

Inspection report for children's home

Unique reference number	SC033457
Inspector	Ann-Marie Born
Type of inspection	Full
Provision subtype	Secure Unit

Registered person	Leeds City Council
Registered person address	Leeds City Council, Department of Education 110 Merrion Centre LEEDS LS2 8DT
Responsible individual	Stephen Banks Walker
Registered manager	Francis N'Jie
Date of last inspection	12/12/2013

Inspection date	31/07/2014
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Previous inspection	inadequate progress
Enforcement action since last inspection	None

This inspection	
Overall effectiveness	good
Outcomes for children and young people	good
Quality of care	good
Keeping children and young people safe	good
Leadership and management	good
Outcomes in education and related learning activities	adequate

Overall effectiveness

Judgement outcome	good
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All of the young people and staff are due to relocate to a purpose built facility within the next few months. Consequently there has been no active development in relation to the existing resource since the previous inspection. For example, there had been a delay in appointing permanent staff members. Recruitment is now underway to fill not only existing vacancies but new staff roles to further benefit young people. The proactive and resourceful Registered Manager and senior management team are implementing a comprehensive, detailed plan which incorporates all aspects of the move to the new premises. Young people are actively involved in the planning for the new premises thereby building self-esteem and promoting involvement in the project and their new home.

Throughout this transition period the committed staff team have ensured that the quality of care and safeguarding for young people has remained of a high standard. Consequently young people achieve positive outcomes in all aspects of their lives. There are some areas for improvement particularly with regard to the provision of education. In addition, the views of young people and other interested parties need to be incorporated in to the manager's audit processes and all significant events

need to be appropriately notified to Ofsted. Additionally, the recording following any episode of single separation or a room search needs to be improved.

Young people are unanimously positive about the care they receive. They feel listened to, supported and valued as individuals. Young people learn from the trusting relationships they have with staff and are able to build positive and sustainable friendships. A young person said, 'I feel I've really moved on here. I'm really looking forward to going home because I've really grown up here and will be going back with my shoulders back.'

Promoting diversity is a major strength. Young people's care planning incorporates every aspect of their cultural heritage. Young people learn to fully appreciate their backgrounds, life experiences and the reasons why they have been placed in this home. Young people feel valued as individuals, which increases their sense of self, improves confidence and builds self-esteem. As a result young people develop more appropriate coping mechanisms providing them with opportunity and reducing levels of future offending behaviours.

Young people feel safe and staff strive to keep them safe. Good attention to risk assessment and robust implementation of safeguarding procedures ensures young people are protected. In addition, young people benefit from consistent boundaries and expectations about behaviour promoting a sense of belonging and security. A parent stated, 'I've always felt he's been safe there. They've been absolutely superb and he's become the young man that he can be.'

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 young people, who are aged between 10 and 17 years. It provides for up to 22 young people placed by the Youth Justice Board and two places for young people accommodated under section 25 of the Children Act 1989.

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.'

This inspection has the purpose of informing the Secretary of State on the continuing suitability for this provision to operate as a secure unit to restrict children's liberty.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
12/12/2013	Interim	inadequate progress
01/05/2013	Full	good
23/01/2013	Interim	good progress
09/05/2012	Full	good

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

Statutory Requirements

This section sets out the actions which must be taken so that the registered person/s meets the Care Standards Act 2000, Children's Homes Regulations 2001 and the National Minimum Standards. The registered person(s) must comply with the given timescales.

Reg.	Requirement	Due date
34 (2001)	ensure that the registered person supplies a report in respect of any review conducted by him for the purposes of paragraph (1) to the HMCI (Regulation 34 (2))	12/09/2014
34 (2001)	ensure that the system referred to in paragraph (1) shall provide for consultation with children accommodated in the home, their parents and placing authorities (Regulation 34 (3))	12/09/2014
30 (2001)	ensure that if any of the events listed in column 1 of the table in schedule 5 takes place, the registered person shall without delay notify the persons indicated in respect of the event in column 2 of the table. (Regulation 30 (1))	29/08/2014

Recommendations

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

- ensure that the record kept for all of the uses of single separation are sufficiently detailed to evidence what actions staff have taken to reintegrate young people and the reason for any strategies used, including the removal of personal items. Also ensure the outcome is fully recorded and intervention is evaluated for effectiveness (NMS 23.12)
- ensure that all searches of a child, their room or their possessions are fully recorded and include comprehensive details of how the search was undertaken (NMS 3.20)
- ensure actions are taken urgently to secure long-term strategic leadership arrangements and a stable and coherent staffing structure for education (NMS 23.11)
- ensure all young people have individual learning plans which clearly identify learning targets and provide the basis for regular reviews about their ability, progress and outcomes (NMS 23.11)
- ensure the level of targeted learning support, particularly for those with additional and special educational needs is increased to ensure all young people can maximise their learning opportunities and achieve their potential (NMS 23.11)
- ensure the vocational offer to ensure older young people can develop employability skills in preparation for transition to further education, employment or training is improved and developed further. (NMS 23.11)

Inspection judgements

Outcomes for children and young people **good**

Young people are achieving good outcomes in all areas of their lives. This is helped by the ability of staff to form relationships quickly with young people shortly after arrival. This helps young people to settle quickly and relieve natural anxieties. This was summed up with one young person saying, 'I was scared when I first came expecting a prison, but it's not like that. I have settled in well and it is much better than the place I was in before.' Another stated, 'I used to be in a children's home before I came here. I was really worried at first, but this place has made me much better.'

A lot of the young people spoken with recognise the support they have received from staff, which helps them to move forward positively and achieve. For example, one described in detail the plans in place for his transition into independent living, which includes direct support from staff for up to six months after returning to the community.

The day-to-day health needs of young people are met, with visits from a doctor, optician and dentist. A range of more specialised input is available to meet the more complex needs many young people have. General health needs are addressed by on-site nursing staff who promote, educate and motivate young people into adopting a more healthy and safe lifestyle. Nurses maintain strong links with external agencies so all aspects of a young person's health needs can be addressed quickly. As a result, young people's physical, emotional and psychological health needs are well met and are improving.

Young people state that food is good and they enjoy learning the benefits of a healthy diet. Young people confirm they have choices and often have opportunities to taste foods that are new to them. For example, on the first day of the inspection a special lunch was provided to celebrate Eid, where staff and young people enjoyed a pleasant social occasion. Cultural and medical dietary needs are understood and provided for. Young people's individual and cultural dietary needs are met.

Young people contribute positively to aspects of life in the home. For example, during a recent staff recruitment campaign, young people participated in the interview process. A young person described how following training, he has co-presented some group work for other young people, using his experience to promote the work and by acting as a mentor to the group. These types of activities develop young people's confidence and self-esteem, as well as giving them a sense of responsibility.

Young people confirm they have access to the contact details for external agencies and are able to use telephones should they need to speak to someone independent. Details of visiting independent visitors are displayed. No issues or concerns were

raised by young people regarding contact arrangements. Visits from family members and friends are supported. As a result young people maintain these important relationships.

The arrangements for preparing young people for transition and developing skills which promote a more independent lifestyle are good. For example, a staff member showed inspectors a programme designed to promote practical skills. Young people were observed practicing some of those skills, with one young person showing an inspector how to make brioche. Another young person was able to describe how he has just been out into the community to open his first bank account.

Quality of care

good

The quality of care given to young people is good. A staff group with the skills to understand young people's needs and form strong relationships, allows young people the opportunity to reflect on their past experiences. Consequently young people work positively with staff as they move towards transition.

This view is replicated by comments received from young people. For example, one young person felt able to say, 'I have achieved a lot in a short space of time and this has helped me to prepare for leaving. Staff are great and I have been able to have a lot of new experiences that have been good.' Another young person added, 'Care staff do things with you. You can work through issues with them; this is a safe place to be.'

Positive feedback received from parents underpins this view as well as commenting on the levels of contact they have with the home. For example, one parent says of staff, 'I can't fault them they've been brilliant with him. He is hard work. He doesn't get on well with every member of staff but that's life. He's come on leaps and bounds and really moved on. If he is upset they let him ring me which really helps. I can ring whenever I want and they listen. They've been brilliant.' Feedback from professionals was also consistent with one stating when discussing the placement of their young person, 'He's doing really well. He is making a lot of progress in terms of the restorative work and learning on the consequences of his behaviours, making him more open and honest in the terms of the work he is doing. They are very good keeping in touch with me and keeping me informed, by both email and phone calls.'

Building strong relationships with young people underpins the homes approach to behaviour management. Staff recognise that strong relationships reduce negative behaviours. Any potentially challenging behaviour or flashpoints that occurred during the inspection were quickly dealt with well by staff without fuss or the need to implement further behaviour management strategies. Young people learn positive behaviour management strategies for themselves as a result of this proactive, calm approach.

Young people live in an inclusive environment where individuality is recognised and accepted. The strong relationships between staff and young people lead to good levels of communication. This in turn promotes dialogue and consultation, giving young people confidence and a platform to express their views and make choices. For example, in daily matters such as choosing food and activities, through to self-reflection and choices regarding lifestyle.

Individuality is reflected in the range of planning documentation and assessments of risk in place for each young person. They are reviewed and updated regularly to keep them current. When read collectively, they give a good insight into the areas of work completed with young people and in the progress they make.

Young people are knowledgeable about their own plans for the future, confirming they have input into the on-going planning processes. This gives young people a sense of ownership which promotes and encourages them to take greater responsibility for themselves.

Young people benefit from the proactive approach employed by the home to ensure that reviews take place in a timely manner. Young people are actively involved in their reviews, which provides them with a sense of ownership and control on decisions that are being made about their future. A social worker said: 'Historically in some homes there can be an issue around the timing of the reviews. (Name) is a good example of reviews taking place on time.'

Appropriate systems are in place for young people to make complaints. Information is freely available without having to ask staff. Young people understand how to make a complaint and are confident to do so. A facility for them to complain directly to senior staff is in place.

Young people benefit from the home employing a staff group that is diverse in its ethnicity, age and gender. They have the experience, knowledge and skills which allows young people to retain and promote their own individuality and identity. For example, two young people have just been fully supported through Ramadan.

Young people are introduced to a range of activities and leisure interests that promote a healthy lifestyle as well as giving them opportunities to explore and develop new skills. For example, during a recent enrichment period, a full programme of activities took place, ranging from sporting activities, through to artistic and life skills development. This helps to develop self-confidence and gives young people a wider range of interests and skills that are transferable when they move on.

The organisation and arrangements to promote young people's health needs has moved forward. The nurse manager, who is now well established, has grown into her role and is starting to make improvements which are beneficial to young people. For example, a new health plan has been created and implemented. This brings together all aspects of administering and recording all forms of medication, which has resulted

in more consistent recording. This is an area of improvement since the previous inspection.

Keeping children and young people safe **good**

The arrangements for safeguarding young people are good. Young people are cared for by staff who are well trained in safeguarding and give their safety and security the highest priority. Staff have a clear understanding of their safeguarding roles and responsibilities and know how to recognise and manage any safeguarding concerns, including referral to external safeguarding agencies. Young people, parents and professionals talk positively about the service and no concerns were raised by them.

Young people are protected by range of well-established systems to help protect and promote their welfare. There have been 10 incidents of a child protection nature since the last inspection. All matters have been dealt with thoroughly to ensure young people are supported and their welfare is protected. This includes consulting with the local authority designated officer, making appropriate referrals to the local authority child protection services and advocating on young people's behalf to ensure their rights are upheld. However, Ofsted were not notified of two of these reportable incidents, which is contrary to regulation.

Care practice is supported by detailed risk assessments. These clearly outline young people's known risks and vulnerabilities from their point of admission to the home. Staff continually monitor young people's behaviour and implement good systems to share important information with the whole staff team. This effectively ensures responses to risk management are robust and proportionate. For example, night staff are issued with bedroom monitoring protocols for each young person at the beginning of their shift. As a result, they are able to adapt their practice to counteract concerns and provide appropriate supervision and support to protect vulnerable young people.

It is important to staff that young people are safe, but also feel safe. For example, young people are asked to assess their environment and identify areas in which they may feel particularly vulnerable. This information is collated by the Registered Manager and helps identify particular locations where young people may feel at risk of bullying for example. This has led to changes in practice such as reducing the numbers of young people in the dining area at one time. As well as making young people feel safe, this also raises staff awareness to areas of potential bullying which is managed effectively through good use of supervision and management of the group dynamics. One young person said, 'When bullying does happen, staff are quick to respond and sort things out.'

There have been no incidents of young people absconding since the last inspection.

The home has good security regimes that staff consistently follow to ensure the integrity of the secure environment is maintained at all times. However, in the event that a young person does abscond when on an authorised outing into the community there are appropriate protocols in place to ensure their absence is managed efficiently to secure a quick return to the home.

Young people clearly understand the rules and for the most part feel they are fair. The majority of young people spoke positively about the homes' reward system and recognised the benefit of moving up to higher grades to reap the increased rewards and privileges. Negative behaviour is proportionately challenged and there is a good balance between the use of sanctions and restorative justice, with the emphasis being clearly on the latter. Much improved recording of sanctions implemented include the effectiveness of the measure used. Young people appear to respond positively to this approach, benefitting from the opportunity to reflect upon their behaviour. Consequently, young people are developing a better insight into their own behaviour and how it affects others, enabling them to make informed choices about how they should behave both in the home and when they return to the community.

There have been an exceptionally high number of restraints since the last inspection, a high proportion being attributed to a small number of young people who presented particularly challenging behaviour. Scrutiny of improved records confirm that thresholds for intervention have been met and restraint has only been used by trained staff and when all other strategies have failed. All incidents of restraint are subject to rigorous scrutiny, including reviewing incidents using closed circuit television. This has proven effective in identifying and sharing good practice as well as shortfalls in practice that have been appropriately managed through child protection procedures. This ensures staff are held to account for their actions and practice in a way that is safe and promotes the rights of young people.

The use of single separation and removal from location is appropriate. Records confirm that young people are only segregated from the group when there is a risk to them, others, or there is significant damage to property. However, records vary in quality and provide very little information about the management of the separation. For example, key details are missing such as what actions staff have taken to reintegrate young people and what was the outcome of the intervention. Also, a number of records state that items have been removed from bedrooms when young people are separated, but do not explain the reason for this. This means it is difficult for managers to rigorously assess staff practice or evaluate the effectiveness of the intervention.

Appropriate policies and procedures regarding the searching of young people, their rooms and communal areas are implemented in line with legislation. These promote young people's safety and well-being. The manager confirms that the home does not undertake intimate searches of young people and searches that have taken place include young people turning out their pockets, pat down and use of an electronic wand. A number of full searches involving young people having to remove their

clothing have been necessary. Records are kept of all searches showing the rationale, type of search and outcome. However, a number of records, particularly those relating to full searches, lack salient details. For example, they do not sufficiently detail how the search was undertaken with several making reference to young people being taken to a private area but included no information about how the search was undertaken.

The home has robust recruitment processes including young people being involved in the interviewing process. This ensures staff have the right skills, attributes and competencies to work with vulnerable young people.

There are a good range of health and safety procedures, risk assessments and routine checks to ensure the health and safety of young people and staff is suitably considered. Fire safety is taken seriously with drills and tests being completed regularly and appliances and equipment being routinely serviced and maintained. The general condition of the building is adequate with no shortfalls identified that place young people at risk.

Leadership and management

good

The newly formed, yet well qualified management team is led by an experienced Registered Manager. The Registered Manager has extensive experience both working in and managing secure children's homes and is fully qualified to meet the needs of the young people in his care. The staff team are motivated by the management team's enthusiastic approach. Young people benefit from this proactive ethos. This ensures young people's individual, diverse and holistic needs are identified and met leading to a range of positive outcomes. A staff member stated, 'The manager has been fabulous. He is a blue sky thinker and what he sees in people is potential. He recognises what people are good at and he works to let them get on with that.'

All three of the statutory requirements raised at the last full inspection that contributed to an 'inadequate progress' judgement at the interim inspection, have now been fully addressed. In addition the requirements and recommendations raised at the last inspection have been met. This effectively demonstrates the home's capacity to improve and ensures young people are kept safe while their rights, health and wellbeing are promoted. In addition, the concentrated planning for the transfer of the service in to a new building establishes the commitment to further improving care and opportunities for young people.

An appropriate Statement of Purpose provides a clear picture of the care to be provided. As a result young people are placed appropriately providing them with opportunities for success and increased positive outcomes. A youth offending team worker said, 'He is thriving there and I am confident that when he comes out next month he'll be able to put the lessons he's learned in to practice.'

Thorough, detailed and evaluative external monitoring visits by independent persons incorporate the views of young people and other interested parties. These effectively demonstrate the quality of care received and that young people are safe. They aid in the development of care and assist managers to improve the quality of the provision for young people.

The Registered Manager actively monitors the care provided to young people and their safety is enhanced by his oversight of behaviour management practices. However, although young people's views are captured by a variety of methods, including at the excellent 'Junior Leadership Team' meetings, those views are not incorporated as part of the manager's monitoring processes. In addition, there are no consistent methods for capturing the views of parents or other interested parties. Consequently, opportunities for young people, their parents or professionals to contribute to day-to-day care and the running of the home are being missed.

Although the fabric of the home is tired the living areas young people share are appropriate to meet their needs. The communal dining room is a cheery, welcoming space and young people decorate and personalise their rooms to their taste. For example, keeping a goldfish. At present only one of the three units has en suite bathrooms. Once the young people have moved into the new building all will have their own en suite facilities. In the meantime the maintenance manager ensures that all necessary and required work is carried out promptly so standards are maintained.

A strong and experienced permanent staff team are complemented by a chosen team of agency workers. Such is the quality of the agency workers that have been employed by the home, that staffing vacancies tend to be filled from within the agency pool. This provides young people with consistent care enabling them to forge trusting, sustainable relationships. All staff caring for young people receive regular, good quality supervision which effectively aids them in meeting the needs of young people. Cultural diversity is represented in the staff team thus providing young people with a strong sense of their self and cultural heritage. As a result young people feel secure and valued.

All staff receive high quality training to ensure their skills are current, up-to-date and relevant to meet the needs of young people. Staff are empowered to contribute to their own and their colleagues' development; for example, the 'Bitesize Programme' provides staff with the opportunity to share specific knowledge with each other, benefitting both staff and young people. For example, a Muslim member of staff facilitated a session about Ramadan.

Young people's records are up-to-date, stored securely and available in electronic or paper format. All records are detailed and contribute to an understanding of the young person's life and an understanding of the events that have led them to be placed at this home. Consequently, young people plan for their futures from a position of knowledge.

The Registered Manager, staff and young people have all been actively involved in planning for the move to new premises. Extensive preparation and planning has followed consultation with relevant parties. Young people have had an active input in this process. For example, designing the logo, choosing the school uniform, sitting on interview panels for new staff and suggesting how the transition is to be managed. As a result young people have a sense of ownership and pride in the new premises and all are looking forward to the move.

Outcomes in education and related learning activities

adequate

The work of the education team has been severely impeded for several months owing to the long term sickness of the Head of Education and to significant changes within the staffing structure in preparation for transition to a new building later in the year. Uncertainty about staffing and leadership within education has been unsettling for all those involved on a day-to-day basis. The head and deputy head of education posts are currently staffed by two of the teaching staff who are 'acting up'. The majority of teaching and support staff are on temporary or agency contracts, which is unsatisfactory but it is to the teams' credit that this factor has not significantly disrupted or undermined the quality of the learning experience for young people. Progress to address issues has been slow, but senior managers in the unit, education advisory board members and the local authority link adviser have identified a number of actions to be implemented in the immediate future which will, it is hoped, provide greater clarity and a stronger sense of leadership, direction and permanence.

Most young people are making good progress during their time in education and often from low starting points. They often arrive with low literacy and numeracy skills for their age and with poor school histories. Initial assessment is prompt and effective and young people in most instances attend education within 24 hours of arrival. However, for those young people arriving at the home during an extended school holiday period it is too long before they are introduced to education and assessed in terms of their literacy and numeracy levels and additional learning needs.

Those young people with complex speech and language needs receive excellent on-going support from the speech and language therapist who is a permanent member of the education team. She works closely with staff sharing her expertise and providing specialist training to ensure classroom support is effective and that there is ready access to relevant resources. There is only one learning support assistant (LSA) and although this resource will be increased substantially in the near future it is currently insufficient to meet young people's needs. There is no substantive special educational needs co-ordinator (SENCO) post which, given the learning needs of young people at the unit is unsatisfactory. However, the LSA and specialist teacher (who holds a disproportionately small allocation of time to

support special educational needs) work diligently to ensure targeted help is prioritised and given when and where it is most needed.

The number of qualifications achieved by young people has continued to increase and the range now offered provides improved opportunities for learners to achieve at or above their potential. There are now more awards at level 1 and level 2 than previously. In this academic year seven young people are predicted to achieve A* to C grades in GCSE Art and 17 to achieve GCSE at lower grades in mathematics. Too few learners are working towards Level 2 (or equivalent) accreditation in English. This year only one young person has achieved GCSE English but at a low grade. There is still much more work to do to extend the vocational offer generally and to introduce more employment-specific awards such as, for example, basic food hygiene, emergency first aid and basic health and safety in the workplace. In addition further development of the range of functional skills awards in mathematics, English and information communication technology (ICT) is needed whilst increasing the flow of academic qualifications particularly in the core subjects to high level GCSE and Level 2 standard and above when appropriate.

Young people gain in confidence and develop their personal and social skills through very effective encouragement by teaching staff which supports them to take part in lively discussions and tasks as they learn. Several examples of young people helping each other and working together were observed in most classes and they were developing good practical skills in art, physical education, food technology, graphics, motor vehicle studies and design technology.

The quality of teaching and learning is good. Ten lessons were observed, nine of which were judged to be good and one outstanding. Most lessons show that work has been matched to each young person's ability and learning needs. Teachers/instructors are creative in their use of resources and good planning ensures that lessons are well-paced and balanced with sufficient practical work, time for discussion and written work. The observation of teaching practice by external school improvement advisers has stalled recently but will be implemented again in the near future. Senior staff use learning walks regularly to ensure teachers receive some informal feedback. All teachers are involved in local authority specialist teacher development network meetings and they value the professional development opportunities this provides. The local authority link adviser provides helpful feedback and regular on-going support.

Young people are encouraged to listen carefully to input from teachers and from their peers and to contribute their ideas and thoughts sensibly. Teachers give constructive feedback during lessons and generally have high expectations that young people will achieve tasks at least to the best of their ability. Young people respond very well to the positive ethos in lessons. In most instances they enjoy their time in education and as a result the work they produce is of an appropriate and often good standard. Work files reviewed in food technology were well

ordered and marking was up-to-date and helpful. Young people generally work safely in class and in practical activities. They learn about safety aspects within activities as necessary and about their personal safety.

A new system has been developed to monitor and track individual learner progress and although not yet embedded provides clear information of progress being made in the core subject areas. Individual learning plans have not been introduced for all young people so it is difficult to ascertain how each young person is performing at any given time and in each of the subject areas. Reviews about work are held informally with young people and subject teachers' record and update information about each young person's performance. However there is no formal opportunity where young people are encouraged to review their progress overall and refresh learning targets. This means most young people are not able to talk confidently about how well they are doing or about what they need to do to improve.

Core curriculum subjects provide the basis of a broadly relevant curriculum. Lessons are of the appropriate length to ensure young people's interest is sustained and there is sufficient time in practical subjects for young people to complete longer and more complicated tasks. Personal, social and health education is currently timetabled but there is uncertainty about whether it will continue to be delivered by teaching staff in the future. ICT is not formally taught because the current equipment is not robust. Work to develop a strong vocational curriculum has faltered. Vocational provision is limited and too little emphasis is placed on the vocational links within practical lessons, such as food technology. With the exception of motor vehicle maintenance there is limited evidence of work experience and mobility being used to extend young people's experience in preparation for transition to further training and work. In contrast, access to motor vehicle studies is valued highly by those young people able to attend and they achieve good work-related accreditation. A highly successful painting and decorating programme has now ceased with the retirement of the instructor.

Teachers/instructors manage the space in education very well and although teaching resources to support learning are limited, they work hard to ensure a range of materials are available to extend, stimulate and interest young people. The lack of technical equipment to support learning hampers curriculum development and to some degree the level of teaching and learning that can be achieved. For example, availability of appropriate ICT and technical equipment such as electronic whiteboards in classrooms is notable in its absence. Despite this, in all classrooms young people's work brightens the learning environment and illustrates current topic areas. Excellent art work, graphic design and written work are used very effectively around the education building to demonstrate and celebrate the range and quality of work achieved. The library, which has an adequate supply of reading materials, is underused.

Additional enrichment activities have been introduced to enhance the curriculum including 'drop down' themed topics such as Black History Week, the Olympics and

Halloween. External speakers are invited in to lessons from a variety of backgrounds and life experiences, which young people enjoy. Duke of Edinburgh award activities such as camping skills are delivered within the grounds of the unit and young people are encouraged to organise and deliver a number of fundraising and charitable events throughout the year.

Education staff attend young people's reviews and contribute to transition planning. In some instances teachers have attended visits to further education colleges and training placements with young people to ensure their needs are understood and met. Currently there is no formal careers information, advice and guidance work although job application writing and building a curriculum vitae is taught in the Uniformed Public Services subject area.

Formal arrangements for collaborative working between the education team and residential staff are underdeveloped. Relationships between staff are generally cordial and often good but opportunities to work together to for example, plan shared programmes, and to extend learning beyond the school day are infrequent or missed. This means young people are not actively encouraged to develop their reading skills, or to continue working towards specific awards or to complete project work towards accreditation, at any time other than during education.

Attendance is very good at 97% and movements between education and residential units are managed efficiently and swiftly. Information about individuals is shared prior to the start of each learning session and lessons start punctually. Behaviour of the current group of young people is good and well managed. Relationships between staff and young people are mutually respectful and trusting. Young people get on well with the staff and their peers which results in a lively and purposeful atmosphere in lessons. Incidences of inappropriate behaviour are infrequent but are dealt with quickly and effectively when necessary. However, the situation fluctuates regularly as different young people arrive, and teaching staff have identified behaviour management as an area for further training. On the very few occasions when a young person was removed from class, care staff (holding a behaviour management remit) worked with them effectively to de-escalate the situation and return them to the lesson. This also means that for significant periods during the school day the care staff who remain in the corridors, are under-utilised.

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.

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