

# SC033457

Registered provider: Leeds City Council

Full inspection

Inspected under the social care common inspection framework

## 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. The children's home can accommodate up to 24 young people who are aged between 10 and 17 years. It provides for up to 16 young people placed by the Youth Justice Board and eight young people accommodated under section 25 of the Children Act 1989 and who are placed by local authorities. Admission of any young person under 13 years of age under section 25 of the Children Act 1989 requires the approval of the Secretary of State. Education is provided on site in dedicated facilities.

**Inspection dates:** 9 to 10 May 2017

**Overall experiences and progress of children and young people, taking into account** **outstanding**

How well children and young people are helped and protected **good**

The effectiveness of leaders and managers **outstanding**

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

The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

**Date of last inspection:** 23 November 2016

**Overall judgement at last inspection:** Sustained effectiveness

## Enforcement action since last inspection

None

## Key findings from this inspection

This children's home is outstanding because

- Young people make exceptional progress. They benefit from spending time in a home that provides them with a safe and secure environment. It enables those who have experienced disruption to establish predictable routines that support them to develop and thrive.
- Individually tailored interventions and packages of support are delivered by a competent team of staff that has the right skills and attitudes to influence and bring about positive change in young people's lives.
- Care planning is based on the principles of thorough assessment, monitoring and review, and is underpinned by strong working partnerships with a range of professionals and agencies.
- Staff understand each young person's behaviour's, risks and vulnerabilities, and they are highly effective in the management and reduction of these.
- Feedback from young people is consistently positive. Parents, relatives and professionals recognise this with the consensus being that the levels of care and support provided by staff are of an extremely high standard.
- The home is run by a strong, cohesive and highly effective leadership team. They are aspirational leaders and well organised in their efforts to drive an improvement agenda that gives young people's needs, safety and well-being the highest priority.
- There is a keen focus on professional development, and staff are well supported by managers who have high expectations of them.
- The staff team is very committed and morale is high. The team is skilled at establishing strong and trusting relationships with young people and is highly effective at managing relationships between young people, including using restorative practice.

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
23/11/2016	Interim	Sustained effectiveness
26/04/2016	Full	Outstanding
13/10/2015	Interim	Improved effectiveness

12/05/2015

Full

Good

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

### Statutory requirements

This section sets out the actions that the registered person must take to meet the Care Standards Act 2000, Children’s Homes (England) Regulations 2015 and the ‘Guide to the children’s homes regulations including the quality standards’. The registered person must comply within the given timescales.

Requirement	Due date
The registered person must ensure that within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the home, a record is made which includes a description of the measure and its duration; the name of the person who used the measure (“the user”), and of any other person present when the measure was used. (Regulation 35 (3)(a)(iv)(vi))	13/06/2017

### Recommendations

- The registered person should make best use of information from independent and internal monitoring to ensure continuous improvement. This specifically relates to ensuring effective monitoring of single separation records. (‘Guide to the children’s homes regulations including the quality standards’, page 55, paragraph 10.24)
- Staff need the knowledge and skills to recognise and be alert for any signs that might indicate a child is in any way at risk of harm. The registered person should ensure that all staff complete any outstanding training; specifically, training in self-harm and the use of ligature cutters. (‘Guide to the children’s homes regulations including the quality standards’, page 43, paragraph 9.12)
- Case records must be kept up-to-date and signed and dated by the author of each entry. This specifically relates to ensuring continued recording of an incident when it takes place in multiple locations. (‘Guide to the children’s homes regulations including the quality standards’, page 62, paragraph 14.3)
- All staff must have their performance and fitness to carry out their role formally appraised at least once annually. This appraisal should take into account, where reasonable and practical, the views of other professionals who have worked with the staff member over the year and children in the home’s care. (‘Guide to the children’s homes regulations including the quality standards’, page 61, paragraph 13.5)
- The ethos of the home should support each child to learn; specifically, further develop the promotion of essential and wider employability skills, such as ICT, in all learning areas and increase the vocational programmes offer, ensuring that

learners achieve well in this area. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)

- The ethos of the home should support each child to learn; specifically, further strengthen the evaluation of the education and learning provision by managers by focusing on fully measuring the quality of the outcomes that learners attain, and ensuring that the teaching and learning observation systems are sufficiently critical and challenging and lead to improvements such as the quality of feedback received by learners. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)
- The ethos of the home should support each child to learn; specifically, ensure that the progress made by learners with specific educational needs and for all learners undertaking mathematics is as high as it is in other core subjects, such as English. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)

## Inspection judgements

### Overall experiences and progress of children and young people: outstanding

The quality of care and the daily experiences that young people have contribute significantly towards the progress that they make. A professional who visits the home regularly and gets to know the young people well supports this view, stating, 'I cannot think of any young person who has been in the home recently who has not made progress that cannot be described as significant.'

The needs of young people are identified and confirmed quickly after admission. They are translated into high quality planning documents, assessments of risk and strategies to address behaviour. These are reviewed and updated regularly, which keeps them current. This compilation of information is completed by multi-agency staff who work collectively on site. It provides clear direction for the staff who work hard to translate agreed plans into practice.

Systems to share information effectively are good. As a result, young people embark on a programme of events that addresses all areas of their lives. This leads to changes of attitude by looking at past mistakes and then creating realistic and exciting plans for the future that enthuse young people.

Young people recognise the positive impact that staff and living at the home has on them. Young people stated to inspectors, 'Staff have been great, especially my key-worker. He gets on with everyone. All the kids like and respect him. '; 'It's given me hope for the future, something to look forward to. '; and 'It's better in here than I thought. Staff are great and help me a lot. I am coming to terms with myself.'

Feedback from others confirms the positive effects that the home has on young people. For example, the close relative of a young person said, 'It's an amazing place. It's the best place to be at this time.' A parent spoke about what her child has achieved

describing it as, 'Amazing.' She described how her child's attitude had changed and how their previous actions impacted on the family. She finished by saying, 'I have got my son back.' A professional in the field of childcare explained to an inspector, 'I have worked with him for some time. Previously he could not look me in the eye when talking to me. Now he is prepared to listen to others rather than make constant demands about what he was going to do.'

Creating and maintaining meaningful and trusting relationships with young people is an area where staff excel. They exhibit understanding and recognition of need, along with the ability to work creatively with disaffected young people who on admission have no wish to be in the home. This is coupled with a non-judgemental attitude, genuine compassion and a deep desire and commitment to get the best outcomes for young people in their care.

Significant progress is evident in young people's case files. For example, one young person has transformed into someone with a bright and optimistic future. For others, progress is slower but when achieved is significant, especially when considering their starting points.

Young people confirm that they feel that they have a voice through consultation. This is achieved formally through regularly held young people's meetings and through the junior leadership team. This team provides a forum where young people present their views and those of others who live on their units directly to senior staff who have the authority to make quick decisions. For example, following a suggestion made at a recent meeting, work is underway looking at the feasibility of creating a common room for those young people on the highest reward grade. These forums give young people opportunities to take on certain responsibilities and shows them the positive effects that engagement and negotiation can have. Informal consultation is ongoing through the excellent relationships that young people have with staff. Young people have the opportunity to meet with independent advocates who visit weekly. Their role is well embedded into life within the home.

The facilities, resources and arrangements to meet the physical, emotional and mental health needs of young people are outstanding. This home was previously judged as an outstanding provision and has continued to develop. For example, the organisation of health care, which includes mental health, has further improved, and the number of health professionals working on-site has increased. If a young person has a specific health need that cannot be addressed by the specialist staff available, a new seamless referral system is now in place and implemented. This enables swift access to a range of community-based specialist services that come to the home and provide the specific service required.

The promotion of health remains strong, with a range of initiatives in place to encourage young people to adopt a healthier lifestyle. For example, since the previous full inspection staff are trained and work directly with young people regarding harmful sexual behaviour. This is in addition to other areas of work such as healthy eating, weight management, fitness, sexual health, and substance and alcohol misuse. Another

development is the creation of the 'safe pack – for you, for life'. This pack given to young people when discharged. It contains a range of practical information and aids designed to promote their mental and sexual health when living in the community. This simple yet innovative pack further demonstrates how the home continues to further improve outcomes for young people. As a result, all aspects of a young person's physical, emotional and psychological health needs are being very well met.

Young people are provided with excellent facilities that allow for a wide range of enrichment activities to take place. These include active events that promote fitness and individualised activities such as cooking that help to prepare young people for independence. An area that has now become well-integrated into the home is the ability for young people to participate in the Duke of Edinburgh's Award. Bronze and silver awards have been achieved by young people. One young person proudly described his progress to an inspector as he looks to complete the gold award. Staff and managers work hard to make the complex arrangements which allow young people this opportunity that has so many personal benefits. This is a considerable achievement given the restriction of liberty.

An active mobility programme enhances a young person's reintegration back into community life. Activities such as shopping help to ease young people into the community, helping them to develop confidence and self-esteem. The programme fits alongside other areas of work, such as developing independence and introducing young people to new interests and activities that they can pursue when they leave the home. This is a fine example of the coordinated response that the home takes to meet individual need.

Transition is well-planned, commencing as soon as a young person is admitted to the home. Regular meetings firm up the arrangements for when young people move on. For example, during the final review for one young person all of the plans came together, enabling them to move back to a recognised home-base, take exams in a local educational facility and then to be supported to find a college placement. The success of these plans is down to the cooperative and cohesive working between the home, the placing authority and the young person's family.

The building, which is still relatively new, provides space and modern amenities that provide young people with high quality accommodation and facilities for recreation and leisure. The whole campus is in an excellent state of repair. Young people were observed as being at ease in their surroundings. A number of young people invited inspectors to see their bedrooms, which are personalised to suit the tastes and interests of the occupant.

### **How well children and young people are helped and protected: good**

An area of particular strength is staff perseverance and resilience when working with young people presenting self-harming behaviour. Well-established routines and good supervision and observation protocols ensure that all aspects of risk are minimised.

Comprehensive risk assessments and safety plans identify creative strategies for managing this type of behaviour. These plans are consistently followed and when necessary they are reviewed and amended, and information is then disseminated throughout the staff team. The effectiveness of this process, combined with the positive use of trusting relationships, is evident in the reduction in self-harm incidents and physical restraint to prevent such behaviour. This was particularly the case for one young person who, through the support of staff, was able to increase the number of occasions when they interacted with peers and attended education. Engagement with medical professionals saw positive results. This progress is recognised by professionals as significant. One said, 'The staff have worked wonders. These things would have been impossible three months ago. There is still a long way to go but (name) is heading in the right direction.'

Positive behaviour is encouraged. A very good incentive scheme has been developed in partnership with young people, and enables them to progress through various levels dependent on their behaviour. This scheme is regularly reviewed by young people through the junior leadership team, ensuring that it is still appropriate and relevant. Negative behaviour is proportionately challenged with a genuine emphasis on a restorative approach. Restorative practice is embedded into the ethos of the home. It is used effectively to help young people understand the impact of their actions on others and resolve their issues in a way that strengthens relationships. On rare occasions sanctions are employed, and these generally reflect the misdemeanour and enable young people to understand the consequences of their behaviour.

Arrangements for safeguarding young people are good. 14 child protection referrals and three allegations have been made since the last inspection. These have been dealt with appropriately in line with procedures, being referred promptly to the local authority safeguarding team. Learning is gained from such incidents, improving practice in the home. For example, random examination of night checks now takes place, ensuring that the safety of young people remains paramount. Staff have a good understanding of safeguarding and whistleblowing procedures and are confident in the application of these. The registered manager is a member of the Local Safeguarding Children Board secure sub-group, which continues to enhance the working relationships between local authority safeguarding teams and the home.

Managers and staff have undertaken training in awareness of radicalisation and the government's 'Prevent' duty guidance. More in-depth training is currently being sourced to develop further knowledge in this area. Senior staff understand their responsibilities set out in the Counter Terrorism and Security Act 2015 and 'Prevent' guidance. Effective links with the police counter terrorism team provides a clear pathway for referring and dealing with any concerns.

Young people at risk of or previously subject to sexual abuse and exploitation are protected by careful matching on arrival to the home. Staff with the appropriate skills and experience in this area work alongside young people. They help them to reflect on their experiences and consider ways of reducing risks when they return to the community.



There have been no incidents of absconding since the last inspection. Policies and procedures remain up to date, and staff understand their roles and responsibilities should such an incident occur.

Young people play an active role in developing safe practice. They regularly complete 'safe maps', identifying areas of the home where they feel most safe or where they do not feel fully safe. Analysis of these, in conjunction with other data, has informed and improved safeguarding practice, such as changing the arrangements for lunch to reduce the number of young people in the dining room at one time. This has resulted in a reduction in incidents around that period.

Young people understand how to complain and complete 'Can I have a word?' forms, which are freely available, if they wish to raise any concerns. They say that action is taken when they complain and that they feel confident in the process. They can identify adults to talk to, have good relationships with staff and say they feel safe. They report no concerns around bullying, and state that staff help them to understand better approaches than using violence towards each other. This enables young people to form better relationships and develop coping strategies for the future.

The home has clear procedures governing searching activity, and appropriate records are kept. Searches of bedrooms and communal areas are carried out in line with risk assessments. Upon admission, all young people are subject to 'pat down' and electronic wand searches. A risk-led approach based on intelligence is used to determine when more rigorous searching is required and the home has a body orifice security scanner (BOSS) chair which can be used if required. Records provide clarity as to the purpose of the search and staff ensure that the dignity of young people is respected at all times.

The registered manager continues to develop his safeguarding practice and that of staff. He is currently involved with a local mental health team undertaking research into staff attitudes and values in relation to offences. This will help to identify training and support needs for staff, and will further enhance the protection of young people.

Recruitment records confirm that it is now standard practice to explore the reasons why staff left their previous employment working with young people. Managers routinely monitor all aspects of restraint practice by scrutinising records and reviewing closed-circuit television. This ensures that practices are safe and in the young people's best interests. Information is shared with staff who are encouraged to reflect, learn and, where necessary, improve their approach to managing challenging behaviour.

Single separation is used in line with regulations, and records are kept of observations of young people during this period. These records are monitored by senior staff to ensure that the criteria for separation continues to be met. As with the monitoring of restraint, management oversight of practice is robust and ensures that there is a genuine effort by staff to reintegrate young people as quickly as possible. However, duty managers have failed on occasions to recognise gaps in some of the supporting records. The registered manager started to address this at the time of the inspection to ensure that records

clearly indicate the length of the single separation and the reasons for its continued use.

### **The effectiveness of leaders and managers: outstanding**

The home is run by a very experienced and qualified registered manager. He is well supported by a cohesive leadership team that is ambitious and influential in changing the lives of young people in their care. At the last full inspection in April 2016, the home attained an overall judgement of outstanding. Since then, managers have continued to review and update practice with the sole intention of improving outcomes for the young people.

Managers recognise and utilise the skills and attributes of this very enthusiastic, competent and dedicated staff team. Staff speak positively about managers who they say drive improvement and in some cases are inspirational in how they do this. They said that they are encouraged to take ownership of their work and are empowered to take initiatives forward as part of the overall aim in maintaining outstanding levels of care. Young people are the primary focus, and working practices and daily routines are designed to meet their needs. This is an establishment that totally focuses on getting the best for young people, and, as a result, all young people make exceptional progress relative to their starting points and time spent in the home.

Suitable action has been taken to address the two requirements and three recommendations from the interim inspection in November 2016. This has resulted in an increased level of scrutiny when completing staff recruitment checks and development of a comprehensive database for maintaining staff training and qualifications. External monitoring reports are much more evaluative than previously noted. There is improved oversight of restraints and records of discussions with young people following such incidents are now sufficiently detailed. The information gathered is better used to develop and inform behaviour management approaches.

Three of the four education recommendations made at the full inspection in April 2016 have been addressed. Systems for monitoring young people's progress have been developed, and achievement in mathematics has improved as has punctuality to lessons. There remains a need to develop further the vocational programme and provide young people with opportunities to gain accreditation and employability skills.

Managers have a detailed understanding of the home's strengths and areas that can be improved. This is because scrutiny and oversight at a strategic level is extremely rigorous. Senior managers undertake a range of monitoring activities that are designed to review the overall quality of care provided in the home. Regulation 45 reports, which are completed bi-annually, are comprehensively detailed and highly evaluative, and identify emerging themes, patterns and trends throughout the whole of the centre. The manager prepares a 'position statement' that is shared with staff. This sets out the strengths of the service and areas for development. A key strength of this process is the enthusiasm of staff to take responsibility for, and play their part in, implementing the agreed improvement plan.

The home is visited by an independent person each month and a written report is provided in relation to the operation of the home and the conduct of staff. The manager has worked closely with the visitor in an effort to improve the quality of this process, which is significantly better and assists the manager to make improvements where necessary. He recognises the need to ensure that this process continues to be consistently rigorous and challenging as the arrangements to deliver this service transfer to a newly appointed visitor.

On the whole, managers and staff make effective use of processes such as daily briefings, staff handovers and team meetings to reflect on young people's care, ensure that information is shared and make changes to practice if required. This means that young people's needs are known and that staff are able to respond to these in a proactive manner. However, there is the need to apply the same diligence to the monitoring of some records including records of restraint, single separation and serious incidents, such as when incidents occur in education, ensuring that the reporting on the management of that incident does not stop when the young person transitions into the care setting. Inspectors found one example of this making it difficult for them to assess the management of this incident, but more pertinently for managers and staff to learn from it.

Managers are proactive in their efforts to maintain strong links with partner agencies, including local authorities, safeguarding professionals and healthcare providers. Such agencies report that the home works with them to ensure that young people's needs, risks and vulnerabilities are safely and caringly met. Underperformance is challenged by the manager who is intent on ensuring that young people receive high quality services and the support that they are entitled to. There are a number of examples when professional challenge has been escalated, mainly relating to delays in identifying accommodation for when young people leave. This has had a positive impact, ensuring that young people have appropriate arrangements in place.

New staff are thoroughly inducted into the home. They follow a comprehensive induction programme that enables them to prepare effectively for working with a challenging group of young people. It includes opportunities to develop their knowledge and understanding of young people, become familiar with policies and procedures, complete relevant training and gain practical experience. Staff report that this provides them with a realistic and well-supported introduction to this intensely challenging role.

Young people benefit significantly from the care and support of a stable and competent staff team. There is a good mix of experience, gender, age and ethnicity, which ensures that the diverse and unique needs of this frequently changing population of young people can be comprehensively met. There is a focus on professional development, with clear lines of delegation of responsibility for middle managers who play a major part in influencing the way staff are developed and care is provided. Staff confirm that they feel well supported in their day-to-day practice and are extremely complimentary about senior managers who are described as having an 'open door policy'. Managers are aware of the pressures of working in the secure environment and provide excellent personal support. One member of staff said, 'We get good support to achieve a work/life balance.'

There is always flexibility as long as it is in the best interests of the young people.'

All staff receive regular effective supervision, which they say encourages them to reflect on their work, how it impacts on the young people and how improvements can be made. Their performance is appraised annually. Staff evaluate their own performance measured against key performance indicators. They are encouraged to take a shared responsibility in identifying their own learning and training needs, and confirm that opportunities to develop are supported by managers. For example, one member of staff spoke about how he had been helped to develop the necessary skills to become a shift leader, including accessing specific 'first time manager training'. The appraisal process has not yet been sufficiently developed to fully incorporate the views of young people. This is undertaken to some extent, but tends to be when young people have raised an issue or concern. Managers recognise that it is important to reinforce the good work that staff are doing, and that recognition and feedback from the young people is an extremely powerful vehicle for achieving this.

Staff undertake a wide range of mandatory and further training that is focused on the needs of young people and workforce development. Improvements to the processes for monitoring training activities have been made with a great deal of emphasis on ensuring that training is up to date and relevant. Good headway has been made in this respect, and records confirm that staff have completed up-to-date mandatory training in areas such as safeguarding, physical intervention, child sexual exploitation and radicalisation. Some staff have yet to complete or refresh training in the management of self-harm, including the use of ligature cutters. Arrangements are in place to deliver this soon. The impact of this is minimal due to the wealth of support, guidance and information available throughout the centre and staff's understanding of these key areas.

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

Young people make very good progress with their education and development, often in a relatively short time. In particular, in English the majority of the young people make better progress than expected, and the rest make at least the progress that was expected of them.

A significant number of young people make good progress with their physical education, science and art qualifications. The number of qualifications attained by young people has increased considerably since the previous inspection, across many subject areas. This is with the exception of vocational training where the number of achievements remains broadly the same as last year.

The progress that young people make in mathematics is improving after a period of teacher instability. The current group of young people is making good progress in mathematics lessons and now engages well in learning activities in this area.

Differences in progress and achievement exist between the very few young people identified as having specific educational disabilities and/or difficulties, and their peers.

This is accurately acknowledged by managers in their evaluation of the provision, and compensated for in curriculum delivery.

The quality of teaching, learning and assessment is good. Teachers build very good rapport with the young people, which in turn is helping young people to engage well in their lessons. Young people enjoy attending education and other learning activities. They are well aware of the progress that they make with their learning, and relish gaining achievement certificates and participating in the award celebration ceremonies that are held.

Young people receive very good and highly individualised support during their lessons. Tutors skilfully use topics of interest to keep young people motivated, and they encourage them to make decisions about their learning and the activities they undertake. This ensures that young people remain productive during lessons and activities until the end of their sessions. Young people experience much good learning across the vast majority of subjects with the exception of craft projects and their time in the support room, where learning is not sufficiently maximised. In contrast, young people benefit from particularly imaginative teaching in art. As a result, they rapidly improve their drawing techniques while increasing their resilience and confidence to tackle new things.

Impressively, many learning activities promote the development of English and mathematics skills well. However, spelling and grammar errors are not always corrected in some of the curriculum areas, and this does not fully support the further development of written English skills for young people. The feedback that young people receive following the assessment of their written work is of variable quality. Although teachers focus well on identifying the strengths in young people's work, in some cases they do not highlight sufficiently what the young person needs to do to improve and progress.

The personal development and behaviour of the young people attending education and learning related activities are good. Attendance is good and young people arrive punctually to lessons. Young people access a very wide range of enrichment activities that meet their interests and complement their formal learning particularly well. Managers and staff plan activities that are well-structured and focused on the development of specific personal and social skills, including the ability to work well with adults. For example, young people undertake the higher level awards within the Duke of Edinburgh scheme, demonstrating effective skills when planning and working with others.

The sports and fitness facilities are excellent. Young people have access to exercise outdoor areas such as a large artificial pitch, tennis court, cricket area, static exercise machines and circuit track. This is further complemented by a large indoor sports hall and a fitness room. Young people participate in a large variety of sports and fitness activities, developing a good understanding of how to keep themselves fit.

In areas such as motor vehicle studies, young people are increasing their understanding of health and safety in the working environment. Safe working practices are reinforced

appropriately by tutors in other areas such as projects and design technology. However, there is a need for tutors to promote further the correct food hygiene standards to young people participating in food technology.

Managers adapt the curriculum well to meet the needs of young people, but the development of the vocational learning areas needs further work. Well-advanced plans are in place to reinstate and improve the offer of vocational training. Young people's development of wider and necessary employability skills is limited throughout the curriculum. They do not access information technology during learning, and in most lessons activities fail to support them to see how the topics they are learning are related to the world of work.

The management of learning and skills is good. Managers have devised a particularly effective and insightful mechanism to monitor and manage attendance, and, as a result, attendance at education has improved to a good standard. In addition, managers have set up a comprehensive behaviour strategies that allow them to apply the appropriate measures to behaviour incidents. As a consequence, young people are seldom excluded from education and their behaviour seldom impacts on the learning planned by teachers.

Managers and teachers have a particularly good understanding of each young person's skill levels in English and mathematics, and of their strengths and weaknesses in their social and personal skills. Managers and teachers use this information very well to set challenging but realistic targets for developing these areas, which they monitor regularly.

Safeguarding arrangements are effective. Teaching and learning support staff have undergone appropriate recruitment checks, and they have undertaken extensive safeguarding training to enable them to promote young people's safety.

Leaders and managers carry out frequent and thorough evaluations of the education and learning provision, but their focus on measuring certain aspects of quality needs to be strengthened. Data analysis with regards to young people's outcomes, although comprehensive, focuses mostly on evaluating achievement from a quantity rather than a quality point of view. Monitoring of teaching and learning performance needs further work to focus on measuring the impact of teachers on learning in a more challenging way, that leads to improved and excellent teaching and learning.

## **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the difference made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people who it is trying to help, protect and look after.

Using the 'Social care common inspection framework', this inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the 'Guide to the children's homes regulations including the quality standards'.

## Children's home details

**Unique reference number:** SC033457

**Provision sub-type:** Secure unit

**Registered provider address:** Leeds City Council, 40 Great George Street, Leeds LS1 3DL

**Responsible individual:** Stephen Walker

**Registered manager:** Francis N'Jie

## Inspectors

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