

# SC040500

Registered provider: Salford City Council

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

The children's home can accommodate up to 27 young people, aged between 10 and 17 years. These are young people who have received a custodial sentence and are placed at this home by the Youth Justice Board. Education is provided on site.

**Inspection dates:** 11 to 12 July 2017

<b>Overall experiences and progress of children and young people,</b> taking into account	<b>outstanding</b>
-------------------------------------------------------------------------------------------	--------------------

How well children and young people are helped and protected	outstanding
-------------------------------------------------------------	-------------

The effectiveness of leaders and managers	outstanding
-------------------------------------------	-------------

Outcomes in education and related learning activities	outstanding
-------------------------------------------------------	-------------

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:** 8 November 2016

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

**Enforcement action since last inspection**

None

## Key findings from this inspection

This children's home is outstanding because

- Young people make exceptional progress at the home. This is due in part to relationships between young people and staff being of a consistently high standard within a secure and safe environment.
- A wide range of interventions allows young people to develop an awareness of their own behaviours. Staff are skilled in bringing about positive change in young people's outlooks and plan for a positive future.
- A consistent expectation for young people to achieve helps them to learn new skills academically, socially or artistically. They are then encouraged to continue their development by an enthusiastic staff team.
- Learners make significant progress in their learning, regardless of their length of stay, particularly given their starting points. They enjoy their learning and the vast majority achieve accredited qualifications that enhance their future opportunities and generate self-esteem.
- Behaviour management systems are effective. Behaviour and respect for staff and each other are impeccable, and the level of restraints and sanctions is exceedingly low.
- Managers have a strong awareness of the strengths of the provision and look to regularly develop the systems within it and the staff team's abilities.
- Feedback from all professionals and parents regarding the care provided is consistently positive.

The children's home's areas for development

- Show that all aspects of recruitment are completed, including verification of why staff left previous roles.
- Increase consultation between the monthly independent visitor and young people.
- Ensure that all medication recording is fully completed in line with the home's procedures.
- Ensure that young people are not routinely expected to go to their rooms after education.
- Develop personal, social, health and economic education (PSHE) teaching to further engage with young people.

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
08/11/2016	Interim	Improved effectiveness
17/05/2016	Full	Outstanding
08/12/2015	Interim	Improved effectiveness
12/05/2015	Full	Outstanding

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

### Statutory requirements

This section sets out the actions that the registered person(s) 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(s) must comply with the given timescales.

Requirement	Due date
<p>The registered person must recruit staff using recruitment procedures that are designed to ensure children's safety.</p> <p>The requirements are that full and satisfactory information is available in relation to the individual in respect of each of the matters in Schedule 2. (Regulation 32(3)(d))</p> <p>This is in relation to ensuring that, if a person has previously worked in a position involving work with children or vulnerable adults, there should be verification so far as reasonable practicable of the reason why the employment or position ended.</p>	18/08/2017
<p>The registered person must ensure that, when the independent person is carrying out a visit, the registered person must help the independent person, if they consent, to interview in private such of the children, their parents, relatives and persons working at the home as the independent person requires. (Regulation 44(2)(a))</p>	18/08/2017

### Recommendations

- The registered person must ensure that children in secure homes should only be placed in single separation when necessary to prevent injury to any person (including for example, the child who is being restrained) or to prevent serious damage to the property of any person (including the child who is being restrained.) This is in relation to expecting young people to go their rooms, without having any choice, to read for half an hour every day. ('Guide to the children's homes regulations including the quality standards', page 50, and paragraph 9.65)
- Medicines must be administered in line with a medically approved protocol. Records must be kept of the administration of all medication, which includes

occasions when prescribed medication is refused. Regulation 23 requires the registered person to ensure that they make suitable arrangement to manage, administer and dispose of any medication, and, in particular, that the witnessing and signing of controlled medication is carried out in line with the home's policy and procedure. ('Guide to the children's homes regulations including the quality standards', page 35, paragraph 7.15)

- The ethos of the home should support each child to learn; in particular, ensure that planning for PHSE lessons takes into account the needs of learners and that activities are sufficiently stimulating to motivate and interest them. ('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**

Young people make tremendous progress, because of the specifically individualised care that they receive to meet their unique needs and complex behaviours from a multi-disciplinary team. Young people thrive because of the positive relationships that are quickly built with staff. These strong connections enable young people to trust those who care for them. This enables them to fully engage, allowing in-depth sessions to take place to assist young people to recognise where they need to make changes and take responsibility for their actions. Consequently, young people make significant progress in health, education, behaviour and social and independence skills.

A young person said, 'All the staff are great, especially my keyworker,' and a parent said, 'My son was so nervous when he first went to live at the home. Now he has great relationships with staff and is more confident, and doing well.'

Staff implement a range of support strategies to ensure that young people engage in everyday life, with structures, routines and boundaries that meet their needs extremely well. Great importance is given to involve young people in the decision-making about their care and frequent consultation with young people takes place. Their views are gathered in a number of ways, such as daily discussion, young people's meetings and weekly key-working sessions. Monthly questionnaires allow young people to directly give feedback to senior managers regarding their care. Young people are aware of their rights and know how to use the formal complaints procedure. No complaints have been raised since the last inspection, and young people state that they can always, 'just talk to staff if you are unhappy about something'. They have access to an advocate. In addition, young people attend their statutory reviews, where they give their views and opinions about their care and contribute to planning for their futures. This empowers young people and enables them to embrace the care given and make continued progress.

Young people enjoy and participate in a vast, ever-increasing choice of social and leisure

activities. They develop new hobbies and interests, such as playing musical instruments, reading, being a member of the football team, gardening, playing sports and woodwork. They have pets and are involved in fundraising events. This extends young people's social skills, self-confidence and their understanding of the world around them. Consequently, these new experiences inspire young people. Some young people now wish to pursue training with a view to a future career in music when they leave the home. A young person said, 'Now that I have learned to play the piano, I would like to do a music course at college.' A recent 'party by the pond' festival allowed young people to present their newly acquired skills to parents, some of whom were overawed by their child's performances.

An excellent range of enrichment activities are in place. These are supported by education, case managers and care staff, allowing young people to consider their lifestyles and the changes they may want to make.

Education staff and care staff work together effectively. Handover meetings are clear and concise, and identify effectively issues and concerns that relate to young people's education sessions the previous day and incidents on the residential units that might influence their demeanour and behaviour the following day. At the time of the inspection, no issues were identified that would affect learning.

Young people receive great support to have frequent contact with family and others who are important to them. Young people said, 'We can phone our families every night. This is good', and 'My family visit regularly. I cook for them. Staff always make them welcome.' This helps to maintain young people's good emotional well-being and sustains important support networks.

Young people build and develop a range of independence skills. This greatly enhances their ability to better care for themselves as young adults. This includes personal care routines, undertaking household chores, planning and cooking meals and learning to manage money. In addition, they learn about parenting, sexual health, disability awareness and positive relationships. Staff work tirelessly with young people and other professionals to plan for their leaving the home. There is extensive planning for young people's integration back into the community, with community visits, sourcing of courses, training and apprenticeships. This supports and prepares young people extremely well for independence and a successful transition.

Since the last inspection, the home has opened 'the Bridge', a transition unit to support young people's move into the community. A young person praised their time in the unit, talking about the skills they have gained, including managing their own time. 'You can't be entertained all the time. So I am learning to entertain myself with doing practical stuff instead of messing about.'

Young people's health significantly improves while being at the home. This is due to their access to an extensive health team, which assesses, monitors and reviews their physical and emotional well-being. Young people benefit greatly from the detailed assessments of their health needs. They attend routine health appointments and check-ups, and access

ongoing therapy when required, that builds their emotional resilience and good mental health and well-being. A young person said, 'We meet to talk about our health and diet.' This considerably enhances their current and long-term health outcomes.

Young people benefit from their prescribed medication being regularly reviewed, stored and, in the main, administered appropriately. However, one shortfall has been identified: the witnessing and signing of a controlled medication was not carried out in line with the home's policy and procedure.

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

There is an embedded determined drive, to ensure that all the young people are valued, safe and protected. Staff are aware of the risks for the young people and take effective action to minimise these, for example by supporting young people to reduce their self-harming behaviours and to manage their self-destructive thoughts and impulses. The settled atmosphere and good order in the home enable everyone to feel safe, respected and listened to. The alertness and commitment to the young people's well-being helps them to feel safe and cared for. 'They know me and notice when things aren't right. They just get me,' a young person said.

Risk management plans are up to date and changed if needed, to ensure that the agreed strategies are followed consistently and are working in practice. Importantly, young people take an active role in reviewing their own plans so that they feel they have an influence in their care and know that their views and feelings matter.

Risks associated with the young people's beliefs and lifestyles are subject to structured interventions from staff and key professionals, such as substance misuse workers. This enables young people to make safer choices on their return to the community.

Behaviour management is commendable. There are clear expectations that high standards of behaviour are to be maintained by everyone. Members of staff are excellent role models for the young people. This has created a strong culture where good behaviour is seen as the norm and everyone is expected to take responsibility for their actions. Consequently, incidents of physical restraint are rare and the imposition of sanctions an unusual occurrence. There have been only 13 incidents involving physical restraint between November 2016 and the time of the inspection. This is excellent, especially when bearing in mind the difficulties that some of the young people have experienced in their lives.

When physical restraint is used, senior managers and a designated officer from the child protection team of the local authority carry out a formal review. This review assesses whether the restraint used was necessary and proportionate and whether there are any training needs or safeguarding issues which need to be addressed. The thoroughness and use of an external professional ensures transparency and accountability of practice and further promotes young people's safety.

A clear record is made if a young person is in need of separation from their peers in order to ensure that safety is maintained. The records show that young people are supported and monitored and that senior members of staff review the control measure to ensure that the criteria for the continued use of the measure is met and justified.

There is a daily routine that all young people spend half an hour a day reading quietly. In most parts of the home, the young people can choose a quiet area in which to do this. However, in one part of the home young people are expected to go to their rooms for this time. Although no young people have complained about this practice, they have had no choice in where they are able to read. This means that they have been placed in single separation as part of the routine rather than for behavioural reasons. The practice was being reviewed and addressed during the inspection.

Staff use restorative practice with young people rather than impose sanctions. This increases young people's awareness of their behaviours. On occasions, sanctions are used. The young people's views are sought when these are imposed, and the sanctions assessed by managers to ensure that they are suitable and effective.

Young people said that the rules are clear and fair. The home operates a behaviour system whereby all young people start with maximum privileges and are expected to behave in order to maintain them. This strengthens the expectation that good behaviour is the norm. Behaviour seen at the time of the inspection was excellent.

The home has excellent links with a representative from the local area safeguarding team. This means that any concerns regarding staff practice can be shared and addressed very promptly. The representative states that the senior managers are transparent and open and work closely with the external child protection agencies. This further re-enforces the willingness to share information and cooperate with external professionals, and the welcoming of external scrutiny.

There have been no referrals to external child protection agencies regarding incidents in the home since the last inspection. However, when young people have made disclosures of a historical nature, the lead safeguarding professional shares the information promptly to ensure that it is investigated and that young people's safety is protected. Records maintained are detailed and show that the manager responsible has ensured close communication with the professionals involved, so that impetus is maintained and the concern addressed.

The recruitment of new members of staff is overseen by an external team from the local authority which runs the home. Staff who oversee the records and process in the home are diligent and ensure that all checks and references are verified before a member of staff begins to work. However, not all past employers are approached, to ascertain the reasons why a member of staff left their employment. This check is currently limited to their previous employer only. While this shortfall has not placed any young person at risk, due to other practice regarding supervision and monitoring of staff in the home, it is not in line with regulations and does not ensure that a rigorous check of their past working history has been carried out where practicable.



Searches of young people are carried out if there are concerns about safety or contraband being bought into the home. Records are maintained of these searches, which are 'pat down' and not intrusive. On occasions, searches are carried out on the young people's rooms. These searches can be due to information received and are occasionally carried out randomly to ensure that the young people do not have access to anything which may compromise their safety or the security of the home.

Managers and staff undertake training in awareness of radicalisation and the government's 'Prevent' duty guidance. There are close working links with the police counter terrorism team, and this ensures that all members of staff and managers have an in-depth knowledge of what to look for and what to do if they have any concerns. All understand their responsibilities and obligations in relation to the Counter Terrorism and Security Act 2015 and the government's 'Prevent' duty guidance.

There have been no incidents of a young person going missing since the last inspection. There are very clear protocols in place should this happen. Arrangements for escorting young people who are particularly vulnerable or seen to be at risk are meticulous and ensure that trips out are completed with minimal fuss and incident.

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

An exceptionally experienced registered manager, who has developed the service over a long period, runs the home. He has a supportive senior team who are all well qualified and have an excellent awareness of the home and the way that it runs. At the last full inspection in May 2016, the home received an overall outstanding judgement. The staff team has continued to develop the service and improve the outcomes for young people.

Staff are consistently positive about the management team and the way that it promotes improvement. One staff member stated that, 'It's incredible that although we know that we are good at what we do, we are always looking at how to tweak stuff to make it that bit better.'

The strong range of monitoring systems in the home allow managers to have an overall awareness of the strengths of the home and areas of further development. A detailed business plan shows the development of practice, with clear breakdown of how areas, including resettlement, relaxation and anti-bullying, are being enhanced. These are being completed through external professionals sharing research and bringing expertise from different areas, such as health.

Monthly monitoring by an independent visitor is rigorous and occasionally challenges the management team, helping to support the level of care provided. The visitor makes sure that young people are regularly consulted through the home's different forums. However, evidence of the visitors own consultation with young people is weak and does not show that young people are given time to talk on an individual basis if they wish to. The six-monthly regulation 45 reports are comprehensive and give a clear picture of the

home, allowing evaluation of different aspects of the way that the staff work. The reports also allow trends in areas such as restraint and separation to be examined, increasing the manager's awareness of patterns in behaviours.

All recommendations made at the previous inspection have been responded to, improving on the educational resources available and subsequently improving educational outcomes for young people. This shows the staff's commitment to improvement at the home. Managers continually challenge staff in the home and external professionals, to enhance further the provision for young people. This has been seen with the development of 'the Bridge' provision, through which the senior management team have championed the ability of young people to experience a more independent lifestyle, and equip them with skills to move into the community.

Feedback from all professionals spoken to as part of the inspection was positive. One health worker highlighted the consistent approach of the staff team, stating, 'We clarify and agree approaches all together.' Social workers and youth offending team workers praised the positive commitment to the development of the young people.

The chair of the Youth Justice Board, a party from the Department for Education secure section, and a contingent from the Japanese Offenders Rehabilitation Bureau have recently visited the home. The staff and managers have shared the excellent practice completed in the home and received positive feedback. The chair stated, 'I thought the home had a wonderful atmosphere, really positive and child focused with a real belief that your children can succeed whatever their past.'

A stable and enthusiastic staff team supports young people. Staff have a wide range of expertise and experience, with an overarching expectation of sharing good practice. A good mix of gender, age and ethnicity within the team helps to respond to the diverse range of young people's needs. Excellent arrangements for sharing information within each team are in place, from daily handovers to multi-disciplinary staff meetings, which are used to examine the development of the young people as well as being another training forum. Information is shared through the differing management forums, allowing all staff to be consulted on aspects of life in the home, such as changes to rota arrangements.

Staff complete a robust induction period when first working in the home, being supported by a mentor and completing training in groups to allow for peer support. Staff state that throughout their time at the home they receive a wide range of training. There is an emphasis on face-to-face training rather than computer based, to increase interaction and allow questions. Staff also complete external courses to further enhance their knowledge of different areas, showing a commitment to their role. All staff complete a series of mandatory training, which is monitored to ensure that all are kept up to date. Additional courses have included domestic violence, differing communication needs and changes in the electronic planning system.

Staff are well supported, with regular individualised and group supervision that is effectively monitored by senior staff on a monthly basis. Staff said that they are

encouraged to reflect on their working practice and look at the best ways that they can work with young people. Similarly, annual appraisals are positive experiences, encouraging staff to evaluate their own performance, measured against key performance indicators. They are expected to take a shared responsibility in identifying their own learning and training needs. Training needs highlighted in appraisals then link to the home's training plan so that common themes are responded to well.

Managers have an awareness of the need to keep appropriate authorities informed of any significant event. Reports are detailed, showing the concerns and how these are being responded to.

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

Outcomes for young people in education are outstanding. Young people make very good progress from their often-low starting points across the vast majority of their learning activities, including in English and mathematics. For many, this is the first time that they have engaged with learning for several years.

The assessment of young people's starting points is thorough. Staff identify young people's needs and previous educational attainment levels quickly, to ensure that they can attend the education as soon as possible. Managers liaise with previous schools or placements to inform the assessments and to understand young people's wider skills and abilities and any barriers to learning. The majority of young people arrive at the centre with poor school attendance records and low previous literacy and numeracy skills. Learning plans are individualised to meet their specific needs effectively. Young people who have additional learning needs receive increased support.

The vast majority of young people make significant progress. Managers and teachers ensure that, where possible, young people achieve qualifications during their stay at the centre. For example, teachers enter young people in year 9 for GCSE subjects, including English, mathematics and art. Young people whose length of stay at the centre is short achieve successfully functional skills qualifications. Young people make very good progress in vocational lessons and produce work of an extremely high standard. For example, they produce coffee tables, small cupboards and jewellery boxes of increasing complexity. Young people in brickwork and woodcarving demonstrate high-level skills that will prepare them well for future work-related activities.

Young people develop very good English and mathematical skills, regardless of their length of stay. In English lessons, teachers challenge young people to develop higher-level thinking skills, for example using different genres to create their own speculative fiction. In mathematics, young people exceed their own expectations. One learner described how he chose not to attend school previously and disliked mathematics, but now he is 'hooked' and it is his favourite subject. In design and technology lessons, young people measure the size of wood required to minimise waste. Young people who have recently taken their English and mathematics GCSE examinations continue to develop their functional skills in these subjects, to enable them to use these skills

effectively on release from the centre, for example, to manage their finances.

Managers have developed an effective monitoring system that measures young people's progress across their learning plan, regardless of their length of stay. Managers also use the system to monitor the achievement between groups of young people, which shows that there are no achievement gaps. This was an area for improvement identified at the previous inspection.

The quality of teaching, learning and assessment is outstanding. Teachers and higher level teaching and learning assistants (HLTA) have high expectations of young people and challenge them continually to achieve their best. Teachers are adept at involving successfully all young people in learning, particularly those who were previously disengaged with learning. Teachers facilitate learning effectively through a combination of demonstration, instruction and challenge.

Teachers plan lessons well to meet the needs of all young people and know their strengths and weaknesses. They plan activities carefully that motivate and involve each learner and make them want to learn. They use questioning techniques effectively to challenge young people, particularly the most able, and check their understanding regularly, adapting the lesson appropriately, where necessary, to ensure that the pace and content meet the needs of all young people.

Teachers provide very effective and highly individualised support during lessons. HLTAs are deployed effectually in lessons to support learning and to help young people remain focused and make good progress. Teachers differentiate lessons successfully and work with young people to ensure that they work and make progress at the level appropriate to them. Young people show high levels of peer-to-peer support and, where appropriate, help each other with activities.

Teachers use the excellent facilities and resources very well to support and extend learning. For example, in design and technology lessons, young people develop their knowledge and understanding of complex gear structures by making the components for gear models on 3D printers, which they then assemble.

Young people receive clear and detailed feedback following assessment that ensures that they know how well they have done and what they need to do to improve their work. Teachers give praise for what young people have achieved, but they also provide targets for further improvement and development. Teachers review closely each learner's progress daily and record their progress formally in detailed and informative half-termly reports.

Planning for PHSE lessons, however, does not take into account the needs and interests of young people. As a result, young people lack focus and do not fully participate in these lessons. Activities are not stimulating or interesting, and young people remain inactive for long periods.

The behaviour of the young people in the education unit is exemplary. Young people

present themselves well and take pride in their appearance. Staff manage well young people who display inappropriate behaviour. Young people exhibit high levels of respect, tolerance and understanding of each other and with staff. Attendance is very good and young people arrive punctually to lessons, well prepared for learning.

Young people are well aware of the progress they make in their learning. They take pride in their work and are ambitious to achieve qualifications, often for the first time. Young people take care in the accuracy of their work and they pay careful attention to their spelling, punctuation and grammar. They relish the rewards and recognition system and thoroughly enjoy receiving achievement certificates and prizes at the end-of-week celebration event. Young people develop self-confidence and self-esteem as they develop their academic and social skills, and the vast majority display a 'can do' attitude.

Since the last inspection, the centre has increased significantly young people's access to careers advice and information. An adviser attends the centre every week to provide young people with effective careers information, appropriate to their circumstances. Further discussions about careers take place regularly in PHSE lessons and other lessons. Young people articulate well what they aim to do when they leave the centre. Staff are supporting a learner to progress to a course in games design. They are arranging work experience for when he leaves the centre later in the year and have invested in specialist equipment to help him to develop his skills prior to his release.

Young people benefit from a wide range of enrichment activities that make effective links between activities that young people undertake in the education unit and what they do in their residential unit. Staff structure enrichment activities well and ensure that they focus on the development of young people's personal and social skills, cultural knowledge, and their physical fitness and health. In holiday periods, staff provide a comprehensive suite of activities that build on young people's education and help them to understand wider issues, including how to keep themselves safe. For example, young people benefit from working with a local arts company that uses role-play to tackle issues around drug abuse and radicalisation.

In vocational lessons, young people demonstrate effective safe working practices and wear correct personal protective equipment at all times. Young people develop an understanding of food and healthy eating, as they participate in weekly cookery sessions, moving from simple recipes to the preparation of very complex dishes. Young people frequently share their food with their peers. Young people develop very good independence skills, as they complete vocational tasks such as woodworking and cookery.

Safeguarding arrangements are effective. Staff ensure that young people know how to keep themselves safe and provide a comprehensive training and prevention programme, working with the care teams, that includes drugs and alcohol misuse, sex education and positive relationships, bullying, radicalisation and extremism, and self-harming. The programme links directly to the PHSE programme, and young people develop their understanding further through an accredited qualification.

The management of learning and skills is outstanding. Leaders and managers have addressed fully the recommendations made at the previous inspection. As a result, young people access a broad and individualised curriculum that meets their needs and develops their academic and vocational skills very well.

Managers benefit from their regular involvement with a wide and useful network of external organisations within the Salford area. This enables them to contribute to and to be well informed about local and regional educational developments and initiatives that allow them to understand current practices and share information, and prevents them from operating in isolation.

The performance of the head of education is managed and monitored, in part, by the executive head of the local pupil referral units, who is a qualified teacher. As a result, her performance targets relating to teaching are rigorous and appropriate for the setting. The head of education and the executive head undertake joint lesson observations, which gives credence to the lesson observation process.

## **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 whom 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:** SC040500

**Provision sub-type:** Secure unit

**Registered provider address:** Civic Centre, Chorley Road, Swinton, Manchester M27 5DA

**Responsible individual:** Michael Kelly

**Registered manager:** Michael Lowry M.B.E.

## Inspectors

Andrew Hewston, social care inspector

Debbie Foster, social care inspector

Paul Taylor, social care inspector

Suzanne Wainwright, further education and skills inspector

Anita Pyrkotsch-Jones, further education and skills inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence>, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://www.gov.uk/government/organisations/ofsted>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: <http://www.gov.uk/ofsted>

© Crown copyright 2017