

Inspection report for children's home

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<b>Unique reference number</b>	SC040500
<b>Inspector</b>	Paul Scott
<b>Type of inspection</b>	Full
<b>Provision subtype</b>	Secure Unit

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<b>Registered person</b>	Salford City Council
<b>Registered person address</b>	Salford City Council Civic Centre, Chorley Road, Swinton MANCHESTER M27 5DA
<b>Responsible individual</b>	Ganiatu Martins
<b>Registered manager</b>	Michael Gerard Lowry
<b>Date of last inspection</b>	26/11/2013

<b>Inspection date</b>	30/04/2014
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Previous inspection	good progress
Enforcement action since last inspection	There has been no enforcement action since the last inspection.

<b>This inspection</b>	
<b>Overall effectiveness</b>	<b>outstanding</b>
Outcomes for children and young people	outstanding
Quality of care	outstanding
Keeping children and young people safe	outstanding
Leadership and management	outstanding
Outcomes in education and related learning activities	good

## Overall effectiveness

Judgement outcome	<b>outstanding</b>
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Young people benefit from spending time in a safe, secure, caring and supportive environment that enables them to make substantial progress relative to their time in placement. All young people are extremely positive about the care they receive and can identify areas in their lives where they have made progress.

Managers and staff are aspirational and demonstrate a strong child-centred commitment to helping young people address their risk taking and offending behaviour and change their lives. Well trained and experienced staff deliver well thought out intervention and education strategies as part of young people's sentence and placement plan. These help young people find stability and develop an understanding of how their behaviour impacts on their lives and the lives of others. As a result, a large majority of young people express a commitment to not re-offend and are more optimistic about their future.

Young people's views and opinions are integral to all aspects of care planning and care practice. Young people say they feel valued and respected as individuals in their

own right. One young person said, 'Staff see you as a person and not just somebody who has committed an offence. Obviously I would rather be out of here but it is a great place to live given my circumstances.'

Relationships between young people and staff are a major strength. These relationships are used to good effect to help young people come to terms with their secure placement. This means young people settle quickly and invest in and benefit from the wealth of resources and support available at the centre. This has resulted in young people making outstanding progress in building self-esteem, improving their behaviour, gaining academic qualifications and improving their health and well-being.

Robust child protection and safeguarding processes are consistently implemented. Young people say they feel safe. Professionals, parents and carers confirm this is a very safe and secure unit that places the welfare of young people at the heart of its practice. As a result, young people, many of whom are exceptionally vulnerable, are continuously protected and kept safe.

Leadership and management is exceedingly strong. Young people benefit immensely from the wealth of experience within the residential and education management team. There is a strong cohesive relationship between care and education managers and staff. They work collaboratively together with a clear focus on continuous development that improves young people's life opportunities.

A number of shortfalls have been identified. These include timescales for health assessments, medical and first aid consent, the homes Statement of Purpose, regulation 34 reporting, lesson planning and making better use of education data.

## Full report

### Information about this children's home

This secure children's home is managed by a local authority. It is approved by the Department for Education to restrict young people's liberty. As well as the living accommodation, education is provided on site in dedicated facilities.

The children's home can accommodate up to 24 male young people, who are aged between 10 and 17 years. All 24 beds are contracted by the Youth Justice Board. Admission of any young person, under section 25 of the Children Act 1989, who are over the age of 10 but under 13 years of age requires the approval of the Secretary of State.'

### Recent inspection history

Inspection date	Inspection type	Inspection judgement
26/11/2013	Interim	good progress
16/05/2013	Full	outstanding
29/01/2013	Interim	good progress
11/07/2012	Full	outstanding

### What does the children's home need to do to improve further?

### Recommendations

To improve the quality and standards of care further the service should take account of the following recommendation(s):

- ensure children's physical and emotional and social developmental needs are promoted, specifically that qualified nursing cover is available in good time when young people are admitted to the centre to ensure initial medical assessments are completed within the timescales required by current guidance (NMS 6.1)
- ensure young people's health is promoted in accordance with their placement plan and staff are clear about what responsibilities and decisions are delegated to them, in particular ensure that all young people have signed medical consent in place (NMS 6.5)

- review the Statement of Purpose and children's guide to ensure both documents are consistent with each other, specifically that they accurately reflect the resources and living accommodation available to children (NMS 13.3)
- ensure a copy of the managers regulation 34 monitoring reports are sent to Ofsted within 28 days of completion (Volume 5, paragraph 3.14)
- Make sure that all lessons are well planned to build on young people's prior learning and to provide good, planned opportunities to meet targets for their personal development and academic achievement (NMS 8)
- Implement a well-planned PSHE programme in collaboration with the programmes team in the residential unit (NMS 8)
- Make best use of the data available to inform strategic plans and identify strengths and weaknesses of the curriculum, learning and teaching (NMS 8).

## Inspection judgements

### Outcomes for children and young people **outstanding**

Young people receive outstanding levels of care, support and guidance and make excellent progress as a result. In a number of cases progress is exceptional given their starting points and time in placement. A highly professional and holistic approach ensures young people are able to form and develop meaningful relationships with staff and each other. This allows them to safely explore their own problematic behaviours, thoughts and attitudes and gain improved levels of responsibility. As a result young people develop insight into the consequences of their behaviour, which in turn improves their feelings of self-worth, confidence and emotional resilience.

Young people have their health care needs met to a high standard. The health care and therapy teams work collaboratively to provide a holistic approach to addressing the individual needs of each young person. This ensures that any physical, medical or psychological issues are fully considered from the point of admission, with focused strategies that enable young people to receive the services and support they require.

Young people benefit from a culture where the importance of learning is well established. Care and education teams work closely together to provide a cohesive approach to meeting the educational and learning needs of young people. This ensures young people make good progress in developing and improving their educational and vocational skills.

Young people are enabled to maintain and re-establish appropriate contact with family members and those people who are important to them. Each young person can make and receive calls in the privacy of their room, which allows them easy access to the key people in their lives. Where there is any restriction on contact this is clearly known, planned for and complied with. Young people benefit considerably from visits with staff providing sensitive support throughout the process to ensure any feelings brought about by such contact is appreciated and discussed. Parents and carers confirmed that they are always made to feel welcome by staff when they visit. The focus of visits is on the quality of the experience with a number of meeting rooms available which can incorporate the use of outdoor spaces. This approach allows families to meet together in as relaxed an environment as possible, particularly important when young siblings attend.

Young people are given excellent support and guidance to prepare for life outside of the centre. Resettlement is a core aspect of each young person's sentence or placement plan with consideration given to their individual needs and circumstances from the point of admission. A programme of independent life skills training allows young people opportunities to gain valuable insight and experience of their own abilities and needs. Although all young people are provided with life skills training

such as developing cooking and laundry skills, one unit in particular has been set up to allow those young people on longer sentences to engage in enhanced life skills programmes. This includes opportunities to work in the centres kitchens and assisting the on-site maintenance team.

Mobility and release on temporary licence options are sought wherever possible with a good number of them occurring. These allow young people opportunities to assist in community based projects, such as charity work, while also enabling them to gain valuable practical experience, for example shopping on a budget to aid their reintegration into community life. When necessary the centre appropriately challenges local authorities to remind them of their statutory duties in planning and facilitating the transition of young people back into the community. Where unsatisfactory arrangements or delays occur, the centre appropriately utilises their links with independent advocacy services to ensure the views and rights of young people are fully represented.

The centre is committed to supporting transitions once the young people are released. Wherever possible staff attend community based resettlement meetings following the young person's release. Feedback is sought from young people and others post release so as to build a picture of how successfully they integrated back into society. Such a rigorous approach improves the chances of successful transitions and places the needs of young people first.

### **Quality of care**

### **outstanding**

The quality of care provided to young people is outstanding. Young people share extremely positive and meaningful relationships with staff which enables them to improve their social, behavioural and educational skills. In many instances such progress is outstanding. Staff understand the specific needs of young people and skilfully assist them to appreciate the consequences of their behaviour, learn better coping mechanisms and use their time at the centre constructively. Young people speak most highly of the care they receive, stating that, 'staff are the best thing'.

Excellent relationships are shared between staff and young people which helps them to behave appropriately. Young people said they understood the rules which they noted were, 'fair'. Throughout the inspection staff maintained clear and appropriate boundaries when misbehaviour was exhibited and responded to issues swiftly with calmness and confidence. For the most part behaviour was excellent with young people acting in a polite, courteous and respectful manner to staff and each other. This is indicative of the progress young people are making in their social and personal development.

The views, opinions and wishes of young people are seen as most important and are incorporated into the day-to-day running of the centre. A considerable number of opportunities that allow young people an opportunity to comment on the standards

of care they receive and to make requests are available. These include regular one to one key-working sessions, unit meetings and the peer mentoring scheme. Recent outcomes from these meetings have included young people having their views incorporated into the development of the new building, such as the pond and outdoor seating areas. Young people say, 'we do get listened to' with interactions between them and staff seen to be open and relaxed.

Young people have easy access to independent advocacy services who visit the centre weekly. Advocacy staff praised the centre for its open and transparent approach in supporting young people to have a, 'clear voice' when matters arise. For instance ensuring young people receive independent advice and guidance when they were unhappy about plans for their accommodation on release.

The complaints procedure is easy to use, and when complaints are made they are taken seriously, dealt with swiftly, and appropriately recorded with clear reasons being given for the decisions made. No complaints have been made since the last inspection. This indicates the positive approach taken by the centre in seeking and appropriately responding to the views of young people on a regular basis. Young people confirm they know how to raise any concerns but feel it is not necessary because staff listen and take their concerns seriously. They are confident that if they made a serious complaint, they would be listened to and treated fairly.

Care planning ensures the individual needs of young people are assessed at the point of admission, including their cultural and personal identities. Such plans are compiled using available information from placing authorities and Youth Offending Teams. The centre utilise the Youth Justice Board 'E-Asset' programme alongside internal care plans and intervention strategies. This information provides staff with clear guidance as to how best meet the needs of each young person. These plans are consistently followed in practice.

Expert advice is gained from the centre's therapy and health care teams with care plans being comprehensive and focused. Reviews of care occur regularly with reports providing a detailed overview of the progress young people make against the aims of their care or sentence plan. Young people are enabled to participate fully in reviews and are supported to express their views meaningfully.

The medical and physical health care needs of young people are met well with their emotional needs addressed with particular importance. Every young person admitted to the centre undergoes a medical and psychological screening assessment. They also seen by a nurse, in most cases within one day of arrival. However, this is not within the required timescales stipulated by current guidance, namely two hours. This is mainly due to the limited number of hours that the nurse works. The impact of this shortfall has been minimal.

Health care plans highlight the needs of young people and how these should be met by staff. All young people are registered with a local GP who also provides regular



surgeries at the centre. When young people have particular issues such as epilepsy, staff are provided with specific training to ensure they can care for them appropriately. An on-site dental suite offers an excellent service to young people. A qualified dental practitioner provides weekly check-ups and all dental treatments. Young people use the service fully and report that their teeth have never been better. The impact of young people being provided with such readily available dental care ensures not only their physical needs are met but increases levels of confidence and self-esteem. Medicines are stored and administered safely and accurately with stock records up-to-date and monitored daily. Young people generally have consents in place for emergency treatment and first aid. However, one file did not have the centres relevant documents signed. This is deemed to be an administrative failure and has not impacted directly on the welfare of young people.

An excellent approach to meeting the individual needs of young people ensures all aspects of their care are addressed. The admission process helps to identify any issues and allows for young people to receive swift and individualised interventions. This can include young people with substance misuse or learning issues such as attention deficit disorders. The centre has recently been acknowledged for its excellent work with young people with speech and language difficulties. A national award of excellence was recently received from 'The Communication Trust', which highlights the outstanding approach taken by the centre in identifying concerns and swiftly providing therapy and packages of intervention.

The emotional well-being of young people is a cornerstone of practice with the development of self-esteem and confidence incorporated into all areas of care provision. Excellent joint working arrangements, coupled with expert psychological input ensures that young people who require more targeted and specialised interventions have these provided. This is particularly important for young people who may wish to harm who can receive direct counselling from on-site professionals. Similarly, staff are provided with expert support and guidance in meeting such concerning behaviours. This means staff are appropriately skilled to help young people reduce concerning behaviours through learning improved coping mechanisms. The levels of self-harm are extremely low, a reflection of how settled and relaxed young people are at the centre.

The approach to meeting emotional well-being has been further strengthened with the recent addition of a specialist mental health practitioner joining the team. This now means that support and intervention programmes that were provided by external agencies, such as the Children and Adolescent Mental Health Service, are more readily available on site. This has reduced delays in young people receiving the help they need at a time when they require it.

The centre strongly promotes the importance of education. Care and education teams working closely together to ensure each young person receives appropriate support, encouragement and intervention to achieve their potential. This results in an environment where learning is embedded into the culture of the centre. The head of

education regularly attends reviews with the interventions team and case co-ordinators. This promotes a joined-up approach. Daily routines are geared to assist young people to attend education, with the movement of young people to and from lessons being well managed. Regular evening homework sessions further promotes learning with care staff helping to create a positive learning atmosphere. This approach is most important given the often fragmented education experiences many young people have had in their lives.

Young people benefit from having an excellent range of activities and pursuits made available to them that take account of their individual choices and talents. An extensive programme of activities and enrichment opportunities are on offer as part of the centres, 'Building a Brighter Future' programme. These include engaging young people in active lifestyles, arts and culture and vocational skills training. Each young person is asked what they enjoy or wish to try at the point of admission with their wishes being matched against existing activities such as joining the centres football team. Where young people request a pursuit that is not available within the current programme, these options are pursued. For example the centre employed the services of a rugby coach to meet recent requests. A number of the centre's staff hold recognised qualifications in sport coaching which are used to good effect. For example, providing appropriate gym training and tai chi classes. Young people say, 'There is loads to do...you get to choose and try new things.'

A rolling programme of daily activities enables young people to engage in sport, drama, music and crafts. Specific events also allow opportunities for young people to learn about difference, advance their skills and consider others. This has included disability awareness sessions using wheelchairs to play basketball, engaging with a community based Christian rap group and producing and filming plays and cartoons. The centre's Skillzone enables young people to gain valuable experience in car mechanics, construction and gardening. Measures are in place to monitor and review the success of programmes and the involvement of each young person. This subsequently allows the programmes impact to be regularly reviewed, evaluated and improved upon, such as purchasing electronic tablets to evaluate and evidence sessions. Staff are actively involved in the programme with their commitment and enthusiasm assisting young people to participate fully. As a result young people learn, develop and improve their knowledge, skills, confidence and self-esteem.

The centre provides young people with a high standard of accommodation and facilities which are safe, secure and appropriately maintained. An extensive rebuilding programme, which is nearing completion, has considerably improved the environment. Two new living areas have recently been occupied. Young people are encouraged to personalise their own rooms, in line with individual risk assessments, and do so with pictures and posters. Bedrooms are also equipped with intercoms that allow phone calls to be taken in private.

Each unit offers young people a good level of comfort. They are furnished with as many domestic items as possible within the confines of a secure setting, striving to

achieve a homely and welcoming environment. These include soft furnishings and pictures which results in a young person focused atmosphere. The centre has excellent facilities including a sports hall, gym, climbing wall and music studio complete with instruments and video and audio recording equipment. Young people confirmed they have regular access to these areas and clearly use them productively. The completion of the building works will enhance the facilities further with an all-weather sports pitch, drama studio and extensive landscaping that softens the impact of living in a secure setting.

### **Keeping children and young people safe    outstanding**

The arrangements for safeguarding young people are outstanding. Young people's safety, security and welfare is integral to all aspects of the service. They are well protected by robust safeguarding procedures and care practice that treat their safety and well-being with the utmost importance. Staff are trained in safeguarding and have a clear understanding about their roles and responsibilities to keep young people safe. This means staff know how to identify and manage any safeguarding concerns, including referral to external safeguarding agencies. Feedback from safeguarding professionals is extremely positive and confirms that the centre has strong links with the Local Safeguarding Children's Board which includes the Local Authority Designated Officer. As a result, suitable action is taken to promote and safeguard young peoples' welfare following any incident of concern.

Young people say they feel safe and are extremely positive about the care and support they receive. They say that bullying is not an issue and confirm that staff take a zero-tolerance approach when bullying occurs. Staff use their presence to good effect to manage the environment and the complex group dynamics that exist within each of units and education. This helps ensure bullying, such as name calling, is promptly addressed in a sensitive and supportive manner.

Young people talk openly about how the centre has helped them to learn how to better manage and control their behaviour. A key to this success comes from clear and consistently applied boundaries, their positive relationships with staff and the use of the centres reward scheme, which are strong motivators to helping modify behaviour. Staff know the young people well and have a good understanding of the factors that contribute to them becoming angry and upset, including the pressures of living in a secure setting. They are skilled at managing and diffusing difficult situations and incidents, taking a non-confrontational approach to managing conflict. The effectiveness of this approach is evident in the significant reduction in the number of physical restraints that have been necessary since the last inspection.

All staff are trained in behaviour management and conflict resolution and the use of physical intervention and single separation are only used when absolutely necessary. Detailed reports are completed following any incident of behaviour management. Practice is routinely scrutinised by managers who will evaluate reports, collate and

utilise patterns and trends data and review CCTV footage of incidents. The use of CCTV has been particularly useful in further improving behaviour management practice and contributes significantly to the reductions in restraint and single separation. For example, it is regularly used with both staff and young people to enable them to reflect on their actions and learn from incidents. As a result, there is an increased emphasis on de-escalation for staff and a better understanding of their own behaviour for young people.

There have been no incidents of young people going missing since the last inspection. Staff awareness, vigilance and professional adherence to security protocols ensures the integrity of the secure environment is maintained at all times. The centre has appropriate protocols in place should a young person go missing. These are agreed with the police and ensure swift and robust action is taken in the event of a young person going missing.

Young people confirm that they are not subjected to unnecessary searching and that when searches are undertaken by staff they are not intrusive and staff have the utmost respect for their dignity, privacy and belongings. The use of searches is minimal and mainly risk led. Detailed records are maintained and clearly evidence that searches are of a non-intrusive manner are necessary keep young people safe.

The ethos of the centre is one of being risk aware but not risk averse. Young people's risks and vulnerabilities are meticulously assessed and monitored from the point of admission to the time of release. Information pertaining to individual risks are recorded on the centre's sophisticated electronic risk management system that is frequently updated. Staff use this system to identify concerns and share appropriate risk management strategies, that are consistently put into practice. This has proven particularly effective in helping young people to manage their emotions and reducing the risk of self-harming behaviour.

Young people receive outstanding levels of support and intervention to address their problematic or criminal behaviours. As a result, young people are assisted to take greater responsibility for their behaviours and reduce the risks they are to themselves and others. A skilled team of staff oversee individual and group work programmes that are linked to the specific issues each young person has. This can include interventions that consider the risks of knife crime, gang culture and violence, alongside focusing on other potential influences including peer pressure and drug dependency. All of the interventions team are trained to offer programmes of intervention for those young people convicted of sexually harmful offences. This complex area of work enables staff to work with parents and carers, as well as the young person concerned in seeking to reduce the risks posed by them once they are back in their communities. The latest data collated by the centre show that the level of young people re-offending once they leave the centre is approximately 30% lower than the national average.

Recruitment is on-going as the centre increases staff numbers to accommodate a

recent rise in occupancy from 21 to 24 young people. A high proportion of these staff come with significant experience of working in a secure children's home. All potential staff undergo a rigorous recruitment process to ensure they have the right skills and personal attributes and are safe to work with vulnerable young people.

Young people are very well protected by a wide range of comprehensive health and safety procedures, risk assessments and routine checks. Strong links with partner agencies such as the fire service and police ensure there are robust contingency plans in place in the event of a serious emergency. Young people and staff are familiar with emergency evacuation procedures that provide a good response to keeping young people safe without compromising security.

## **Leadership and management**

## **outstanding**

The suitably qualified Registered Manager has been in post for 25 years. Their strong leadership and effective management of the centre underpins all aspects of care practice and the excellent outcomes achieved by young people. They are extremely child-focused and well supported by very stable, experienced and knowledgeable staff team who share the same child-centred values. Staff keep up-to-date with current legislation and unreservedly strive for the centre to excel in its service delivery to benefit young people. Their enthusiasm and drive inspires and motivates the staff team who enjoy working with, and are committed to helping young people to make positive changes in their lives.

The manager has taken suitable action to address the two recommendations made at the last inspection. All staff are now trained in the use of restraint and there is clear guidance that states untrained staff do not involve themselves in any aspect of restraint. The quality of restraint records has improved to ensure they provide an accurate reflection of the incident. These actions have improved the protection of young people and staff.

The centre's comprehensive business plan details the significant structural changes and service developments that have been achieved and outlines plans for the forthcoming year. The structural changes and enhanced facilities have, and will continue to significantly benefit the young people's learning and social development.

Monitoring processes within the service are robust. Regular monthly visits by the independent visitor to the centre take place. Their reports include the views of the young people and are informative about the conduct of the centre. In addition, the manager's monitoring is completed on a regular basis. Action to address any identified areas for improvement are clearly defined and demonstrate the management's commitment to the continuing development of the service. The report findings and outcomes are shared with the staff team during monthly meetings to ensure a consistent approach to improvement. The independent monitoring reports are forwarded to Ofsted regularly. However, the centre has not been consistently

forwarding the regulation 34 reports to Ofsted as required by regulations.

Parents and young people are provided with a user-friendly version of the centre's Statement of Purpose. The information within this document is informative and clearly sets out the centre's aims, objectives, purpose and function. However, there are a number of inconsistencies between these documents which means some information available to stakeholders does not accurately reflect the increased occupancy and changes to living accommodation.

Young people on arrival to this centre are given an information pack. This includes a young people's guide, contact information for independent advocacy services, a notepad and the complaints procedure with forms and envelopes. Young people confirm they are all issued with a pack and that it provides them with clear information about the expectations of the centre, including processes for raising complaint or concern.

Staff morale is high. The centre's well-defined and robust information sharing systems ensure staff work cohesively together to provide consistent and safe care to young people. In addition, the centre works collaboratively and cooperatively with local agencies, the placing authority and health care professionals to ensure young people's needs are met and they are protected. This ensures young people receive an individualised programme of care that is tailored to their specific needs and delivered by a highly skilled and dedicated team of managers and staff.

The training and development programme in place is regularly reviewed to ensure that staff maintain high standards and are fully trained to meet young people's needs. Staff confirm that the e-learning training programme is wide ranging, on-going and relevant to their roles. In addition, staff members are invited to attend a range of workshops which further enhance their skills and knowledge. Staff are abreast of current practice regarding their work with young people and significantly high number of staff have achieved the relevant qualifications at Level 3 and or 4.

There are clear line of management responsibility which include the supervision and mentoring of care staff. Formal supervisions and appraisals take place at the required intervals. Staff stated that the supervision and appraisal systems are useful and constructive and results in them having a clear, up-to-date understanding of their roles and responsibilities.

### **Outcomes in education and related learning activities**

**good**

Young people make good progress with most starting their stay with low levels of attainment and poor experiences of education previous to their arrival. Learning programmes are developed to take account of young people's complex behavioural and emotional needs as well as ensuring their learning needs are strongly

prioritised and diligently pursued. Initial assessment is swift and effective. Young people undertake reading, English and mathematics assessments within 24 hours of their arrival so that they can settle quickly in to education. Specialist diagnostic assessments for speech and language including dyslexia and other additional needs are arranged promptly through specialist support services within the unit and via the local authority.

Young people participate well in education and staff have high expectations for learners to achieve well and to gain relevant qualifications. Nearly all young people leave the unit with at least one national qualification and most leave with GCSEs and level 2 qualifications. This helps many young people prepare for their next steps in to further education, work placements or training when they move on.

Significant and appropriate information is collected by senior staff that demonstrates each young person's levels of attainment and rates of progress in all subjects, indicating that most make good and sometimes outstanding progress from their individual starting points especially in English and mathematics. However data are not collated sufficiently well enough to identify strengths or weaknesses of the curriculum and teaching, or to inform strategic planning for future improvements. Also, managers cannot easily ascertain and utilise information about how well different groups of learners are progressing in relation to their peers and other groups.

Staff work very hard to provide programmes that reflect young people's learning needs while supporting them to experience new, interesting and creative activities in which they can achieve well. Good emphasis is placed on developing young peoples' personal, social and emotional skills and resilience through a range of activities across the curriculum and which are extended into the enrichment programme and during holiday activities.

The education manager provides good leadership and support which has established a strong team ethos and positive learning environment. Teachers are highly responsive to young people's pastoral needs and incorporate these well in to the curriculum. This approach supports young people to do the best they can and to work towards achieving their learning targets.

The education manager, as part of the senior management team, contributes to strategic planning and decision making across the unit. She receives good support from the unit manager and from the assistant director for special educational needs and inclusion within the local authority. She has developed effective links with high performing schools locally to share good practice and to encourage more professional development opportunities for her staff team. Five teachers and five higher level teaching assistants (HLTAs) provide education and support. They are well supported by the education manager and receive opportunities for generic and bespoke training. Recent training provided by advanced specialist teachers from an outstanding local high school was well received and has supported on-going improvement. All HLTAs are regarded highly by the education manager, teaching

staff and by the young people, giving consistently good support and often going the extra mile to ensure young people receive a good and rounded experience within education and during holiday periods.

Teaching and learning are good. Nearly all teaching in lessons observed during this inspection was judged to be good and a minority was outstanding. This matches the quality of teaching observed by the education manager this year and also young people's work in books and assessments of their work since the previous inspection. Teachers use a range of teaching styles and methods to provide stimulating and informative learning opportunities for their students. Work is carefully matched to young people's ability and learning needs. Feedback from lesson observations by the education manager provides clear and insightful comments to staff, which promotes consolidation of good practice and identifies areas for further improvement. This work is to be further developed to include peer and external observation, utilising expertise of the local authority and local schools. The flexible approach to personalised learning programmes means that teachers can quickly respond to learning needs and change work when required. These changes are noted daily at handover meetings and more detailed information about young people's progress and issues are shared in weekly briefing meetings so that other staff are well-informed.

Schemes of work are in place for each curriculum area but the quality of lesson planning is inconsistent. Good lesson planning, for example in art and humanities, describe learning objectives, show clear expectations for each learner based on their prior knowledge and identify the range of resources and teaching styles to be used. In other examples planning was scant with insufficient detail to show how young people would build upon prior learning, and relied too heavily on teachers' intuitive knowledge or generic schemes of work.

Regular monitoring and tracking of learners' progress and targets is completed with every young person by teaching staff and recorded onto an electronic tracking system. This ensures that all staff across the unit have access to up-to-date and relevant information about how well young people are achieving in education. These records are comprehensive and show very clearly how each learner is meeting specific learning targets across each of the subject areas. Currently there is no planned tutorial time to prepare young people for their training review so that they can discuss their updated education report. HLTAs meet with young people every six weeks for 'pupil voice' tutorials where learners can formally comment on the quality of education, the curriculum, teaching and any other issues or concerns they have about their experience of education. This is good practice. Information is scrutinised by managers and used effectively to inform development, and as an integral part of on-going internal evaluation of the provision.

Young people enjoy their time in education and they are confident in raising issues and concerns as they arise. They are proud of their achievements and are happy to share their work, which is generally of a good standard, tidy and regularly



marked. Success is celebrated through assemblies, informal gatherings and by displays of art work around the centre. Staff give praise when it is due and constantly encourage learners to do the best they can. In spite of considerable disruption over the past year owing to building works, teachers, HTLAs and young people have remained positive and focused on learning. This has ensured that learning has continued with minimal distraction and young people's achievements have not been diminished.

The curriculum is appropriate to the young people's needs and interests, and teachers work well together to coordinate a diverse range of subjects and activities. English, mathematics and information and communication technology are prioritised so that young people are helped to bridge the gaps in their knowledge and learning. Good attention is given to enhance functional skills in literacy and mathematics, and these are now well integrated across all subject areas, which show good improvement since the previous inspection. The quality of practical work in cookery, art and design technology is consistently high. Additional learning support is provided for those learners who need it, and teachers and HLTAs ensure that relevant resources are available to meet specific learning needs. Vocational opportunities are about to increase, which is an extremely positive development but plans to take this forward are underdeveloped. For example, the full implications for resourcing the new vocational and teaching spaces, ensuring skilled and experienced staff are employed to deliver the extended programme, have not yet been fully discussed or strategically planned across education and the residential provision.

There is good attention to for homework, examination revision and reading in the residential units. This too has improved since the previous inspection and is helping young people make even better academic progress. Personal, social and health education (PSHE) sessions are delivered across education and the programmes team working in the residential unit but these are not yet jointly coordinated to ensure good coverage and that there is no duplication.

Good resources enhance learning, encourage participation and help to motivate and stimulate interest and debate. Classrooms are well equipped and provide purposeful learning environments. Displays are used effectively to support learning but most are teacher-generated and there is little evidence of young people's work on show, with the notable exception of very good art work found in most rooms and corridors throughout the unit. Access to information technology is good and regular use of lap tops and electronic white boards help young people gain practical application and independent research skills. Education has a good range of books for reading and research, which are regularly up-dated. Young people use equipment sensibly and safely in lessons and this maximises their opportunities for learning.

Considerable effort has been made in devising an enrichment programme across the unit which is appealing to the young people and which reflects their needs and

interests. HLTAs work with the education manager to devise and deliver holiday schemes throughout the year which ensures that young people continue to engage in learning activities. A number of external and voluntary organisations contribute to these programmes throughout the year, including sports clubs, art projects, drama, dance and music groups. This strongly enhances the leisure and recreational offer to young people, and enables them to experience new and often specialised activities. Where it is practical, national accreditation supports these activities.

Education staff take an active part in informing and influencing young people's care plans and contribute fully to transition planning. PSHE focuses on preparation for work skills and in supporting young people with planning for transition to new placements when they leave. For example, an arranged introduction to the education staff of a youth offending institution (YOI) has ensured that the transition for one young person leaving Barton Moss to go to the YOI is well planned. As a direct consequence the young person is more knowledgeable about the place he is moving on to and less daunted about the expectations for his education. Independent careers information, advice and guidance as part of transition planning has been absent since last year but a new Connexions contract starts again soon, having been re-introduced by the local authority, and as a result of the determination of the education manager. Education staff have done well during the absence of a careers service to fill the gap by providing support with curriculum-vitae writing, interview skills and researching for courses and career pathways.

Young people's behaviour is consistently good and well managed. Relationships between staff and young people are built on mutual respect and trust. The atmosphere in lessons is mostly relaxed and conducive to learning. Young people are respectful of each other and of the staff, and on the rare occasions when there are incidences of inappropriate behaviour these are dealt with quietly and efficiently, responses being proportionate and fair.

Attendance is good at 88.9%. Briefings between staff on a daily basis are productive and identify any concerns that need to be shared about individual young people. Lessons generally start punctually and movements at break times are managed efficiently. Some disruption is caused by young people leaving education mid-lesson to attend for example, on-site medical appointments, specialist interviews, and reviews. Education days have recently been shortened to enable building workers to access worksites and this has further increased pressure on the education staff particularly during examination time. However some staff have helpfully worked after school and at weekends to make sure course work and revision is completed and that young people do not lose valuable learning time. This is to be commended.

## What inspection judgements mean

Judgement	Description
Outstanding	A service of exceptional quality that significantly exceeds minimum requirements.
Good	A service of high quality that exceeds minimum requirements.
Adequate	A service that only meets minimum requirements.
Inadequate	A service that does not meet minimum requirements.

## Information about this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the relevant regulations and meets the national minimum standards.

The report details the main strengths, any areas for improvement, including any breaches of regulation, and any failure to meet national minimum standards. The judgements included in the report are made against the framework of inspection for children's homes.