

Oakhill Secure Training Centre

Inspection report for Secure Training Centre

Inspection date	10 November 2011
Lead inspector	Linda Christie
Additional inspector(s)	Malcolm Stannard Shaun Common Andrew Hewston Martyn Rhowbotham, HMI

Type of inspection	Key - announced
Type of registration	Secure Training Centre

Service address	Oakhill Secure Training Centre Chalgrove Field Oakhill Milton Keynes MK5 6AJ
Telephone number	01908 866000
Email address	Vince.Raymond@uk.g4s.com
Director	Vince Raymond

© Crown copyright 2011

Website: www.ofsted.gov.uk

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

About this inspection

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

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

The Secretary of State for Justice causes Secure Training Centres to be inspected in accordance with Rule 43 of the Secure Training Centres Rules (produced in compliance with Section 47 of the Prison Act 1952, as amended by Section 6(2) of the Criminal Justice and Public Order Act 1994), Section 80 of Children's Act 1989 and any subsequent legislation. Her Majesty's Chief Inspector's power to inspect Secure Training Centres is provided by section 146 of the Education and Inspection Act 2006.

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

The last full inspection was carried out in November 2010 with an interim inspection in June 2011.

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

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Not judged: this aspect of the provision was not judged

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

www.ofsted.gov.uk

Service Information

Brief description of the service

1. Oakhill is one of four purpose-built secure training centres that provide secure provision to young people across the country. The centre is one of three secure training centres managed by G4S Care and Justice Services Limited.
2. The centre is situated in Milton Keynes and provides secure provision to young people aged from 12 to 17 years who meet the criteria for a custodial sentence, or who are remanded to a secure setting.
3. Oakhill is designed to accommodate up to 80 young people. The centre is an all male establishment and during the period of the inspection 79 young men were in residence. The resident population is comprised of mainly older adolescents, with 48% of those in placement being aged 16 or older. The number of young people from minority ethnic groups had increased by approximately 13% in the past year.

Summary

The overall quality rating is outstanding

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

4. The centre has a proven history of adapting to change and demonstrates a commitment to strive for excellence and improvement in all aspects of its service. Managers and staff are flexible in their approach to new initiatives and have responded very well to the changing profile of the resident population. The Youth Justice Board asked G4S to provide an additional three places at the centre in response to the recent civil disturbances. G4S agreed and three of the four beds available in the health care centre were utilised as required during the period August to October 2011. The Youth Justice Board consider that Oakhill managed the additional numbers on site well.
5. The centre was calm and stable during the period of the inspection. All young people were fully engaged in all aspects of the centre's regime, including attending education and participation in activities. Young people are clearly benefiting from a well organised and efficiently managed centre.
6. Oakhill staff are involved in sharing a number of developments and practices with the other two G4S secure training centres. There have been a number of shadowing and secondment opportunities across the three centres, with Oakhill confidently presenting its achievements. This has resulted in positive developments in the other centres.

7. All aspects of practice are regularly evaluated and there are robust mechanisms in place to adjust the delivery of service and improve outcomes for young people.
8. There are many excellent examples of effective partnership working between the centre and local groups and services. This includes the local safeguarding team, the Local Safeguarding Children Board, community groups, local parish councils, education providers and neighbourhood action groups. Young people benefit from these connections particularly in relation to safeguarding their welfare and enhancing opportunities for community involvement as well as making amends for previous actions.
9. Managers encourage an approach of inclusivity and the views and wishes of young people are at the centre of practice in all aspects of the centre's work. Young people are encouraged and supported to make their views known in relation to planning for their future. Although young people understand that there are some aspects of planning for resettlement that are beyond the control of centre staff and they appreciate the efforts to advocate on their behalf.
10. The work to prepare young people for discharge and resettlement into the community is excellent. Staff are aware that young people require a range of skills to be able to cope with the challenges they face when back in the community. Young people's welfare needs are well met by a caring and nurturing group of staff. However, young people are encouraged to take responsibility for their actions and make positive choices during their period at the centre and in preparation for adulthood.
11. Ensuring equality of opportunity and identifying and addressing diverse needs is a fundamental principle underpinning the work of the centre. The role of the chaplaincy service in this respect is excellent. The result for young people is that their religious, spiritual and pastoral care needs, irrespective of their particular beliefs, are identified and consistently addressed.
12. The education provided to young people is outstanding. Young people gain a very good range of qualifications that assists them greatly in their future education, training or employment. Young people make outstanding progress both academically and in their personal and social development. Those young people with low levels of literacy and numeracy make exceptional progress, especially those benefitting from the excellent individual support they receive. Teaching is good overall. In their eagerness to support the young people some care officers appear to be a little too helpful with the class work. Standards of work produced by the young people and expectations of them are high. Young people behave well. The curriculum has been developed further, especially in vocational education and is outstanding in meeting the needs of young people of all abilities. Young people receive outstanding support through a balance of formal and informal procedures. Attendance is outstanding. Leaders and managers are very aware of the strengths of the department and areas for future development.

13. The health, physical and emotional well-being of the young people is considered paramount at the centre. The health care department work closely with staff in other disciplines at the centre to ensure these needs are met. Young people are encouraged to be proactive about their health, to eat well, take exercise, have as much fresh air as possible and think about the impact on their health.
14. There are some areas for improvement that do not impact on young people's safety, care or welfare.

What has been improved since the last inspection

15. One recommendation was made at the last interim inspection in June 2011. This was related to implementing the revised offending behaviour programme. Managers have had a number of discussions with the Youth Justice Board and a significantly different and more appropriate programme has now been submitted for approval. The revised plan is aimed at ensuring the delivery of offending behaviour programmes in a more needs led and bespoke format. However, this requires contractual changes which have not yet been finalised. The aim is to implement the revised format for the delivery of offending behaviour programmes early in 2012.

The effectiveness of the service

Helping children to be healthy

The provision is outstanding.

16. On admission to the centre, a multi-faceted, thorough and comprehensive assessment process is undertaken with each young person. This process ensures that young people's health needs are fully ascertained, analysed and an effective plan developed to meet those needs. This assessment includes a determination of vulnerability and mental health needs, voluntary screening for substance misuse and sexual health. Plans and relevant information are then shared across departments to ensure a young person is supported and kept safe from the point of admission.
17. Each young person is seen by a General Practitioner within 24 hours of their admission and 24 hours before release or transfer. This ensures they are fit and well and any health matters are addressed quickly. Throughout their stay, young people have access to services that are at least equal and in some cases above, what they would receive in the community. They have access to General Practitioners, an optician, a dentist and other specialist services as required. Young people are referred to external health services where appropriate.
18. Young people have access to mental health services at the centre if required. They are seen very quickly by relevant professionals. However, the new arrangements for delivering mental health services, which ensure young people have psychological and psychiatric support if needed, are not yet fully cohesive. This means that although a very good service is provided that supports young people's emotional well-being and mental health, there is still room for improvement in the sharing of information.
19. Since the last inspection responsibility for the delivery of healthcare to young people has transferred from the National Health Service to private provider. The transfer of responsibility has been seamless and ensured continuity of an outstanding health service for young people.
20. Young people's healthcare needs are met by a very well trained, skilled and qualified healthcare team. Staff have developed specialist knowledge and further developed the service delivered to young people. For example, sexual health screening and treatment and an asthma clinic are now available to young people on-site. Young people have benefitted from these services through improved health and awareness.
21. Specialist intervention services are available to young people at the centre. Healthcare staff manage complex cases, where young people have specific and specialist needs. They liaise with health professionals in the community

effectively to ensure high quality care is provided to young people that keeps them healthy and well.

22. Substance misuse services at the centre provide young people with intervention, education, information and advice. This assists and empowers young people to make decisions about changing their lifestyle to improve their health outcomes. A young person said about his experience of substance misuse work he had engaged in at the centre: 'It has helped'; I've learned lots of stuff.'
23. The substance misuse team liaise effectively with colleagues at the centre and in the community to ensure young people have the best support possible on their discharge and therefore better life chances. There have been examples of outstanding practice delivering positive outcomes for young people.
24. A nurse with a clinical lead role has developed a coordinated approach to training, policy and procedure in healthcare practices across the organisation. This role ensures consistency of practice supported by sound policy and enables the identification of new training opportunities for staff.
25. The clinical lead role is complemented by robust oversight of the healthcare provision by external managers. Managers scrutinise and audit the healthcare provision to identify and further develop good practice and recognise and take action on any areas for improvement. For example, a multi-disciplinary Drug and Therapeutic Committee has been established. This is attended by external partners as well as centre staff. Best practice is shared and improvements made to existing policy, procedures and care delivery for the benefit of young people.
26. Health education is delivered very well. A recently held health-fair event was organised and carried out for young people at the centre. This enabled young people to have an insight into a range of health matters, stimulating their interest and helping to promote their well-being. A number of external organisations and in-house services provided activities and stalls for young people, such as learning about first-aid, alcohol, healthy foods and solvent abuse.
27. Young people are encouraged to actively engage in physical exercise to stay fit, healthy and well. There are a range of external and indoor activities such as the sports field and the health and fitness suite with cardiovascular equipment.
28. Medication is managed effectively and robustly. There is appropriate safe, secure storage and regular external scrutiny and auditing of policy and practice takes place. Medication administration practices have been reviewed by the newly formed Drug and Therapeutic Committee. Best practices in recording, identified by organisations such as the Royal Pharmaceutical Society of Great Britain and the Nursing and Midwifery Council, have been adopted and implemented by the centre.

29. The in-possession medication policy has been reviewed and revised. Young people are assisted to manage their own medication where possible and within a risk-management framework. This helps to support young people to develop skills for adulthood.
30. The centre has achieved the Healthy Schools Award and consultation with young people about food is excellent. Young people have a range of ways to contribute to menu development and to feedback about the quality or presentation of food. A food forum is held regularly whereby young people acting as representatives from each unit meet with staff and managers to give their opinions and contribute ideas. Young people can approach catering staff directly at mealtimes to discuss any issues and have the opportunity to complete questionnaires and feedback forms on a regular basis. Young people are fully involved in planning for special events or cultural and religious celebrations. Their ideas, views and opinions are taken seriously and changes made as a result are clearly shown on notice boards and through colour coding on the menus.
31. Mealtimes are well ordered occasions where young people and staff have the opportunity to eat together in a relaxed atmosphere. The dining area is pleasantly decorated and furnished. There are posters and information leaflets about being healthy. However, mealtime routines do not consistently allow young people to enjoy this social occasion, as sometimes there is insufficient time for a relaxed and informal experience.
32. The monitoring and dietetic analysis of food provision is excellent. This contributes to ensuring a balanced healthy diet that promotes young people's growth and well-being. A dietician assesses the menus and provides feedback to the centre on food preparation and delivery. Working with the dietician, the centre has ensured that menus contain information for young people to help them make healthy choices. For example, symbols with a key explanation help identify healthy choices.
33. Young people's individual dietary needs are catered for, such as cultural, religious and any health conditions. There is a system in place to ensure young people who have allergies have food that is separate and safe from possible contamination by other products. At the time of inspection, the centre was celebrating the Islamic festival of Eid and the food provided reflected the choices and requirements of Muslim young people. Prior to Eid, Muslim young people were supported to fast in accordance with Ramadan and provided with food and drink at appropriate times outside of the normal centre routine.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

34. Comprehensive and effective strategies are used to keep young people safe. Individual risk assessments are carried out on each young person on admission to identify any vulnerabilities or risks they may pose to others. Where required, plans are put in place to address any concerns. These are shared with relevant staff and are implemented in practice to keep young people safe. They are reviewed on a regular basis by a multi-disciplinary team. Information sheets are also in place, which detail any health consideration to be taken into account should a young person be involved in a physical intervention. This ensures staff know what to do to keep young people safe. The improved preparation by staff attending multi-disciplinary meetings has ensured that they are more focussed and targeted actions are discussed.
35. The centre benefits from highly efficient security systems and arrangements. All at the centre are kept safe and staff are provided with the procedural knowledge which equips them to address any possible breach of security. Procedures are tested each month with a differing scenario on every occasion. The emergency contingency exercises are held as both practical and desktop practices. There are positive communication links in place with local emergency services who are invited to take part in some of the live exercises. All duty directors have undergone appropriate training in how to manage an emergency situation. Any development areas identified during the exercises are used to inform further training or updating of procedural guidance.
36. All staff members receive security training which is updated regularly. Security intelligence reports are also available, which inform staff of any information that may affect security at the centre. To prevent restricted items being brought into the centre, searching protocols are in place. The introduction of risk-led searching procedures has seen the number of full searches of young people decline. A decision on the type of search required is taken after consideration of the risk and available background information. Permission from a duty director must be obtained prior to any full search occurring. This practice helps promote the dignity of young people.
37. All visitors are vetted and searched prior to entry as are staff on a random basis. Control room staff are robust in their practice ensuring all security and safety requirements are adhered to.
38. The safety of young people, staff and visitors is a principal part of daily routine. All health and safety matters are managed robustly. All procedures, policies and risk assessments have been fully reviewed and an 'International Organisation of Standardisation' accreditation has been obtained for areas of practice and procedure. The environmental impact of the centre is also

considered as part of the accreditation. Robust internal and external safety audits are undertaken and all staff and young people undertake British Safety Council Level 1 and fire procedures training. Senior staff members are trained to Level 2 of the award. Monthly themed health and safety updates are given to staff in small leaflet bulletin form and refresher training is delivered during team meetings. This ensures that all staff are fully up to date with any changes to health and safety procedures, as a result young people are protected from potential hazards.

39. Young people are reminded of safety issues within the living units and staff representatives attend health and safety practice meetings. Emphasis is placed on the prevention of accidents at the centre, including random safety checks and reminders for staff and young people of possible dangers. As a result of this initiative there has been a dramatic fall in the number of accidents and injuries during restraint are now very low.
40. There are clear and consistent expectations of behaviour which are made known to young people. Excellent staff interactions with young people mean positive encouragement and motivation is used to promote acceptable behaviour. Staff are trained in diversion and diffusion techniques and use these well to address any negative behaviours. When staff have utilised diffusion techniques, they record these in a de-escalation log enabling managers to monitor and develop effective practice. Young people are encouraged to think about and take responsibility for their actions, and significant negotiation and mediation is undertaken with the predominantly older adolescent group. An effective incentive scheme is in operation, which is understood by the young people, who also help to review and develop it. The scheme supports young people to develop positive social skills and to receive a number of rewards for sustained positive behaviour. Many of them have attained the higher levels.
41. Where young people are identified as vulnerable or struggling to display positive behaviour, plans are instigated to offer support on an individual basis. These plans are highly individualised, address any aspect of concern, including health and education and are regularly reviewed by a multi-disciplinary team. The content and strategies agreed are shared with the young person and all relevant staff, ensuring a consistent and effective approach.
42. The use of physical restraint has continued at a low level. There was a slight increase when the centre was asked to accommodate additional young people during August 2011. Otherwise, occurrences of restraint have reduced over the last twelve months. The Physical Control in Care (PCC) minimisation strategy has been reviewed in line with Youth Justice Board guidance. All physical intervention, such as when staff prevent one young person attacking another, even where this has not involved a PCC hold, is included in the record of performance data. Staff members receive mandatory restraint technique training which is refreshed on a six-monthly basis. The outcome is to ensure all staff have opportunities for detailed familiarisation with the physical restraint techniques.

43. Comprehensive records are completed of any physical intervention. Closed circuit television coverage of every incident is reviewed to ensure practice is appropriate and consistent with the written version of events. The Youth Justice Board Monitor sees all written recordings of interventions and is able to view footage of any incident upon request. Debriefing is undertaken with staff and any areas for development of practice are discussed in conjunction with their line manager. Following each incident young people routinely see a health professional and they are able to record their version of events and any comments.
44. The use of single separation at the centre has continued to reduce including no use at all in three separate months since the last inspection in June 2011. Single separation is only used as a last resort and where all other possibilities have been exhausted. Where possible and appropriate, staff will remain and interact with a young person who is upset, negating the need for them to be left alone. When any separation does occur, this is fully monitored and recorded. If a young person requests to spend time in their room to be on their own this is also monitored to ensure they are not absencing themselves from the group excessively.
45. The number of sanctions imposed has again seen a reduction since the previous inspection and this downward trend has continued over the last year. The use of reparation is now fully integrated into daily life at the centre. Where previously a ban from activities or use of an area within the centre would have been considered following unsettled or negative behaviour, the opportunity to consider an alternative outcome through mediation or reparation is discussed with the young person. Guidance is available for staff on what sanctions may be considered. Any sanctions used are appropriate to the misdemeanour and help to shape a young person's behaviour positively. Suggestions for appropriate reparation is also available to staff. A reparation log held within each unit is used to record what actions have been taken and the outcomes.
46. An extremely robust and in-depth system for quality assuring behaviour management in place. Relevant data is shared with senior managers and interrogated. This culminates in a monthly cross-departmental safeguarding and effective practice meeting to identify trends and patterns. Matters identified from this meeting are used to inform and improve practice. Further meetings are held quarterly with external agencies which include the local authority designated officer (LADO), local child protection services and an advocacy manager. All behaviour management occurrences for the previous period are reviewed and discussed at these meetings ensuring a transparency which contributes to safeguarding young people's welfare.
47. The centre's approach to bullying issues continues to be robust. Workbook packages are in place and are used to educate and support young people who are subject to or who may perpetrate bullying. These are being reviewed and enhanced. Although the packages are a fairly recent introduction, staff

- responsible want to ensure that they address all eventualities and can be used for more target-led work when required. Additional support plans can also be instigated where required. Bullying is discussed with young people frequently and they understand that it will not be tolerated within the centre.
48. Child protection practice at the centre is highly effective and transparent. There are strong links in place with the LADO, local child protection services and the Local Safeguarding Children Board. The director and deputy director attend board meetings and the safeguarding manager at the centre sits on two sub-committees of the board. Staff from the centre have accessed Local Safeguarding Children Board training and the centre safeguarding manager has plans in place to deliver training to local child protection workers in relation to safer recruitment.
49. The LADO confirms that the centre staff deal with all concerns confidently and in line with procedures. Any safeguarding concerns are discussed each morning at handover and at briefing meetings. Referrals are made appropriately and the centre instigates contact with the LADO for advice if required. Information on young people and staff involved in any allegation or complaint is made available to the LADO so that as well as action required, trends or patterns can be identified. Comprehensive and full recording of the actions taken for any concerns are made, and a confidential database contains all relevant information. All staff receive safeguarding training and flowcharts are available to guide them on what action to take should an issue arise. The centre's practice and transparent processes, such as thorough information shared with the LADO contributes to the protection of young people.
50. The complaints process remains effective and ensures that young people can confidently and easily raise any issues or concerns. Information on how to make a complaint is displayed throughout the centre on posters, which were designed by young people, and complaint forms are readily accessible. All complaints made are acknowledged, fully investigated and recorded. Young people receive an outcome to their complaint within the required timescale. There are procedures in place for young people to take matters further if they are dissatisfied with the outcome of any complaint.
51. The LADO has an oversight of all complaints adding to the transparency of the process. In June 2010, a grumbles book was introduced to the living units. This enables young people to raise minor issues that can be rectified immediately and do not need to be considered as a formal complaint. This has seen the number of complaints fall dramatically by 32%. However, the books are not at present easily accessible for young people. This decreases the opportunity for young people to make comments in the books in their own words. Weekly monitoring of all the entries in the books is carried out by the centre safeguarding manager. This ensures that all young people's concerns are addressed and any issues are highlighted and addressed.

Helping children achieve well and enjoy what they do

Education

The provision is outstanding.

52. Achievement and standards in education are outstanding. Levels of attainment of accredited awards are extremely high and have increased since the last inspection. Of equal importance is that the qualifications gained by young people are challenging and are valuable in that they are recognised by employers, training providers and colleges. This means that virtually all young people leave the centre with a very good range of qualifications that will serve them well as they continue their education in the community. In the last year 95 young people gained the Vocationally Relevant Qualification award in hairdressing and beauty therapy and BTEC qualifications in construction were awarded to 18 young people. The centre's commitment to supporting all young people in the development of their literacy and numeracy resulted in nearly 300 qualifications being gained in these vitally important areas. In addition nearly 400 Open College Network qualifications were achieved by young people in subjects such as history, geography and personal development. A significant proportion of these were at level two. Some 19 young people gained a total of 69 GCSEs last year.
53. These high levels of accreditation reflect the outstanding progress young people make both academically and in their personal and social development. The progress made in English and mathematics is exceptionally impressive. Since the last inspection, only four young people were assessed on entry as at or above their chronological reading and spelling age. Some 40% were assessed as between three and five years behind their chronological age in reading and spelling and 70% of young people were assessed as being between five and eight years behind their chronological age in mathematics. Last year 55% of young people made improvements in mathematics of over four months per month of stay with 22% increasing their ability in mathematics by over a year for every month of stay. In reading and spelling the average improvement was four months per month of stay. Those young people receiving one-to-one support make dramatic improvements in their reading, spelling and numeracy; levels of improvement are twice those indicated above.
54. The standards of work produced by young people are very good and especially good in food technology and hairdressing and beauty therapy. The quality of some artwork is outstanding as evidenced by the large number of awards gained at last year's Koestler exhibition.
55. Young people's behaviour during the inspection was at least very good and often outstanding. Relationships between staff and young people in education were relaxed but professional. Any poor behaviour was dealt with appropriately and effectively with supportive input from managers where necessary. Punctuality to education is good and movements between lessons

are carried out smoothly and calmly. There are occasional delays in collecting young people from education at the end of the session. Attendance, allowing for authorised absence such as court appearances and legal visits is outstanding at over 99%.

56. Teaching and learning are good overall with some outstanding features. Most lessons are planned well with the differing abilities of young people taken into account effectively. In most lessons tasks are suitably challenging and interesting. Young people enjoy carrying out the activities and most are very keen to do their best and are proud of their work. Young people often engage in good quality and stimulating discussions and are skilled at putting forward their views. On a few occasions these discussions are not managed by teachers and can become dominated by one or two young people. Teachers have prepared some good quality resources that help to put learning into context. For example, a workbook on sweatshops had been prepared and was used very well as a vehicle for delivering a very good English lesson. Good use was made of the interactive whiteboard in history and young people gain experience of working with a wide range of materials in art.
57. Young people gain good levels of knowledge in lessons and, as mentioned previously, most make good or very good progress. Teachers are skilled at praising this achievement which adds significantly to young people's levels of confidence in their ability to succeed in education and training. For example, young people in the hairdressing and beauty salon not only display high levels of technical skill, they also have developed the confidence to deliver exceptionally good customer service skills.
58. In food technology young people quickly overcome their doubts that they can carry out some very challenging and complex tasks and they work hard and achieve exceptionally well. For example, young people prepared sausages from scratch by filling sausage skins before cooking them to perfection.
59. On a few occasions lessons lack pace and teachers focus a little too much on teaching rather than learning and progress. For example, the task on which young people are working is at times interrupted to deliver some more content.
60. Young people receive good levels of support from care officers in lessons. They help young people to concentrate and remain focused on the task in hand. On some occasions however, care officers are overly supportive and end up completing tasks for young people, which does not encourage them to become independent learners.
61. The curriculum delivered at the centre is outstanding. The curriculum policy and strategy are well planned and these are translated operationally into a timetable that meets young people's needs exceptionally well. All young people receive daily lessons in mathematics and English. In addition they receive daily lessons in physical education which makes a good contribution to helping them maintain a healthy lifestyle. The timetable allows for a very

varied day, enabling young people to access a range of activities and learning styles throughout the day. Vocational education has developed well and now includes construction, painting and decorating, leisure and tourism and hairdressing and beauty therapy. This is however not at the expense of subjects such as history, geography and science which are important for those young people returning to follow the national curriculum upon discharge. The subjects of personal, social and health education and citizenship have been linked successfully to employment related skills such as curriculum vitae preparation and interview practice.

62. Good progress has been made in the development of cross-curricular themes. For example during the inspection, the theme of remembrance and poppies was used successfully in history and ICT lessons. There is scope to develop this innovation further.
63. The centre has developed further the notion of work based learning and work experience. This enjoys high status in the centre. Some 12 young people gained valuable work skills in areas such as the sports hall, food technology and the library and a small number of young people work towards a national vocational qualification in the centre's kitchens.
64. Support for young people during their time in education is outstanding. Teachers, learning support assistants and care officers in education demonstrate a real commitment to helping young people achieve to their full potential and the levels of achievement and attainment and the good behaviour observed during the inspection proved its effectiveness. Staff are clear about the importance of supporting young people not only in their academic achievements but also in their personal and social development by for example, re-enforcing the notion that there are consequences for chosen types of behaviour, be these reward or sanction.
65. The points system is embedded in education extremely well. Young people understand it and it acts as a very effective motivator for young people who are keen to obtain awards such as chef of the week, sports person of the week, student of the week and the highly coveted unit of the week. On a few occasions a deduction of points is used appropriately which works well to reinforce the notion of consequences.
66. Weekly tutorials are used well to review the points attained by each young person and also to review the progress made during the week. This is done by the setting of personal targets, which can appropriately include behavioural targets. These targets are linked well to the targets set in detention and training order review meetings. Most of the academic targets are very clear and measurable. Some of the other targets could be more specific.
67. The support for young people with low levels of literacy and/or numeracy is outstanding. Young people benefit greatly from excellent one to one sessions which are tailored specifically to the young person's individual needs. The progress made in these sessions is outstanding and good quality records are

maintained. In addition, the enhanced reading group enables less confident readers to read aloud and discuss issues raised in the book they are reading. This they do with great enthusiasm and ever increasing confidence. A particular aspect of good practice is the production of a book review for every book read.

68. The centre buys in 26 days of Connexions provision per year, one day every two weeks for the young people who are not from Milton Keynes. Those young people from Milton Keynes are seen on days other than those bought in. This service is valued by young people and contributes to the high proportion of leavers progressing to education, training or employment.
69. Very good links with other secure training centres have been established resulting in joint staff development and the sharing of good practice in teaching and learning. Other partnerships such as those with professional sports clubs are developing well. The centre is a member of the Hazeley Cluster of schools and some joint work is in hand with the Hazeley Academy. Most teachers have links with teachers of their subject in mainstream schools and this enables staff to keep abreast of developments, for example in the key stages of the national curriculum.
70. Young people's work and other curriculum resources are displayed very prominently throughout the centre and this makes for a very welcoming and professional learning environment. Young people treat classrooms and other resources with respect. Most rooms in the education facility are well equipped and are bright and airy although young people complain about the backless stools in classrooms.
71. Communication within the department is outstanding. The very well qualified staff are clear about the aims and objectives of the department as well as their own professional targets. A series of meetings ensure staff are well informed and they ensure all staff are aware of the individual needs of young people.
72. Data is used well both at an individual young person level and at the higher aggregate level to highlight strengths and areas for improvement. The head of education and the education directors are aware of the strengths and areas for development as highlighted in the comprehensive and largely accurate self assessment report.

Helping children achieve well and enjoy what they do

Welfare

The provision is outstanding.

73. The staff team who are responsible for the activity and enrichment provision at the centre have continued to deliver an exceptional programme for young people. They have adapted well to changes in funding and the need to tailor activities in line with the needs and interests of the profile of young people at the centre. There has been a large increase in the amount of positive links with local community groups which has enabled additional, enhanced vocational and reparation experiences to be available.
74. The enrichment and activity programme is organised on a weekly basis. A plan is produced from which young people are able to choose clubs and sessions which interest them. Access to clubs is not restricted to incentive levels, meaning opportunities are available for all young people. However, where potential issues are identified due to gang affiliation or an activity is thought to pose a high risk for a young person to be involved, some limitations may be imposed. A youth club is available for all young people to use; extra sessions are provided for those on higher levels of the incentive scheme. The availability of diverse clubs allows young people to develop their self esteem, skills and confidence.
75. The variety of activities and clubs available within the centre has expanded since the last full inspection. Additional clubs have been introduced at the end of the school day, utilising particular skills of education staff members. Appropriate qualifications are held by staff to enable them to lead climbing wall and gym sessions and risk assessments are in place for all planned activities.
76. The activity plan is constantly amended to ensure young people's interests and suggestions are incorporated. Particular care has been taken to ensure that activities are meaningful for the predominantly older group of young people who are now at the centre. Activities which allow them to obtain accreditation or learn new vocational skills are included in the programme. An allotment area is available at the centre and young people attending the gardening club have been able to see the produce they have grown being used as part of meals provided by the main kitchen.
77. Young people are able to take part in sessions at lunchtime and evenings during the week. During weekends, there are often group and unit activities taking place which promote social interaction and working with peers. Many sessions are appropriately related to events taking place, festivals or raising awareness of others and charities.
78. Evaluation of the effectiveness and interest for all sessions is carried out by staff and young people. This helps to inform future planning. There are well

established opportunities for young people to contribute to the make up of the programme through unit representatives who feed suggestions to the enrichment team at consultation meetings. A database is held of all participation by young people, this enables achievements to be recognised in review meetings as well as identifying young people who are not interacting with the programme. Where a young person is finding it difficult to engage in activities they are supported individually to overcome any concerns and take part in an activity with which they feel comfortable. Participation in the extensive activities programme available means that young people receive motivation and interaction from staff throughout the day. This helps to encourage positive behaviour and prevents unsettled behaviour which may occur as a result of boredom.

79. Young people are asked about their experience of activities and enrichment sessions when they leave the centre. Collated information shows that they rate the provision as good. Some of the young people spoken with during the inspection said: 'activities are the best'; 'you have lots of activities;' and, 'I really enjoy going to the gym sessions'.
80. Groups of young people from individual living units are also able to use allotted areas for additional sessions where they are supported by care staff. The majority of these are outside and add to the many occasions when they are able to access fresh air adding to the promotion of a healthy lifestyle. Young people were extremely positive about the number of opportunities they have to be outside their units.
81. There is a good range of resources available within the living units such as board games, computer consoles, craft materials and age-appropriate books. The majority of care staff are motivated to engage with young people and ensure time spent on the living units is used meaningfully.
82. Further collaborations with local groups have enabled increased opportunities for young people to interact and contribute to the community. Joint undertakings are in place with neighbourhood action groups, parish councils and Milton Keynes County Council. Young people have been able to use vocational skills when taking part in projects such as clearing wildlife areas, maintenance of play parks and refurbishment of a local youth club. These activities have also enabled young people to learn about helping and contributing to the wider community volunteering programme. Praise has been received from community groups for the high standard of work which has been carried out.
83. The contribution of interaction with the 'make the difference' group has meant that within the centre young people have been able to take part in a range of projects. These include, a music production course and arts ventures covering heroes and heroines and health, which has also enabled some young people to have design work displayed in a local hospital display. External facilitators attend the centre to offer football coaching, street football and sports leaders qualifications as well as promoting the 'show racism the red card' project.

Helping children make a positive contribution

The provision is good.

84. The relationships between staff and young people are excellent within the centre. Young people appreciate the time and attention they receive from staff. There is a relaxed and stable environment allowing young people to be open and honest with a range of adults. A young person stated that staff 'help get you through your time and look out for you'.
85. Admissions are effectively managed and support both young people's introduction to the centre and appropriate security arrangements. The increased application of the peer mentoring role enhances this experience for young people and information about centre life is shared to decrease anxieties for new admissions. Effective arrangements are in place to ensure belongings are stored within a safe area and available if needed.
86. Procedures ensure that young people are able to make a telephone call to someone on admission to the centre. This supports young people to settle in and their families to be reassured that they are safe.
87. Young people continue to have very good access to an independent advocate. They are able to speak in private with any of the regular visitors and can telephone them in between visits or complete a form requesting to see them. The advocacy manager reports that while there have been very few concerns raised recently by young people, she is able to discuss these with senior managers and is confident that they will be investigated and addressed.
88. Young people are fully aware of specific staff that have a role to support them on an individual basis. Key workers and case managers have a strong commitment to the successful development of young people. This is shown through regular supportive meetings and professional discussions.
89. Initial training plans are developed through a wide range of thorough assessments from differing professionals both within the centre and externally. Well-trained and experienced case managers use information within the electronic recording system eAsset to further support the planning process that starts at the point of admission.
90. Young people's plans are managed and reviewed through weekly meetings as well as the more formal regular review process. The formal review meetings are effectively and efficiently chaired by the centre's youth offending service staff.
91. Young people's families views are promoted within the development of plans and responded to within the reviewing process where possible. Young people's views are actively sought within each stage of the planning process and this is supported through staff and interpreters where necessary. Social

workers and supervising officers are actively involved in the planning process for young people.

92. Training plans are consistently monitored by a range of staff, ensuring that they respond to changing issues raised by young people and assessments completed. The considerable range of offending behaviour programmes is constantly updated to ensure that they are responsive to patterns of offences. The range of programmes allows plans of work to be highly individualised to address both the offending behaviours of the young people and needs highlighted during assessments and reviews. Offending behaviour programmes are discussed within differing forums relating to the young person and therefore permeate into differing aspects of life at the centre. The centre's understanding of gang affiliation facilitates highly effective management of young people.
93. Staff delivering training plans are well trained and supported by case managers. All programmes are reviewed by young people and staff on a weekly basis and an annual assessment completed by young people includes offending behaviour plans to highlight if any areas require development. The centre has moved forwards with the development of offending behaviour programme delivery. A new format has been developed and staff have been trained ready for the delivery of this next year.
94. The centre ensures that the views of young people are gained through a wide range of consultative forums including twice daily unit meetings, food forums and peer mentoring meetings. Daily meeting minutes continue to lack sufficiently detailed records of the meetings completed. Since the last inspection the centre has developed the Xchange forum to support the ability of young people to develop practice within the centre and be part of a democratic process. The 'you said we delivered' posters are an excellent tool for demonstrating to young people their views are important and can make a difference. One young person stated that such forums were positive in that it was, 'good to feel as though you are making a difference, not just for you but for other lads that will come here after you.'
95. The centre has continued to develop the assessment and use of learning styles to enhance the interventions and direct work undertaken with young people across all departments. Differing ways to support young people with communication difficulties are in place and are sensitive to meeting their needs.
96. The centre's chaplain is involved in a number of aspects of centre life. He provides a pastoral service to all young people where they can see him on a one-to-one basis and receive advice and support such as bereavement counselling. He holds regular Christian services that young people can attend. He has links with other faith and religious leaders in the local community, whereby these individuals will come to the centre and see young people offering religious guidance and services. For example, a local Imam visits the centre two or three days a week leading prayers for Muslim young people.

The chaplain was instrumental in arranging and facilitating a multi-faith day, where many representatives from different religions and cultures came into the centre to offer young people insight and information. The chaplain also has involvement with a number of the centre's operations. For example, he chairs the diversity forum and attends meetings relating to safeguarding to give input into keeping young people safe.

97. The centre fully supports appropriate outside contact. Telephone arrangements are convenient and allow sufficient privacy although the new system has meant a substantial increase in costs particularly for incoming calls. Young people are supported with sending letters and a well considered 'supported visits' system enhances the visiting experience for some families.

Helping children achieve economic wellbeing

The provision is outstanding.

98. Early and effective resettlement planning is in place ensuring that there are clear arrangements for young people's transition back into the community. Plans are developed very quickly after admission and are monitored, reviewed and updated throughout a young person's stay to ensure the delivery of the best possible support.
99. Shortly after admission, young people undergo a life-skills assessment. Comprehensive plans are developed from these assessments, which are delivered in practice to ensure young people are supported to attain the skills they need for adulthood. The plan addresses matters such as managing finances, personal hygiene, understanding benefits and housing support.
100. Young people have regular opportunities to learn life-skills that prepare them for life in the community and adulthood. They are encouraged to keep their bedrooms and communal space clean and tidy. There is a rota of chores so they learn different aspects of domestic and household skills. They can learn to cook on living units as well as through lessons in education. They learn to use washing machines and to iron their own clothes.
101. The leavers programme ensures that young people are fully involved in, and fully understand the plans for their return to the community. Through this process, a plan is developed 15 days before discharge and closely monitored. It contains all the matters to be undertaken to ensure a smooth transition for a young person. For example, it ensures that health matters are addressed, a health report and educational portfolio are ready, accommodation or placement is finalised and arrangements for collection and transport from the centre are in place.
102. The 'moving on' guide provides young people with useful information to support them on their return to the community. It contains advice and guidance specific to the local community on matters such as education, applying for jobs, rights, money and budgeting and healthy eating.
103. The centre has a clear process in place for reminding local authorities of their responsibilities to young people in planning for their release from custody. Early resettlement planning mostly addresses any issues; however, where arrangements for release are not clear, the centre has a formal procedure for contacting relevant professionals to ensure young people's plans are adhered to and delivered.
104. Young people's meetings about resettlement are managed with a very high degree of professionalism. As a result, plans for discharge and return to the community are effectively reviewed and delivered in practice. Young people are central to all meetings. Their views and opinions are listened to carefully and they are fully included in decision making processes that affect their

future. Resettlement meetings ensure that all matters about release are robustly addressed so young people can have confidence that good support networks and resources are available to them on discharge from the centre.

105. Excellent partnership between relevant professionals ensures the delivery of resettlement plans. This means that on-going work and required post-release work, for example support with substance misuse or mental health, is identified, communicated and in place prior to a young person's discharge. Young people therefore have on-going support when released from the centre, which increases their chances of success.
106. There is an increased range of vocational and work experience opportunities for young people. Most of this is delivered through the education curriculum. Accreditation and qualifications are achieved by young people through these opportunities, which provide them with skills which increase their employability on leaving the centre.
107. Connexions services ensure there is continued commitment to young people, which supports educational and career pathways. An example of the positive outcomes for young people from this provision is that they have been supported by Connexions to attain interviews at colleges and some have secured places upon release from the centre.

Management

The provision is outstanding.

108. The quality of leadership and management at the centre is outstanding. The management team has dealt with a number of changes and continues to provide effective leadership and direction to staff. In particular there have been a number of changes of managers at the second and third tier level in recent months, and two of the three residential service manager posts are vacant. The strategies in place to ensure the effective management of the residential service during the period when such important management posts are vacant have worked extremely well.
109. The centre has recently benefitted from the establishing of a deputy director post; the post holder is also the head of the youth offending service at the centre.
110. Leadership and management in education are outstanding. Although education was judged as outstanding at the last inspection, there has been no complacency in the department and further improvements such as the development of vocational education and progress in accreditation, have been implemented successfully.
111. Managers continue to ensure the centre responds proactively to the changing profile and needs of the young people and ensure staff are equipped to provide good quality care and deal with any challenges. Staff work confidently with the generally older group of adolescents resident.
112. Managers are proactive in responding to changing agendas in the criminal justice field. For example, the community payback project facilitating young people's reparation in the local community has been developed as a response to the 'Breaking the Cycle' green paper.
113. There are a range of highly effective quality assurance and performance management procedures in place. These are linked to a considerable number of key performance indicators set for each department. The quality assurance processes provide first and second line managers with baseline expectations. The effective use of performance management information is regularly reviewed and utilised to inform practice development and innovation. A particularly positive development is the use of thematic audits of practice across the three G4S secure training centres. The next one scheduled to be undertaken by the quality assurance manager is a review of equality and diversity practices.
114. There is an ongoing programme of shadowing for key staff across the three centres, which results in a cross fertilisation of practice and developmental ideas. This includes the quality assurance manager, senior training officer, the safeguarding and placements manager and the clinical nurse.

115. There is excellent support from an external manager who encourages development and innovation. This manager has a role in quality auditing of the centre and visits several times each month and produces a report outlining findings. As part of the visit they sample and checks record, inspects the environment, talks to staff, young people and any visitors to the centre including parents.
116. There are a range of human resource auditing processes also in place which ensures effective management of the workforce. For example, effective absence monitoring and management has resulted in a reduced level of days lost to sickness.
117. The recruitment and vetting processes remain thorough and robust. The arrangements in place for the selection of staff have been reviewed and revised to improve the procedure even further. Additional questions have been included in the interviewing process to reflect safeguarding issues. This has been in response to advice and guidance from the Local Safeguarding Children Board.
118. The frequency of supervision provided to residential care staff is excellent at 98% achieved each month. The quality of support and direction provided to staff has continued to improve. Staff are also more consistently held to account for their practice with expectations for improvement, as required. The high quality and frequent supervision available to staff ensures that young people are provided with an improving quality of service.
119. Support to new staff during their initial stages of working at the centre has improved considerably. As well as receiving once or twice weekly supervision with their line manager new staff also meet with the head of care or one of the residential service managers. The frequency and quality of their supervision is effective in helping them adjust to their new role.
120. There is an ongoing commendable commitment to staff development, including professional training. There continues to be a significant investment in training for staff at all levels and in all departments. The process for monitoring staff performance is good and for identifying their training needs. Young people are looked after by staff who are prepared through the training available to provide them with a high standard of care and to understand their complex needs.
121. The initial training course has been further developed to include sessions on restorative justice awareness, understanding gang affiliations, and improved acting inclusively sessions. Plans for the accreditation of the initial training course are well underway. An extremely positive development has been the involvement of young people who are trained as peer mentors in addressing new staff recruits whilst they are still undergoing their seven week initial training.

122. There is a proactive strategy in place for succession planning and providing staff with opportunities for professional development. The management development training provided by G4S is particularly positive in assisting managers at all levels in acquiring knowledge and skills.
123. Managers at the centre are aware of the importance of recognising achievement and the appreciation of people who excel in performance and contribution. This is embedded in practice and part of the culture of the centre and importantly includes the achievements and progress made by young people.
124. The promotion of equality and diversity is outstanding. Consideration of equality and diversity is well embedded in all aspects of the centre's practice. Young people's individual needs are effectively identified and addressed. Opportunities to raise awareness of diversity are also consistently used in all aspects of the centre's activities, including through education and enrichment sessions. One project involved minority ethnic professionals who talked to young people about their personal successes. This was an excellent process to encourage young people to reflect upon their own aspirations.
125. The G4S children's services, which includes the three secure training centres have achieved level two status in the Investors in Diversity Award.
126. There is an ongoing programme of improvement of the living areas for young people and efforts to create a homely and comfortable environment. The main concern for young people are the uncomfortable seats in classrooms and in the dining areas on the living units where they have to sit on backless stools. The older adolescents are complaining about backache, as the seating does not provide support for their lower back.
127. The centre takes a proactive stance in ensuring that young people and staff are aware of sustainability and environmental issues, which includes recycling waste, awareness of use of energy and reducing electricity costs whenever possible.

Recommendations

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

- | |
|--|
| <ul style="list-style-type: none">• ensure that the grumbles books on each living unit are accessible to young people without having to be requested from staff (Staying safe - Standard 23) |
| <ul style="list-style-type: none">• ensure care workers are clear about their role in classroom when supporting young people (Enjoying and achieving - Standard 6) |
| <ul style="list-style-type: none">• review the seating provided in education and for dining in the living areas and ensure it is fit for purpose. (Management - Standard 21) |