and the correct use of physical intervention techniques with the aim of reducing any injuries.
42. Desktop and practical exercises are carried out on a regular basis to ensure managers and staff know how to react in an emergency situation. There is an integrated approach to health, safety and security through liaison with other centres and sharing of experiences and knowledge. This enables learning and positive practice development to be disseminated. Duty directors receive appropriate training and guidance relating to emergency and contingency command.
43. A number of widely recognised health and safety awards are held by the centre. Regular health and safety meetings are attended by representatives of all disciplines at the centre and toolbox style training sessions are undertaken with all staff. Health and safety information for young people is made available in a range of different formats and languages. This includes the provision of audio tapes for young people where English is not their first language. Strategies are in place to ensure a consistent approach to personal safety. This has resulted in a significant reduction in the number of accidents occurring at the centre.
44. Any areas of concern relating to safety or security are addressed promptly and staff, visitors and young people are protected by excellent policies, guidance and consistent practice across the centre.
45. The movement of young people around the centre is carried out in an orderly and controlled manner. This reduces the opportunity for negative behaviour to be displayed and ensures that young people reach their

intended destination, such as education, on time. Additional planning is now in place to ensure movements during the school day are smooth and trouble free.

46. The expectations of acceptable behaviour by young people are consistently applied. All staff have developed a slightly different approach with the predominantly older groups of young people at the centre. Much more emphasis is now given to educating young people in taking responsibility for their own actions and understanding how they impact on others. Staff members display a good understanding of how to use diversion, diffusion and mediation techniques to address early stages of disruptive behaviour. The use of restorative justice techniques is increasingly used with young people where there are particular or reoccurring difficulties.
47. There are excellent appropriate professional relationships in place between staff and young people. These are used well to engage young people and defuse possible negative behaviour. This practice contributes to a calm and relaxed ethos. Positive work is undertaken in relation to the mix of young people, for example related to gang culture. A designated member of staff will convene resolution meetings in an effort to resolve any differences. Staff members offer excellent support to colleagues when challenging inappropriate behaviour.
48. Young people are encouraged to display acceptable behaviour by the use of an effective incentive scheme. The scheme is understood by young people and valued. Guidance on how the scheme should operate is made available to staff and this ensures it is consistently applied. Rewards can be gained both individually and as part of a group on the living units, encouraging young people to interact positively as a group.
49. Developing the use of incentives has proved to be an important factor in the modification of young people's behaviour. There has been a continued reduction in the number of formal sanctions issued. Where sanctions are used they are relevant to the misdemeanour and can be reduced when young people make an effort to resolve difficulties with behaviour or relationships. Audits of sanctions by managers shows a sustained decrease in their use. This is a creditable achievement.
50. There has been a slight increase in the use of restricted physical intervention at the centre since the last inspection in September 2010. However this follows a fifty per cent reduction in its use during the first five months of 2010 and a further reduction from May to October 2010. A high number of the restraints occurring during the last three months have involved multiple restraint situations with a small group of young people displaying disruptive behaviour. Behaviour management plans are in place for all young people. These detail how negative behaviours are to be managed, any known health conditions which need to be considered, background history and alternative ways of dealing with the young person. The staff member responsible for

health and safety at the centre disseminates this information during multi-disciplinary meetings with staff.

51. All occurrences where physical intervention has taken place are reviewed by senior managers within 24 hours. This review considers the legitimacy of the intervention, identifies any areas for practice development and contributes to protection for young people. All staff receives training in the use of physical restraint which is updated and refreshed on a six monthly basis, which is in excess of the required annual refresher.
52. Young people are not taken to or locked in their rooms unfairly or contrary to guidance. The large decrease in the use of removal from association which was noted at the last inspection has been maintained. The number of young people removed from education back to the living units is low and well managed. The provision of duty operation managers within the education building and the support of care staff has meant issues can be dealt with there and then. During any removal from association, appropriate monitoring and supervision is undertaken. Management oversight of all occurrences is also carried out to monitor practice.
53. Records are completed of all behaviour management events including removals from association, restrictive physical intervention and sanctions. The records are detailed and clearly and appropriately compiled. There is comprehensive monitoring of all entries by a member of the management team who sign each record to indicate that they have reviewed it. Information is also taken from these records to ensure that practice and regularity of occurrences is non-discriminatory.
54. Comprehensive data relating to behaviour management continues to be reviewed regularly. A safeguarding and effective practice meeting is held monthly to review all incidents and restraints. This meeting is attended by external professionals from local child protection services, the independent advocate and the Youth Justice Board performance monitor, enhancing the transparency of practice. The range of data considered is continually expanding and allows enhanced analysis of practice to be undertaken.
55. The arrangements and practice for safeguarding young people's welfare at the centre are excellent. Procedures in place were produced following discussion and agreement with the local safeguarding children board. All staff members undertake regularly updated child protection training. Excellent relationships are in place between managers at the centre and the chairperson and members of the board, with the centre management proactively contributing to the development of child protection practice in the local area.
56. Any safeguarding allegations are referred appropriately to local child protection services and the centre management are able to access advice regarding individual situations when required. On a monthly basis, the local

authority safeguarding officer views all paperwork relating to incidents. Additionally he is able to view closed circuit television recording of some restraints. This practice ensures a robust and transparent system is in place and that young people's welfare is protected.

57. A robust approach is undertaken to any instances of bullying at the centre, with any events or suspected occurrences logged and tracked. Further work is undertaken with individual young people where a concern has been identified; this includes bullying workbooks and programmes. A high percentage of young people said that they were not bullied and that staff dealt with any issues quickly and effectively. The bullying programme also addresses issues of suspected racism. One young person stated 'staff challenge racist comments made on the unit immediately'.
58. The complaints system in place supports young people, enabling them to raise areas of concern formally. The process is understood by young people and is easily accessible, with forms freely available in a range of formats. Some of the young people stated 'it is easy to make a complaint' and parents and carers who responded to pre-inspection surveys said that they were given good information about how to complain. All formal complaints are initially acknowledged with the young person and a response is provided within a short time period. Very good records are held of all investigations. An appeals process is available, which includes access to an external advocate, should a young person be unhappy with the outcome of an investigation. Every formal complaint is viewed by a member of the local authority safeguarding services, ensuring transparency and an independent audit of decisions taken.
59. A system for enabling minor concerns and requests to be made by young people has recently been introduced. A book is available in each of the living units where young people enter any minor issues. The books are monitored daily and immediate responses provided by team leaders or residential service managers. Additional oversight of these books is provided by a member of the senior management team to ensure entries have been correctly addressed and no issues which could be considered as safeguarding concerns are present. Young people are still able to access the formal complaints procedure should they be unhappy with the initial response provided. The books have been in use for two months and whilst it is too early to assess the long term impact there has been a reduction in the number of formal complaints made during this period.
60. Independent advocacy is provided by a number of visitors from an external service who attend regularly, with each young person being able to see them should they wish. This provision enables an additional avenue for any concerns to be raised and advocates report that young people are confident in approaching them. Frequent consultation meetings are held between the advocacy service and the director of the centre to raise any outstanding or

reoccurring matters. Young people reported positively in pre-inspection surveys about access to an advocate and external telephone help lines.

## Helping children achieve well and enjoy what they do

### Education

#### The provision is good.

61. Achievements and standards are good. There has been a significant reduction in the volume of very short qualification courses offered to young people in favour of courses leading to more meaningful qualifications. This strategy has been highly successful in enabling young people to gain qualifications that will serve them well as they move into further education or training when they return to the community. Most young people gain accreditation in the key subjects of literacy, numeracy and information and communications technology (ICT). On arrival, very many young people's abilities in English and mathematics are significantly behind their chronological age. For example, in 2010 around 70 young people admitted were between 6 and 10 years behind their chronological age in mathematics with a similar situation being recorded for reading and spelling. Many young people make very significant progress in English and mathematics during their stay. For example, young people who stay for three months make on average 8.7 months progress in reading and 7.6 month's progress in mathematics. Progress in spelling however is less rapid.
62. The centre has been successful in enabling young people to continue with their GCSE studies where appropriate and over 40 GCSEs were gained last year, together with over 120 qualifications in adult literacy/numeracy, mainly at entry level. There is scope to increase the number of qualifications being delivered at level 1 and above. In addition a small number of vocational qualifications were achieved and more are due as the new vocational courses are delivered.
63. Young people's behaviour in lessons has improved very significantly since the last inspection. It is now good and in some cases very good. Young people largely arrive in school ready and willing to learn. They show respect for teachers and care staff and, importantly for each other. We heard no swearing or inappropriate language; an important and significant improvement since the last inspection. In one instance young people thanked inspectors for coming into their lesson. Young people were very proud of their achievements and were keen to show inspectors their work. This ethos is reflected by the very high quality displays of young people's work around the education department.
64. Attendance is good and the reasons for all absences are known. Punctuality has improved and most lessons start approximately on time.

65. Teaching and learning are good overall. Substantial progress has been made since the last inspection. Young people confirm that they enjoy learning. In the best examples they make rapid progress and achieve their goals ahead of time. They quickly become confident and develop a sound understanding of the subjects they are studying. A calm and purposeful atmosphere prevails in most lessons. Young people work cooperatively with each other and engage well in lessons. Tutors know young people's needs well and relationships are mutually respectful. Most teachers manage behaviour very well and this ensures that young people remain in lessons, stay on task and many achieve well. Teaching and learning are supported effectively by care staff who intervene appropriately when needed to help manage behaviour. Inspectors saw some excellent examples of teachers and care staff working together to ensure that young people stayed in the classroom and engaged with the lesson. On a few occasions care staff were overly directive, preventing young people solving problems for themselves. Much teaching is good and provides young people with sufficient challenge to make the good progress they are capable of. For example, in a food technology lesson, young people produced food to a very high standard as a result of high expectations of what they could achieve. They used equipment and ingredients confidently and were questioned skilfully by the teacher to check learning and understanding. In a religious education lesson, young people made insightful contributions to a discussion on prejudice and discrimination. The teacher intervened skilfully with questions to ensure all young people were involved. In some lessons the work set is not sufficiently challenging and teachers allow discussions to be dominated by a few young people. Whilst young people remain engaged in these lessons and make satisfactory progress, this progress in these instances is not maximised.
66. Significant curriculum development has taken place since the last inspection. New courses in leisure and tourism, business, BTEC sport, performing arts, British Safety Council and humanities have been introduced. The curriculum also includes religious education and personal, social and health education. Young people also benefit from planned library time and this has contributed to the progress they have made in reading. These developments have broadened the curriculum very well, given the constraints imposed by a lack of facilities for vocational training. The curriculum is planned well with young people benefiting from studying a range of subjects each day. English and mathematics are provided daily as is physical education (PE) which makes a good contribution to young people's healthy lifestyles, although young people are still not able to shower after PE lessons. Friday afternoons are now given over to tutorials which give young people the opportunity to reflect on their week's work and achievements.
67. A further important development has been the increased opportunities for work-based learning within the centre. Young people can apply to gain valuable work experience in areas such as the kitchens, the library, the hair and beauty salon and by working with the facilities team on maintenance

jobs and painting and decorating. These placements enjoy high status amongst young people. There is scope to expand these opportunities further, and to introduce more specific higher level courses.

68. Care, guidance and support for young people are good. Induction arrangements and assessments are timely and thorough and are carried out sensitively by experienced staff. Baseline assessments quickly identify young people's abilities and interests. Communication by the special educational needs team is very good; they provide information quickly to tutors and residential staff so that they are well placed to plan learning and strategies to support learning effectively. Individual learning plans reflect well what needs to be done to support the progress and development of young people. Targets are reviewed routinely and refined and, as a result, teaching and support for individuals is adapted well to meet the changing needs of individual young people. Some targets used at the meetings prior to a young person's detention and training order review are too generic.
69. Young people who need additional support are catered for well. One-to-one tuition for young people has been increased by a third over the last year and significantly more young people benefit from the individual help they receive daily than at the time of the last inspection. However, the centre cannot yet demonstrate how this support specifically adds value to the good progress that young people make.
70. Young people told inspectors that they feel well supported in achieving their educational goals. For those young people not yet ready for the demands of attending formal lessons, bespoke learning packages are put in place. Training centre assistants support the re-integration of young people back into classes well. The progress of those not attending full-time education is monitored carefully and reviewed by senior education staff. As a result young people are keen to re-join mainstream classes and participate fully in the wide-ranging curriculum on offer.
71. Tutorial support is good. Tutors are adept at reviewing targets and setting new goals for young people. Careers advice and guidance from Connexions is insufficient. Despite efforts to improve the extent of the service offered since the last inspection the amount of provision has not increased and remains insufficient.
72. Leadership and management are good as demonstrated by the progress made in education since the last inspection. There is now a simple and appropriate management structure in place with clear lines of responsibility and accountability. This has contributed well to the smooth day to day running of the department where teachers, support staff and residential staff work well together to provide good quality education for young people. Strategically there is a clear vision for education, based on improvement and this is shared by staff.

73. The excellent support the centre has received from the company's other two centres has made a significant contribution to the progress made since last year's inspection. This has included the secondment of staff to the centre, visits by staff to observe outstanding practice and joint professional development. Interventions by the two external directors of education have been particularly effective.
74. The centre has developed an innovative partnership with Greenacres School as part of the Raising Achievement Partnership Programme and this has resulted in young people from the school visiting the centre to develop their sports coaching skills. Two young people from the school's Silverbank pupil referral unit visit the centre weekly to follow a hair and beauty course. Of particular note are the joint professional development and teacher visits to observe good practice and to share resources. Further developments are planned.
75. Self evaluation is much improved since the last inspection. Whilst more formal input from subject teachers would be beneficial, self-evaluation is now much more robust, evaluative and largely accurate. A new system of lesson observations is in place with a more appropriate emphasis on learning and progress rather than teaching.
76. Resources to support teaching and learning are managed well and treated with respect by young people. A new five-a-side pitch and outdoor street gym are now in place. The hair and beauty salon has been refurbished to a high standard. Interactive whiteboards are in place. Classrooms have been reorganised so that subjects now have their own specific room. Some classrooms lack blinds and this can affect the concentration of trainees and make the use of interactive whiteboards difficult.

## Helping children achieve well and enjoy what they do

### Welfare

#### The provision is outstanding.

77. There continue to be outstanding opportunities for young people to take part in a wide range of activity and enrichment provision at the centre. Additional staffing resources have been made available to co-ordinate and run recreational and educational sessions. All of the staff concerned are motivated and enthusiastic about their roles. The work of the enrichment team has been recognised by the achievement of national awards.
78. An overall monthly plan is produced of all the forthcoming activities, and is transferred weekly to an activity sheet. Young people are then able to choose which they would like to be involved in. Attendance at some of the activities is risk assessed due to the type of equipment in use, however there is generally a free choice for all young people.
79. Whilst attendance at some of the clubs is conditional on behaviour, provision is put in place to enable all young people to have choice and take part in an activity. Where a young person is having difficulty sustaining attendance in a group activity, one of the workers will work individually with them to ensure they are engaged appropriately. This ensures that all young people are able to enjoy a purposeful activity.
80. The range of experiences available is exceptional, including sport, art, music, drama and practical pursuits. Young people are also able to try archery, a high ropes course and a climbing wall. Facilities and resources are available for both indoor and outdoor pursuits. There is a hard court area, recently resurfaced multi-sport artificial surface court, a fitness suite and sports hall. A hobbies studio is also available where music production and printing can be undertaken. Activity sessions observed during the inspection were well delivered and of a high quality.
81. Individual risk assessments are in place for every activity and enrichment pursuit undertaken. These include safety briefings and maintenance schedules for any equipment. Occasionally an introductory session will be held to allow young people to try out a new activity first before committing themselves.
82. There is imaginative use of local community links to supplement the activity provision. With the aid of local support the expedition phase of the Duke of Edinburgh award was able to be undertaken away from the centre. Two young people, the first within any of the secure training centres, have now achieved their bronze awards. The structure of the award means that it can be continued by young people in their local area when they leave the centre,

giving them a meaningful interest.

83. Dance groups, gospel choirs, circus skill instructors and theatre production teams have visited the centre. A link with the fire service has also recently been established to enable one young person to undertake specific programme work with them. Some of the external links have allowed young people to take part in musical and theatrical productions. This has given them the opportunity to learn about working as a team and develop self confidence.
84. Some of the activities completed enable young people to gain accreditation. As part of the Duke of Edinburgh award an accreditation can be gained in hill walking and other opportunities exist in drama groups and learning to lead youth club sessions.
85. A wide range of qualifications are held by staff leading enrichment sessions. These include fitness instructors, sports leaders and dance tutors. More recently qualifications in cycle maintenance and climbing have been obtained. A number of staff have also undertaken the competency based qualification enabling them to use the climbing wall with young people. This means that additional young people are able to take part in new experiences.
86. Every completed session is evaluated by staff and young people. The prepared templates for evaluation mean that feedback is quick and immediate; this encourages young people to comment and informs the development of all activities. Young people spoken to during the inspection stated that activities were 'really good'.
87. A database record is held of all activities attended by each young person. This information is made available to review and planning meetings so that a young person's progress can be recognised. Extensive photographic evidence is held of all sessions. Where a young person may require extra support in their time at the centre, activities staff link into complex case meetings and are part of the support plan produced where appropriate. This is an excellent use of resources to individualise interactions with the enrichment team.
88. Informal activity sessions provided by care staff have continued to develop. Many staff have particular skills and interests which they use to engage with young people. They are aided by the monthly supply of a resources box to each unit by activity coordinators. These contain suggestion cards for sessions and the items required to complete them. Contents include art and craft materials, along with games or ingredients for a cooking competition. A staff skills audit is available and staff tailor sessions to make the best use of resources. The support offered to care staff in this area means that young people can be appropriately engaged on evenings. Additional activities continue to be led by duty operational managers to supplement the

programme when other duties allow.

89. Young people are able to give their views on the effectiveness of activities and contribute to the development of the programme via the trainee council meetings. An activity steering group has also recently been set up to further aid the development of enrichment. In pre-inspection questionnaires undertaken with young people, 32 of the 45 young people who responded said there were good opportunities to choose and take part in activities.
90. Good support is provided by care staff for young people's formal education. Encouragement to achieve is evident throughout.
91. Each unit has an allocated period each day when they are able to spend periods outside on the green area. This enables young people to have time in the fresh air and at times interact with different groups. Additional green time is available for those on a higher incentive level. A store of resources such as balls and outdoor games is available for young people to use at these times.
92. A programme is in place which enables young people to learn about various festivals from around the world throughout the calendar year. There is a multi-disciplinary approach to religion and young people of all faiths are supported as appropriate.

## Helping children make a positive contribution

### The provision is outstanding.

93. Effective and swift procedures are in place that ensure all young people have a dedicated staff team in place to support them from the time of their admission. These include named key workers and a member of the Youth Offending Service team with responsibility for the assessment of eAsset and admission paperwork to develop risk assessments. Effective multi-disciplinary working and good cross team communication ensures that the service takes a 'whole team' approach to supporting young people.
94. Admission arrangements are completed with sensitivity and a thorough awareness of security. Young people's possessions are fully recorded and a robust system of storage is in place for prohibited and unauthorised items. Young people are supported to contact parents or carers on admission. One parent stated that the initial contact from the centre 'made a worrying time easier to cope with'.
95. The developing peer mentoring system is a thoughtful and proactive way to support new admissions and develop social responsibility among those young people already living at the centre.
96. The range and variety of offending behaviour programmes available is excellent. The programmes offer a holistic approach to developing knowledge and addressing offending behaviour across a broad range of subjects. The use of programmes is creative and well thought out, drawing on contemporary subjects such as gang violence and using external agencies such as Mothers Against Murder and Aggression, to promote and enhance young people's understanding. One member of staff is responsible for the ongoing development of the programme and uses a number of feedback mechanisms, including young people's views, to ensure the programme continues to offer good quality and constructive provision.
97. Offending behaviour programmes are established and well embedded in the daily operations of the centre. Young people are aware of the expectations for participation as part of the weekly evening routine and at weekends. Designated key workers have responsibility for delivering and supporting each young person. Young people are engaged in their programmes and generally recognise their value. Care staff will support those young people who choose to complete more than the required or allocated level of work.
98. Designated staff who are responsible for delivering and allocating the training plan, are supported by senior staff through the centre's established supervision process. The process involves monitoring the effectiveness of each plan in the context of a one to one meeting. In addition staff receive peer support through a series of regular meetings which examine all aspects

of the plan in order to ensure its effectiveness.

99. The relationships between young people and staff are of a high quality and a key strength throughout the centre. Young people state that 'staff are the best bit of being here' and that 'staff really care'. Care staff work enthusiastically in a variety of roles with young people on a daily basis, promoting activities and responding to specific needs through discussion and completion of individualised programmes.
100. Initial training plans are developed through a review which includes staff who will support the young person during their time at the centre. These include qualified and experienced staff in the areas of education, health and social care as well as youth offending team worker, focusing on the resettlement needs of individuals. Social workers who will be responsible for young people following release are also involved with reviews and link effectively with the youth offending team. Training plans are examined on a weekly basis by the young person's case manager and targets are identified and linked to offending behaviour plans. If additional specialist services are necessary for the welfare of the young person, or to address specific offending patterns, these are assessed and planned through additional weekly meetings.
101. A multi-disciplinary team is responsible for support and ongoing care of the young people. Staff have clear roles and young people are aware of the areas they are responsible for. This is reiterated within the review process. The review process also holds the allocated youth offending worker in the community to account in carrying out tasks during the time that the young person is at the centre and in planning for the period after this.
102. Differing kinds of reviews of care are completed on a regular basis within the centre, all within national timescales. The needs of the young person and how these are to be supported are central to these meetings, which are chaired by the young person's designated case manager. The young person and their families are fully involved in the review process. When English is not the young person's or their families' first language, an interpreter is provided.
103. Young people are able to access a wide range of people to support them during their time at the centre. Information is available on how to contact internal professionals offering direct support, such as Youth Justice Board performance monitors and advocates. Young people can also easily access external organisations, including the Howard League for Penal Reform and specific individuals such as solicitors.
104. Well-managed communal meetings enable young people to influence the running of the centre. These include twice daily meetings held on the separate living units and fortnightly trainee council meetings where young people's requests are minuted and responded to. More specific meetings

take place to discuss matters such as diversity and food. Young people are able to consult with their nominated staff through the key worker system. They can also provide individual feedback on a range of issues such as the offending behaviour programme and exit plan. Ninety five percent of young people stated in questionnaires that they have a say about life in the centre.

105. Family members or carers are able to discuss issues and developments through telephone conversations with staff and when they visit. Good communication between the centre and home supports a strong awareness of young people's progress and maintains family involvement.
106. Authorised contacts are clearly set out and specified for each young person. Young people are able to write letters and receive visitors. Embryonic plans are in place to implement a voluntary visitor's scheme through the chaplaincy service for those who do not receive visitors. The arrangement for making phone calls promotes privacy in that young people are able to use the telephone from their rooms. An allocation of ten minutes outside of education time is permitted each day for outgoing calls. Families and authorised others are able to make calls in to the centre. However, young people and parents reported numerous difficulties either getting through to the unit or in the time taken to transfer calls to the young person. Overall young people felt that the ability of families to contact them is impeded by the phone system, which is not sufficiently responsive to their expectations.
107. The theme of equality and diversity runs throughout practice within the centre. Young people's diverse needs are very well supported. On admission young people complete an ethnicity and diversity form. This information is used by the chaplain and the diversity officer to provide practical support in relation to religious observance and to add to the centre's data base.
108. The offending behaviour programme addresses a range of issues around discrimination, identity and tolerance. An equality impact screening tool has been devised to assess all aspects of service provision against gender, disability, religion, belief, sexual orientation, age and pregnancy. Young people are supported in celebrating important religious occasions and in developing awareness through activity packs created for events such as black history month. Practical support is provided in relation to diverse needs related to religious material such as rosary beads and prayer books. Suitable skin and hair products are sourced for all young people. Excellent practical support is offered to visitors in relation to disability and communication needs.

## Helping children achieve economic wellbeing

### The provision is outstanding.

109. Each young person has a life-skills plan, based upon careful assessment of their practical skills. Starting the life-skills plan shortly after they arrive provides them with the opportunity to prepare for independence at a pace that is right for them throughout their stay at the centre. There are a variety of programmes to educate young people in life and practical skills. Progress made by a young person is regularly monitored and any extra support needed to help them achieve their stated plan is provided.
110. There is a robust system for resettlement and transition planning. These issues are very well managed and are regularly discussed in reviews. Staff ensure that there is a clear plan in place for a young person's discharge and where this is not the case there are effective processes for addressing this with relevant people and authorities. Staff remind local authorities of their responsibility to young people and will obtain the support of external child advocacy services to take action on the young person's behalf if needed. Excellent monitoring systems are in place to monitor progress of resettlement plans.
111. Young people have regular opportunities to learn about health and hygiene. They are encouraged by staff to keep their own and communal living areas clean and have information provided in school and posters in kitchen areas remind them of good hygiene practices. Young people have opportunities to prepare snacks and make meals for themselves to a tight and realistic budget. They can cook in school and for themselves or small groups on their living units. This enhances their cooking skills and enables a sense of responsibility and pride within group living.
112. A newly introduced enhanced leaver's programme enables young people to make leaving the centre a positive experience. The planning starts 15 days before the planned release date. The programme is risk assessed and discussed within a multi-disciplinary meeting and agreed with the young person who signs a leaver's programme contract. This encourages them to continue to engage positively with the work of the centre while they are preparing to leave and ensures staff are aware of any additional incentives agreed with the young person.
113. Excellent arrangements are in place to prepare young people for future placements. Key people are encouraged to visit young people prior to discharge. For example, headteachers from prospective future education placements have attended meetings and met with young people in an effort to facilitate a smooth transition.

- 
114. Support provided to young people through the use of highly individualised mobility planning is outstanding. This helps contribute to a smooth transition back into the community and takes account of individual needs such as the length of time a young person has been at the centre, family circumstances, wishes of each young person and risks posed. Trips out of the centre are well managed and used effectively to support young people reintegrate into the community, whether back to their family or to a new placement.
  115. There is good use of local agencies, when available, to enhance the support young people receive during the transition from the centre to further education provision in the community. One such example is the integrated resettlement scheme funded by the Youth Justice Board in the local area.
  116. The further development and implementation of the moving-on booklet provides useful information and highlights resources available to young people. This is an invaluable resource that helps them learn about the area in which they plan to live.

## Management

### The provision is outstanding.

117. The quality of leadership and management at the centre is outstanding. The senior management team remain committed to the work of the centre and continually strive to improve the care and services provided to young people. The only change in a head of department since the last inspection has been that of head of education.
118. Managers have a good clear vision for the development of the centre and these principles are embraced by staff at all levels. The management team take every opportunity to listen and encourage solution focused thinking to facilitate an evolving service. There is a systematic approach to consultation which enables all staff to contribute their views in order to drive improvements further. Young people's views are equally considered as part of the improvement process.
119. All departments have clear development plans in place with clear targets, which are closely linked to the centre's overall plan. These are regularly reviewed and updated. All inspection recommendations and requirements made by the Youth Justice Board are included in the department plans, with actions identified to address any improvements.
120. There are excellent arrangements in place for working effectively with external stakeholders. All external partners consulted as part of the inspection are very positive about the work of the centre and the agreed joint working arrangements. For example the college providing the National Vocational Qualification assessors to the centre recently awarded the centre 'employer of the year'. There are a number of examples of recognition of the work the centre undertakes. These include Investors in People and Investors in Excellence awards.
121. There are good and improving processes for ensuring the accountability of staff at all levels and acknowledging personal roles and responsibilities. The role of team leaders has continued to develop and this has been facilitated by leadership and management training.
122. The deployment of care staff is effectively managed, with increased understanding of their skills and when support is required. This involves individual assessment of staff and strategies to enable development of competencies. For example new care staff will not be expected to support teaching staff in the classroom until they are sufficiently prepared for that duty.
123. Good and continually improving systems and processes ensure effective communication across all departments and staff groups. Communication strategies serve to facilitate a well coordinated approach to supporting

young people, identifying needs and effective reviewing of support and management plans. There is an ongoing programme of regular meetings involving staff from all disciplines, including professionally qualified staff from across the service.

124. There is excellent integrated working across all groups and teams within the centre, maximising effectiveness and ensuring best possible outcomes for young people.
125. Excellent quality auditing processes are in place and the use of performance management information effectively informs practice development. These robust quality assurance mechanisms ensure ongoing evaluative practice to address any shortfalls and further improve outcomes for young people.
126. The support provided to the centre by the external manager is excellent. He is actively involved in promoting the highest standards of service provision. The G4S director of children's services visits the centre several times a month and undertakes a range of performance monitoring tasks. He produces a monthly report outlining his findings from the visits, which always involves talking with young people and any visitors at the centre available during his visits.
127. Action taken to reduce the turnover of staff is having an impact. This has reduced from 31% in 2009 to 25% in 2010. This continues to be a priority for the centre to reduce this even further. Effective monitoring of the reasons staff leave the centre is in place. There has been a recent shift in the patterns and reasons for leaving. More recently the majority have left for positive career reasons rather than because they found working at the centre difficult.
128. There are continuing improvements in managing absence from work, including expecting team leaders as first line managers to deal initially with sickness absence.
129. The recruitment and vetting processes remain thorough and robust. These serve to ensure young people are safeguarded. Young people are given the opportunity to assist in the selection of staff applying for promotional positions within the centre.
130. Staff are well supported in their role, receiving frequent formal supervision. Staff supervision continues to be provided to a high standard and the quality and content of records has further improved. However, support for new residential care staff during their induction and probation period is not consistently well evidenced. The meetings held each month with new staff to review their progress during their probation is a thorough and detailed process, but they do not receive separate formal supervision during that period. After being brought to their attention, this was addressed immediately by managers and a formal two weekly supervision process

introduced.

131. All staff are subject to annual performance appraisal and this is carried out to a high standard. All individual professional training and development plans are shared with the training officer and inform planning.
132. The commitment to providing training and professional development is excellent. All staff are well supported, valued and helped to develop personally and professionally. The availability of training for staff at all levels in all departments is excellent. The introduction in May 2010 of the National Vocational Qualifications (NVQ) at level 2 and level 3 with 150 staff enrolled in NVQ courses is already having a very positive impact on staff motivation and development. Staff spoken with and those who responded to the pre-inspection survey were generally positive in their comments about the support provided and the opportunities for training. One staff member said there have been 'real improvements in the past year' and described the centre as 'an amazing place to work'.
133. Although night staff are supported to obtain their National Vocational Qualification at level 2 in Custodial Services, access to the NVQ assessor is less frequent than for staff working during the day. Assessors interviewed and managers confirmed that they are in the process of addressing this.
134. The promotion of equality and diversity at the centre is outstanding. The staff team receive excellent practical training as part of their induction; this includes visits to four different places of worship in order to promote a more comprehensive understanding of various religions.
135. The level of awareness of diverse needs and the efforts to address them is outstanding. The centre along with the other G4S Care and Justice services have achieved the Investors in Diversity standard and are progressing with the next stage of recognition in this respect. The equality and diversity policy has been amended to reflect the Equalities Act 2010, demonstrating the ability to keep up to date with new legislation.
136. A single page statement of purpose is prominently displayed throughout the centre. This provides a clear and concise account of the overall objectives of the centre and is translated into a number of key languages and formats. A detailed statement of purpose is also available which supplements the displayed version and provided considerably more information.
137. Detailed information is available for parents or carers in booklet and leaflet form. These set out what parents or carers can expect to be provided for their child, including contact arrangements. Young people receive an information pack, which provides them with details about the centre. This is available in DVD or Widgit format and is translated into a number of different languages.

138. There is an ongoing programme for the improvement of facilities at the centre. The living areas in particular have been softened and as a result are more homely and comfortable for young people. Young people are encouraged to take pride in their living environment and strategies in place for this have reduced deliberate damage. All departments at the centre undertake environmental impact assessments to promote environmental sustainability. This is excellent practice.

## Recommendations

The following recommendations are made to the Director of the secure training centre unless otherwise stated.

- |   |
|---|
| <ul style="list-style-type: none"><li>• ensure substance misuse workers are able to access up-to-date information on research to inform service development in relation to work with young people on substance use (Being healthy - Standards 7/8)</li></ul>            |
| <ul style="list-style-type: none"><li>• increase the amount of work-based learning across the centre (Enjoying and achieving - Standards 2/3)</li></ul>   |
| <ul style="list-style-type: none"><li>• ensure detention and training order education targets are less generic and relate specifically to individual young people (Enjoying and achieving - Standards 3/4)</li></ul>  |
| <ul style="list-style-type: none"><li>• ensure the telephone system is sufficiently robust to cope with the expectations of families and friends of young people who they may contact them during evenings and weekends (Positive contribution - Standard 19)</li></ul> |