

Oakhill Secure Training Centre

Inspection report for Secure Training Centre

Inspection date	11 November 2010
Lead inspector	Linda Christie HMI
Additional inspector(s)	Malcolm Stannard Elizabeth Taylor Gwen Buckley Martyn Rhowbotham HMI Jen Walters MI
Type of inspection	Key – announced
Type of registration	Secure Training Centre

Service address	Chalgrove Field Oakhill Milton Keynes MK5 6AJ
Telephone number	01908 866000
Email address	Philip.Headley@uk.g4s.com
Director	Philip Headley

© Crown copyright 2010

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 inspection was conducted in accordance with the Statutory Rules inspections of secure training centres made under Section 47 of the Criminal Justice and Public Order Act 1994, and in line with section 37(1) of the Crime and Disorder Act 1998 which states that: It shall be the principal aim of the youth justice system to prevent offending by children and young persons.

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 December 2009 with an interim inspection in June 2010.

A team of social care inspectors spent four days on site and two 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 now an all male establishment and during the period of the inspection 72 young men were in residence. The resident population is comprised of mainly older adolescents.
4. The centre does not have an upper level for remand admissions, and is therefore able to take more remand placements than the other secure training centres.

Summary

The overall quality rating is outstanding.

5. The centre has dealt well with the increasing age of the resident population. Practice has been adjusted to reflect the more mature group of residents particularly in relation to their education. The enrichment and leisure activities have been and are continually reviewed to ensure what is available is age appropriate and of value to the young people residents. Staff understand that they are young people who require support and direction and every effort is made to meet their needs.
6. The approach to managing behaviour at the centre is working very well. There has been a significant reduction in the number of physical interventions, removal from association and use of sanctions. Young people are helped to understand the consequences of their actions and reminded that they have responsibilities as well as rights. The approach is one of negotiation and mediation. Young people are encouraged to react in a more mature way to issues which might have previously frustrated them. There are opportunities for reparation if rules are broken. This approach is working well with young people able to retrieve the situation and earn back rewards and incentives. There are good systems and monitoring in place to ensure this is managed well.

7. Throughout the inspection the centre was calm and relaxed with groups of staff and young people interacting in a good humoured and respectful way. A number of young people have been recruited and trained as peer mentors and they are taking this responsibility very seriously with a positive impact and support for other residents.
8. Young people are also involved in a range of other forums to review practice and planning, such as the diversity meeting, food forum and part of the safeguarding and effective practice meetings. The exit interviewing process provides an invaluable source of feedback from young people and this has been further improved recently. However staff do not sufficiently encourage young people to contribute and actively participate in the Trainee Council meetings.
9. There have been further changes to the senior and operation management teams in the past year. The head of care became the director in January 2010 and the senior residential services manager had been appointed to the role of head of care. There have been changes at the residential service manager level, including establishing the role of deputy residential service managers. The head of education has also changed, with the deputy head of education taking on this role. There have been two changes to the head of the youth offending service post in the past year. The changes have taken place with relative ease and have not impacted negatively on the organisation and management of the centre.
10. The centre has shown during the past two years a good capacity to improve and develop the quality of service provided. Managers and key staff are continually monitoring and evaluating all aspects of the care and service to young people. Quality assurance and auditing systems are in place and provide senior managers with information about practice in all departments. Prompt and responsive action is taken to address any issues or shortfalls, with managers and staff at all levels being held to account for the centre's delivery of services to young people.
11. The promotion of equality and diversity is outstanding. The management and staff teams are culturally and racially diverse, and reflect the ethnic and cultural heritage of the young people. The promotion and celebration of different cultural, racial and religious groups is an integral part of every aspect of the centre's operations. The care of young people, including those from ethnic minority groups is monitored extremely well to ensure that all young people are treated appropriately.
12. The quality of the health care provision is outstanding. Young people receive medical interventions, including diagnostic assessment, much more quickly than they would if living in the community.

13. The on site youth offending service has continued to develop and the team, under the direction of the new head of department, has addressed a number of issues previously raised during inspections. The team are well organised and ensure regular contact with parents and other significant people involved with young people. Record keeping is excellent and appropriately reflects the work assessment, planning and interventions with young people. Review meetings are well managed and are inclusive forums ensuring all involved, including young people and their parents or carers, have an opportunity to make meaningful contributions.
14. A multi-disciplinary team with specified named staff provide effective 'team around the child' support to individual young people.
15. Education is outstanding. Young people's achievements and the progress they make during their time in the centre is excellent, especially in the key area of literacy. Young people are proud of their significant achievements. They behave well in the majority of lessons. The curriculum is outstanding and meets young people's needs exceptionally well. Young people receive very good support in education from teachers, care staff and learning support assistants although on occasions the support from care staff is overly directive. Relationships between staff and young people in education are based on mutual respect. Through very effective self-evaluation, leaders and managers know the centre well.

What has been improved since the last inspection

16. Three recommendations were made at the last interim inspection in June 2009. These have been dealt with.
17. It was recommended that centre ensure that young people's assessed individual preferred learning styles are used to inform programmes delivered to address their offending behaviours and attitudes. The centre is now assessing the learning styles for each individual young person. Staff have also received training to help them understand the different ways young people learn and interpret information.
18. The centre was asked to improve the telephone systems to ensure young people have appropriate telephone contact with their family members. There have been improvements to the telephone system to ensure young people have increased privacy when making and receiving calls to and from significant people in their lives.
19. The young people's information guide did not adequately describe the circumstances when incoming mail was opened. Changes have been made to the written guide and staff now ensure that young people are absolutely clear about if and when their incoming mail will be opened.

The effectiveness of the service

Helping children to be healthy

The provision is outstanding.

20. The healthcare service provided to young people is outstanding. Young people have access to a wide range of health care professionals within the centre. The healthcare staff have excellent links with local medical and health services, both private and primary care services, and when possible fast track young people placed at the centre for further medical assessments and treatment.
21. Robust external auditing of the healthcare centre shows excellent levels of compliance with good practice standards. The young people have access to an appropriate range of healthcare services including nurse-led clinics, optician, dentist, GP, psychology, psychiatry and a childhood vaccination programme.
22. A very well trained healthcare staff team effectively support young people. Health care staff provide a range of specialist health interventions to meet individual needs including, relaxation pathway sessions, smoking cessation, fatherhood programmes, healthy eating, sexual offence and sex education work.
23. Young people receive a thorough assessment of their health and medical needs on admission. This includes an overview of their vulnerability and any disability. Each young person is then medically examined by a GP within 24 hours of admission and then within the 24 hours preceding their release. Nurses have information in different languages or in pictorial form to help communicate with young people on admission if needed as well as access to interpreters.
24. Young people are encouraged and supported to attend meetings and appointments with doctors, dentists and opticians as well as other specialist healthcare professionals in the centre and in the community. Referrals are made to the young person's local healthcare provider to support continuity of treatment and care following discharge. Health professionals liaise directly with community services, if required, to enable continuity of care.
25. Young people enjoy positive, close supportive relationships with healthcare staff. From the time of admission, young people have a named nurse. Each young person also has an assistant psychologist who is assigned to each living unit as part of their named care team.

26. Appropriate levels of consultation and confidentiality are maintained when deciding whether to share health information. While maintaining a young person's confidentiality care staff receive support from mental health workers helping them to understand and work with and care for individual young people.
27. There is a holistic team approach to addressing young people's individual health and emotional needs such as self-harming, behaviour or bereavement support needs. A very good multi-disciplinary approach is in place to assess needs and vulnerability of young people throughout their stay and to agree actions to support them. Healthcare staff take an active role in the multi-disciplinary meetings relating to the assessment of suicide and self harm risks young people present.
28. Safe and effective medication management keeps young people safe. Medication administration records are meticulously maintained and robustly monitored. Healthcare staff follow the centre's policies and procedures relating to the safe handling and administration of medication. Where appropriate and following a risk assessment young people are enabled to develop confidence and ability to safely manage their own medication.
29. A young person's substance use and misuse is assessed on admission. Young people receive support in one to one sessions or in group sessions depending on their identified needs. Support is available for the young people with drug detoxification management while they are at the centre. Substance misuse workers update their knowledge on the trends of drugs used in the community to inform programme development and support to young people.
30. Healthy lifestyles meetings provide a forum for excellent multi-disciplinary work. This new initiative helps the whole centre focus on promoting a healthy lifestyle while also considering the individual needs of young people. Staff agree different approaches to support young people to participate in physical activity when it is needed. Catering, nursing staff and care staff are actively involved in promoting healthy eating messages and a healthy lifestyle.
31. Young people report that staff provide encouragement and support to make sure they have enough exercise. Young people engage in a variety of activities and exercises which they enjoy and they are actively encouraged to try new sports, exercise and training programmes.
32. Individual sessions are provided with a dietician when needed. The dietician is involved in the school healthy eating programme. Nurses monitor weight loss and weight gain and take steps to support young people in line with an individual's needs. Young people appreciate the efforts staff make in

tailoring services to meet their individual needs. They report this is done in a way that maintains the dignity of the young people.

33. Mealtimes in the dining room are relaxed positive social occasions for young people and staff. The catering service works with the other departments and links themed days to those celebrated in school. These activities provide young people with opportunities to learn about food from around the world and different cultures and religions.
34. Drinks are freely available in the centre throughout the day. Water coolers are situated in the school and living areas. The kitchens are clean and well organised. Meals provide a varied and nutritionally balanced diet. Young people have access to fresh fruit and vegetables and the staff ensure that young people's cultural and special dietary needs are identified and met. For example, staff ensure meals are available at appropriate times for young people who elect to fast for spiritual or religious reasons. There are always vegetarian options on the menu and special medical diets are catered for.
35. The menu provides information in a pictorial format to show the healthy options, vegetarian, different meats and what meals are halal as well as what choices can be considered as one of the five a day fruit and vegetables. Young people confirmed that information provided about food helps them to make better choices at meal-times. The views of young people on the quality of the food varied, although the majority considered it acceptable. Young people's suggestions about meals they would like is reflected in menu planning and highlighted as their suggestions.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

36. Security systems at the centre are robust and effectively help to ensure the safety of young people, staff and visitors. All staff receive training in security procedures along with updates on any changes to practice. Security bulletins are used to inform all staff members of any intelligence which may indicate a possible attempt to breach security of the centre. Appropriate vetting of visitors is undertaken along with searches being undertaken in a manner which respects people's dignity. Random searches of staff members are also carried out. Control room staff have received training in dealing with hostage situations. Robust practice ensures the integrity of the centre and that young people are prevented from leaving without appropriate authority. Detailed investigation of young people's backgrounds is undertaken to ensure that any interaction issues between individuals and groups and movements around the centre can be undertaken safely.
37. Comprehensive emergency contingency plans are in place and duty directors are trained in command techniques. As part of an agreed plan with other G4S centres there is a yearly calendar of exercises both practical and desktop which are undertaken monthly. Good relationships exist with local emergency services and a nearby prison. These agencies are included in many of the monthly exercises including a recent practical drill simulating actions to be taken in the event of a fire. The regular review of procedures ensures that staff are aware of the actions to be taken should an emergency occur.
38. Health and safety requirements at the centre are implemented thoroughly. A staff member has responsibility for this aspect and is well supported by an external manager. Regular health and safety newsletters are produced which are themed on a monthly basis and staff undertake small training refreshers as part of their team meetings. National safety awards are held by the centre and staff and young people undertake a British Safety Council award in health and safety at level 1. Team managers undertake a level 2 qualification. Other staff are trained in manual handling and are in the process of being accredited as trainers in order to cascade this to others.
39. Information relating to health and safety issues including fire and risk assessments is available on each of the living units for staff guidance. Fire awareness training has been completed by some of the staff and regular refresher worksheets are undertaken throughout the centre. Regular meetings and audits are held which include staff representatives for each living unit to ensure practice remains vigilant and up to date.

40. There are very high standards of behaviour management and interaction between young people and staff. Young people's behaviours are consistently managed and they are given every opportunity to be responsible for their own actions. Diversion and diffusion techniques are used at every opportunity to prevent escalation of any unsettled behaviour. Expectations of behaviour are made known to young people on their admission to the centre and clear rules and expectations are in place. Where young people require support to manage their behaviour there is a range of plans available which are individualised. These include education, health, behaviour management and vulnerability plans. On occasion a short term reward plan is utilised to effect timely modification of behaviour. Staff members are able to easily access details of the strategies which are in place for any young person.
41. Young people are not inappropriately locked in their rooms and there is minimal use of separation. On many occasions staff will stay with a young person when they are upset and engage with them rather than leaving them in a room on their own. Monitoring is carried out of any separation and where this has occurred at a young person's request, analysis is undertaken to ensure they do not isolate themselves from the group.
42. A restraint minimisation policy is in place and physical restraint is only undertaken as a last resort, occurring at a low level. All staff receive mandatory training in recognised techniques. Care plans are in place detailing information required relating to an identified medical condition which may be relevant during a restraint. Records are held of all restraints occurring and these are clear, comprehensive and audited regularly. Each incident of restraint is reviewed using the CCTV system to ensure that recordings made and actual practice is consistent and appropriate. Where areas for development of practice are identified this is addressed by managers. Young people are able to discuss any incidents of restraint with a staff member by way of a debrief session. This is recorded and they are able to add their comments or views.
43. Sanctions are used sparingly and there is an increasing move towards reparation and mediation. Young people are given the opportunity to think about their behaviour and how they could have approached a situation differently. Guidance is available to staff on permissible sanctions and when they should be implemented. Records show that there is no over reliance on one particular sanction. A high standard of recording is evident for all behaviour management occurrences. Thorough and regular auditing of these records is undertaken by a senior staff member or manager.
44. Information collected in relation to all behaviour management practices is used to inform and develop practice on a monthly basis. This includes data in relation to the ethnicity of young people involved in restraint which shows no disproportionate use with minority groups. Safeguarding and effective

practice meetings are held which involve all disciplines of the centre. Discussions are undertaken to identify any areas of concern and how practice can be adapted to address these. Further meetings are held on a bi-monthly basis with representatives from the police, safeguarding services and advocates. All incidents are reviewed and possible development steps identified. This is an extremely transparent practice which serves to strengthen the protection available for young people.

45. An embedded and highly effective incentive scheme is in place to encourage positive behaviour. The scheme is understood and valued by young people. A large number of young people have achieved high levels of attainment in the incentive scheme. There are occasions however where the rewards available for reaching a higher level are not available to young people in a timely manner. Managers are aware of the problem and are taking steps to address the shortfall. They state that the increased amount of young people who have attained the higher levels has placed a strain on the available resources. There is a possibility that young people will lose faith in the incentive system if they do not promptly receive the rewards promised.
46. Checks are undertaken to ensure that the documentation which accompanies young people upon admission to the centre is correct. Any missing or incomplete paperwork is requested immediately. This rigorous checking helps to ensure that young people are not held inappropriately and their welfare is protected.
47. There are effective strategies in place to keep young people safe. Each young person is individually risk assessed as to their own safety and any risk they pose to others in the centre. A multi-disciplinary meeting reviews the risk assessments and strategies are put in place to keep young people safe. These are implemented quickly and details are communicated with all staff. Close observation is undertaken of all new admissions to the centre and excellent support is given to those who are assessed as being at risk.
48. The young people are made aware of the centre's policy on bullying upon admission. They are aware that bullying is not tolerated. Processes are in place, which include individual and group work with young people when any instances of bullying are suspected. The support of a young person's youth offending team is also sought. There is continued development of the work in this area and visits and discussions with other establishments are undertaken to ensure best practice within the centre.
49. An extremely effective complaints procedure is in place. Flowcharts explaining how the complaints process works are on display which have been designed and devised by the young people. A poster competition was also held with the young people producing posters to be placed around the centre encouraging their peers to speak up about any concerns. The young people know how to access the complaints structure and can do so without recourse to staff. Complaints forms are available in a range of formats.

Complaints are fully investigated, recorded and the outcome fed back to the young person. There is an appeals procedure which young people are made aware of when receiving feedback. Different staff speak to the young person at each stage of the procedure ensuring that they can confidently raise any concern about the process at any stage. All complaints are seen by the local authority designated officer to ensure that all have been dealt with appropriately and that there are no safeguarding issues which have been overlooked. This is good transparent practice.

50. A 'grumbles' book has recently been introduced to enable the young people to make representation or comment on daily life at the centre without having to resort to the formal complaint system. This structure has not been in operation long enough to evaluate its effectiveness although the safeguarding manager reports a large reduction in the number of formal complaints received. The books are audited to ensure that no entry is made which should have been raised to a formal complaint.
51. Excellent arrangements for advocacy representation are in place for the young people. Each living unit is visited regularly by an independent advocate and young people are able to have unrestricted access and conversations with them. Information on how to contact the advocates at other times is displayed and young people can fill in a form requesting contact if they wish. Young people can also speak to help lines using the unit telephones. The advocacy manager and the director and the Youth Justice Board monitor meet on a regular basis to review any issues which have been raised by the young people. During the inspection inspectors were able to speak with all young people who wished to do so. Those that did were confident in providing their views on the centre.
52. Child protection procedures are robust and highly effective. There are good relationships in place with the local authority designated officer. Policies and procedures are in place to guide all staff on their practices which have been drawn up with input from the local safeguarding children board and the centre is represented at executive board meetings. Managers seek advice from the local authority designated officer on all concerns arising at the centre. Appropriate notifications are made to all relevant agencies. Comprehensive recording and auditing is carried out at the centre in relation to all referrals and allegations. All staff complete safeguarding training and their learning is refreshed at least on an annual basis. Child protection practice at the centre ensures that the young people's welfare is safeguarded and protected.

Helping children achieve well and enjoy what they do

Education

The provision is outstanding.

53. Young people make outstanding progress in their learning during their time at the centre. Progress made by young people in literacy is particularly impressive, especially for the large number whose reading age is very significantly below their chronological age. An analysis of the centre's detailed data shows that young people in this category make on average five times the progress expected of them. Progress in numeracy is very good, though not as rapid as that in literacy.
54. Standards of work are good and often better. Young people are proud of their achievements and are very keen to have their work displayed amongst the vast array of outstanding work seen in classrooms and corridors. Young people attain very good standards in mathematics. In English they learn to write creatively and they produce some outstanding poetry. The standards young people achieve in drama are also outstanding and young people enjoy achieving very well in physical education (PE).
55. The centre has gained some prestigious awards for young people's work. This includes 21 Koestler Awards (the highest number in the entire secure estate) in a number of subjects including hairdressing and beauty therapy, drama, poetry and 2D and 3D art.
56. Attendance at 98.5% is outstanding. Movements to education are managed very well, resulting in virtually all lessons starting on time. Changes between lessons are also usually calm and are managed well. Behaviour in most lessons is good and in some it is outstanding. Relationships between staff and young people are respectful and relaxed. Behaviour management by teachers and care staff is good. There is little use of inappropriate language although in one lesson swearing was not challenged robustly. There is little evidence of graffiti and young people treat resources with respect.
57. Teaching and learning are good. Most lessons contain a range of challenging tasks and activities that have been planned well by teachers, taking the individual needs of young people into account. As a result, young people enjoy being challenged to achieve well. For example, in an English lesson, young people produced some outstanding and thought provoking work on the genre of gothic horror. Initially unsure that they could do the work successfully, the teacher supported young people very skilfully by the excellent use of questioning, to enable them to produce work of very high quality. Encouragement and praise are used well. In mathematics, young

people worked well on carefully and individually planned assessments.

58. In most lessons young people remain focused and they concentrate well. There is a purposeful and productive ethos and expectations of what young people will achieve and their behaviour is good. Lessons progress at a good pace and young people often make outstanding progress in their learning. In many instances they are keen to talk about their achievements and are justifiably proud of their work. In a few lessons, tasks are too simplistic and activities go on too long. In these lessons, young people become bored, they lose focus and sometimes their behaviour deteriorates.
59. Interactive white boards are used well in most lessons. In PE young people enjoyed being able to track their progress towards their fitness targets through the very innovative use of the interactive whiteboard.
60. Care staff engage well in lessons and are effective in helping young people to remain on task and to concentrate on their work. This is valued by teachers and young people. On a few occasions care staff are overly directive and do not give the young person they are working with the opportunity to solve problems for themselves.
61. The curriculum is outstanding and meets the needs of young people extremely well. Curriculum development has been excellent and the changes since the last inspection have been planned well and are already having a very positive impact on the outcomes for young people, especially in literacy, numeracy and in vocational subjects.
62. The curriculum is very broad and extremely well balanced. Based on an appropriately adapted version of the national curriculum, it contains an exciting range of academic subjects, including humanities, religious education, personal, social and careers education, art, graphics and modern foreign languages, as well as vocational courses. Work based learning in areas such as PE, the library and the centre's kitchens enable young people to gain experience of the world of work. The curriculum is dynamic within the centre and its development has been a model of ensuring provision meets the very diverse needs of the constantly changing population.
63. Operationally the curriculum is planned very well. Young people benefit from daily lessons in literacy and numeracy, enabling the constant reinforcement of key themes in these subjects. PE is also provided on a daily basis and this makes a good contribution to enabling young people to maintain healthy lifestyles. Young people's learning and enjoyment are also enhanced by inputs from external agencies such as young enterprise and the Anne Frank Trust.
64. Young people benefit from outstanding support in education. Induction includes a thorough assessment of young people's educational attainment to date and their literacy and numeracy needs. A personalised approach to

planning a young person's individual support needs works extremely well. For example, in literacy, young people requiring additional support receive individual one to one help and they work very hard in the highly effective enhancement group. In addition they attend the outstanding reading group where senior pupils from Bury Lawn School visit the centre to assist young people with their reading through a range of innovative and interesting topics. This project is making a significant contribution to the excellent progress young people make in their reading. This whole package of support enables young people with high and sometimes very high level support needs to achieve extremely well, especially in the vital areas of reading and spelling. Excellent support is also provided for young people whose first language is not English, and again, these young people make outstanding progress. Support for numeracy is developing well, although the current provision of two sessions a week could be increased so as to improve the good progress made by young people even further.

65. As a result of this inclusive policy, very few young people are returned to the residential units for poor behaviour. At the time of the inspection only one young person was not accessing full-time education and was instead working successfully on a programme of activities designed to support his return to a full education programme.
66. The formal tutorial programme is highly effective both in terms of a vehicle for monitoring young people's progress and for carrying out individual pastoral work. The formal tutorial programme has been reviewed by managers but to date young people's views have not been sought.
67. The vast majority of young people have a Connexions interview. Last year nearly 350 interviews took place. There are excellent links in place with young people's home Connexions service and their home youth offending team.
68. Teaching staff are well qualified and bring with them a range of experience from many different backgrounds. Professional development opportunities are outstanding. Staffing is stable with very little use of sessional teaching staff. Communications are very effective and meetings at the start and end of the day ensure any issues are identified and dealt with promptly.

Helping children achieve well and enjoy what they do

Welfare

The provision is outstanding.

69. Two dedicated member of staff are responsible for the activity and enrichment provision at the centre which is planned on a weekly basis. Young people are able to make choices from an extensive range of varied sessions which are of high quality. A large quantity of clubs are available and all are accessible to every young person regardless of their incentive level, although any issues of risk or mixing of the young people are taken into account. This demonstrates equality of access for all young people. There are sport related clubs such as football, gym, climbing wall and basketball which are complemented by chess, art and youth club sessions.
70. There are also some excellent examples of motivated care staff providing extra activities in an evening during less structured times. Staff are imaginative in hosting sessions which enable them to engage young people. The range of activities on offer promotes physical and emotional enjoyment and young people are able to improve their knowledge and skills. There are ample opportunities throughout the day for young people to undertake activities in the fresh air, assisting in the promotion of a healthy and active lifestyle.
71. Enrichment activities on a weekend are organised regularly through what are called unit challenges which occupy young people for lengthy periods. Examples of sessions undertaken include a golf challenge, black history quizzes, pumpkin carving and table games competition. The provision of these activities is undertaken by supportive and motivated staff and adds to the promotion of positive behaviour by engaging young people.
72. Resources at the centre are used comprehensively, with areas such as the education building being utilised for music and chess clubs. A dedicated separate area adjacent to the dining room is also home to the youth club. Artificial turf areas and basketball courts are also available. A number of staff hold relevant qualifications which enable them to take sessions in dedicated disciplines. These include sports leaders, climbing wall facilitators and gym instructors. Some young people are also able to gain accreditation in interests such as football coaching and junior sport leaders.
73. A low ropes course has been erected in the front of the centre. This is used to increase young people's self confidence and esteem and can therefore be helpful as part of the preparation of some young people for moving back into the community.

74. There are very good resources such as board games and craft materials available for young people's use on the living units. Appropriate reading materials such as monthly magazines are also provided.
75. There are excellent links in place with community groups which enable young people to experience enrichment and vocational opportunities both within and external to the centre. These have included; the maintenance of local playgrounds, renovating school wildlife areas, show racism the red card projects, a street football tournament and a photography course which culminated in an exhibition of their work at a local college.
76. The Duke of Edinburgh award continues to operate at the centre and there are presently eight young people undertaking modules. Participation in the award enables them to continue the interest in their home area when they leave the centre. Staff at the centre are proactive in liaising with the young person's youth offending team to facilitate funding and arrangements for them to continue.
77. Regular activity meetings are held which include young people's unit representatives. This excellent consultation practice ensures that the views of young people on what activities they would like to be available can be taken into account.
78. Comprehensive evaluation of all activities is undertaken by both the young people and staff. This enables the effectiveness and validity of clubs to be collated and areas for development in the sessions to be identified. A record of attendance at activities is held by the coordinator. He uses this information to identify young people who may not be engaging in activities and deliberately removing themselves from the group. The coordinator will speak to these young people about how best to engage them.

Helping children make a positive contribution

The provision is good.

79. Relationships between staff and young people are positive, based on trust and mutual respect. Staff value young people and support them to develop and achieve. Young people are complimentary about staff who they say are 'caring' and 'help them'. The atmosphere around the centre is calm and purposeful. Good use of humour is made by staff and young people to foster relaxed but appropriate relationships.
80. Young people are received into the centre in a sensitive way. They are offered food and drink and are able to make telephone calls to persons on their approved list of contacts. Young people are initially advised by staff about how they will be cared for in the first twenty-four hours; the first night is spent in a bedroom in the health centre. This enables healthcare to support staff in monitoring their emotional and mental state.
81. Young people are encouraged to watch a DVD explaining how the centre operates. They are also provided with a handbook which contains useful information about the daily routine and matters relevant to their welfare. Care staff subsequently check young people's understanding of the contents of their handbook in key-working sessions. These measures help young people to settle quickly, to understand how they will be cared for and the expectations of them in terms of their behaviour, education and involvement in a range of activities.
82. Additional clothing is issued to young people on admission, if required. Clear administration processes ensure young people's possessions are logged into the centre and those not kept in their possession are securely stored. Records are maintained of approved items subsequently requested from, or returned to, the store by young people. This ensures young people's belongings are kept safe and all are rightfully returned to them when they leave the centre.
83. The assessment and initial planning procedure for young people is thorough. Information is initially gained electronically on young people through the Youth Justice Board's eAsset system or in paper form such as looked after children documentation. This informs the needs of the young people and assists in determining their level of vulnerability. A small number of young people continue to be admitted without essential information being forwarded. However, records show staff at the centre are robust in seeking additional information quickly to guide initial plans to care for young people and keep them safe.
84. Intelligence gathering about gang membership and conflict between gangs is excellent and is also used to determine compatibility between young people on the residential units and in group activities. This promotes young

people's safety and well-being.

85. Each young person is allocated a named nurse, a key-worker, a key-teacher and a youth offending service case manager. Young people know and respond well to their named staff. The members work collaboratively to deliver the young person's programme and ensure their developmental needs are met. Team members attend all meetings on the young person whenever possible or provide written comments which contribute to decision making.
86. Young people's initial and on-going review meetings take place usually within required timescales; any delays tend to be related to external professionals who are unable to attend.
87. Case managers, who are members of the youth offending services team, are assiduous in contacting parents, social workers and youth offending team workers to ensure their attendance at young people's initial and on-going review meetings. This is successful in practice as young people's meetings are generally well attended by significant people in their lives.
88. Young people's meetings are inclusive and very child-centred. Competent chair persons ensure young people have the chance to record their views prior to their meeting and that they are supported to attend and express them during the meeting. Parents, carers and family members are also encouraged to express their opinions and to contribute to decision making. Persons unable to attend the meetings are kept fully informed by the case manager or key-worker of any significant events affecting the young person whilst at the centre.
89. Records are well-maintained and reflect the action taken by staff to meet young people's needs and help them progress. Information about young people is kept in hand written form and electronically and is accessible to the multi-disciplinary team on a need to know basis which promotes confidentiality for young people.
90. Trainee monitoring meetings take place in each house block each week and include representatives from all disciplines across the centre. The meetings are used to review the progress of each young person in the centre and ensure their plans address their specific needs. Young people's holistic needs are considered at this meeting. Any concerns are quickly raised in the most appropriate arena for discussion and attention. Changes to a young person's plan are circulated in a timely manner to all staff working with them. This promotes consistency for young people.
91. As part of the assessment of need young people's offending behaviours and attitudes are considered and through discussion and review targets are set in the sentence plan to ensure, as much as possible, these are addressed during the period of custody. There are a wide range of programmes and

effective resources available for staff to address the offending patterns of young people. A range of individual and group specialist intervention programmes are provided by appropriately qualified and skilled staff.

92. However, the main offending behaviour programme is delivered during the weekdays straight after school. Young people consistently confirm that there are certain groups and sessions which they enjoy and feel they benefit from and others they do not. A number of young people complained about the format of the weekly offending behaviour programme sessions at the end of the school day, from 4.00pm to 4.45pm. They are tired and do not respond well to these sessions. The quality of the delivery of the sessions is variable. Young people are more positive about the weekend sessions, particularly the offence specific sessions delivered by specialist staff.
93. The effectiveness of the offending behaviour programme is continually evaluated and monitored, which includes feedback from young people during their stay and when they are leaving the centre. As a result of this and as a consequence of changes within the organisations other secure training centres, the delivery of these programmes is under review.
94. The Chaplain plays a pivotal role in supporting young people spiritually and emotionally. The Chaplaincy team ensure they are easily accessible to young people to talk about any matter. Services are held within the centre and the Chaplain facilitates visits by spiritual leaders from various faiths, to ensure young people's diverse needs are met.
95. Young people are encouraged to observe their cultural identity. All expressed dietary needs are met and resources are made available to meet needs relating to their religious and cultural backgrounds. A range of literature and information is available throughout the centre, which is in different formats and languages.
96. Young people are able to maintain appropriate contact with family and friends. They receive visits, telephone calls and write and receive letters. Young people's mail is issued to them in a timely manner. Restrictions on contact are only imposed where this may compromise the safety of the young person or others within the centre. Young people are made aware of any restrictions or concerns and informed of the action that will be taken to maintain safety and security.
97. Various consultation forums are open to young people to express their views about daily life in the centre and to make suggestions for improvements. These include the food forum, diversity meetings, twice daily house meetings, and a young people's council meeting. While some forums are well attended and young people actively participate in them, attendance at young people's council meetings is currently poor. Also attendees do not seek the views of their peers prior to representing them in the council meeting. Records of daily house meetings do not exemplify positive practice

by staff in gaining young people's views about life in the unit or show how this influences the physical environment and routine of the unit.

98. An excellent initiative in the form of a peer mentoring scheme has been implemented. Mentors are selected for their maturity, strong sense of fairness and equality and good communication skills. Young people acting as mentors undertake training to prepare them for their role. The training includes recognising signs of distress in young people and assisting young people to access different sources of support from within the centre. Mentors undertaking the role are empathetic to their peers and act in a sensible manner to report any concerns. The views and opinions of the mentors are taken seriously and help to inform improvements in the service.

Helping children achieve economic wellbeing

The provision is outstanding.

99. Managers and staff have responded positively to an increase in the age profile of young people placed in the centre over recent months, the majority of whom are now sixteen years of age or over. Most staff have completed training in the Leaving Care Act and national leaving care standards. This means there is a greater awareness of how different disciplines within the centre contribute to help prepare young people for adulthood.
100. A member of the centre's youth offending service team is designated to take a lead role in ensuring the resettlement needs of older young people are addressed. Resettlement is raised as a set agenda item at all young people's initial meetings and a resettlement plan is developed. The plan is then discussed at each subsequent review, progress is monitored and updated as necessary.
101. There is an expectation and practice that young people's youth offending team workers and social workers are actively involved and participate in the development, review and improvement of training, care and resettlement plans from the date of admission onwards.
102. A multi-disciplinary approach is taken to developing training plans for each young person. The plans are comprehensive in content and include resettlement. Targets are identified by the different disciplines which are complementary and support young people's overall development as well as addressing their offending behaviour. The plans take account of young people's age, level of maturity and their preferred learning style.
103. Twice weekly one to one key-working sessions as well as group activities mean targets in young people's plans are effectively addressed in practice. Excellent records are maintained of individual key-working sessions which demonstrate the focus of discussion is clearly linked to targets in young people's plans.
104. A number of improvements have been implemented since the last inspection to develop the independence skills of older young people and prepare them for either further education or work when they return to live in the community.
105. New life skills assessment packs are in place on the residential units. These are completed by young people with their key-worker and help to identify any gaps in young people's practical skills and knowledge. The assessment process is robust, covering a wide range of relevant areas such as personal hygiene care, ability to manage finances, basic first aid, applying for housing support and other benefits and so on. Small, measurable targets are added

to young people's plans to address any weaknesses.

106. Improved cooking facilities are available in the residential units. All young people have an opportunity to cook at weekends as well as participate in food technology as part of the education curriculum. This is a popular activity. Various recipe books are available to inspire young people and they are encouraged to try different cultural dishes. One young person said they enjoyed cooking regularly as they could eat the end result. There is an expectation that young people complete basic household chores around their unit as well as keep their own room clean and tidy. Young people also learn to use a washing machine and iron.
107. A new workshop has been constructed which enables young people to try building and construction skills such as brick laying and block paving. Some rooms and external areas are now multi-purpose and are used to offer training in house repair and maintenance skills such as painting and decorating, putting up shelves and changing plugs. A number of young people have applied for college courses upon discharge from the centre to gain additional qualifications in this respect.
108. Most vocational training for young people continues to be organised and delivered as part of the education curriculum. The training is accredited where possible with external training agencies to ensure young people gain recognised qualifications for their efforts. Young people are also able to instruct visiting pupils from a local school in maintenance skills they have learned. Work has also been undertaken to provide a sensory garden area within the centre by young people. Opportunities for young people to engage in work experience within the centre continue to be developed. Young people are currently engaged in paid work in the centre's library, the main kitchen and as the Chaplain's assistant.
109. Connexions advisors are on site two days a week. The advisors support young people to either gain appropriate further education placements or to ensure they experience different work-related jobs to help them decide on a career.
110. There is a clear commitment to the use of mobility trips outside of the centre to help prepare young people for release or transfer whenever possible. This is balanced with the need for a robust risk assessment process to ensure young people return safely from an outing.
111. Excellent links have been forged with community based services and organisations such as Milton Keynes Council, Parks Trust Environmental Centre and a local football club. These offer young people increased opportunities to engage in meaningful activities both within the centre and in the community. Young people have been involved in community projects such as renovating children's playground equipment and conservation work this year

Management

The provision is outstanding.

112. Leadership and direction of the centre is excellent. Although there have been a number of changes within the senior and operational teams in the past ten months the centre has remained stable and continues to develop services to a high level.
113. Strategic and middle managers, many of whom are relatively new in their posts, are continuing to develop and improve services across all departments within the centre.
114. Leadership and management at both strategic and operational levels within education are also outstanding. Managers have set a very clear vision for the department to provide the best possible opportunities for all young people to enjoy learning and to achieve their full potential both in terms of academic achievement and their personal and social development. The department is well on its way to achieving this ambitious goal.
115. Management structures within education are straightforward with clear roles, responsibilities and accountabilities. The head of education receives outstanding support from senior managers, from within and external to the centre. A particularly successful feature is the vast amount of good practice from other secure training centres that is shared.
116. Redefined roles and responsibilities for team leaders as first line managers in the residential department has been a positive development. This has improved delegation and accountability in the residential living units. The impact of this has been that there is more accessible and readily available support and guidance for residential care staff.
117. Each of the different departments have clear development plans in place that are regularly reviewed and updated. There is excellent integrated departmental working which ensures maximum positive impact for young people.
118. There are excellent quality assurance and performance management systems in place which are well established and robust. All managers have clear expectations and key performance indicators which they are expected to achieve in contributing to the quality of service delivery. All key performance indicators are regularly and consistently reviewed and evaluated. The use of data in the education provision has improved and is used very well to highlight areas for improvement as well as areas of outstanding success such as young people's progress in literacy.

119. Management information is used effectively to ensure practice is further enhanced and improved in all aspects of the centre's work. This now includes comparing and contrasting across the three G4S secure training centres which have also been awarded the 'Investors in Excellence' level one award.
120. There are increased opportunities for managers to gain appropriate knowledge and skills to carry out their role effectively. This includes management training, secondment and 'back to the floor' experiences.
121. The role of duty operations managers is integral to the smooth running of the centre. This is exemplified by their skill in empowering and supporting residential care staff to positively manage young people's care and behaviour.
122. All staff are well supported in their roles. Residential care staff receive regular supervision to ensure they are supported and able to develop in their role. The average frequency each month for the past year is 93%. However, newly appointed staff are not consistently receiving formal recorded supervision every two weeks during their probation period. This is a centre objective that is not being consistently monitored. There are other methods of support for new staff, including the allocation of a 'mentor' to some new staff prior to them commencing work on shift.
123. Staff are appropriately held to account and supported if areas for improvement are identified. Managers are also committed to celebrating achievement and recognising staff when their performance has been exemplary.
124. Staff performance is formally and consistently evaluated through an effective employee development and review process and target setting. This now more consistently informs training and development strategies for the centre.
125. The night staff team have regular opportunities to meet. Efforts are made to ensure their views are taken in to account in assessing the level of risk of individual young people. Night staff are effective and valued members of the care teams.
126. There are a number of briefing and handover meetings which ensure that all staff are informed of any issues at the centre, including those with individual young people. However there are limited opportunities for residential care staff to meet as unit teams. Team development days are inconsistently utilised. Staff teams have daily handover times, with at least 30 minutes at the beginning and end of each shift allocated for this purpose. All team days are planned on the annual planner and training hours show these are used effectively. However, there is still scope for further utilisation of team

training days

127. Good policy and procedural guidance is available, including a quick reference manual, which informs staff of required practice.
128. Staff sickness absence is effectively monitored and managed by managers at all levels. The annual rate of staff sickness for the past twelve months is 3.15% which is a reduction from the same period the year before, which was 4.63%. The outcome for Oakhill is the lowest staff sickness absence of the three G4S secure training centres.
129. G4S has stringent recruitment and selection procedures in place. The centre had been successful in attracting applications from diverse backgrounds and more applications from professionally qualified people. There is a significant number of staff across all the departments who hold professional qualifications. As a result the centre has a highly qualified workforce. The staff team continues to reflect the diverse backgrounds of the young people.
130. The commitment to providing training and development opportunities, including secondments is outstanding. For the first ten months of the year 8,798 hours of training has already been provided. Managers at all levels, including team leaders, have opportunities to participate in the organisation's management development programmes.
131. The commitment to ensuring staff have opportunities to gain appropriate qualifications to enhance their professional development is commendable. This now includes National Vocational Qualification (NVQ) at level 3 in health and social care and at level 4 in management. There are 30 staff currently participating in the NVQ at level 3, which is a new development for the centre.
132. There is ongoing extensive evaluation of all training provided at the centre. This contributes to effective and targeted training being available to staff.
133. Equality and diversity is considered in all aspects of the centre's work with young people and the management of staff. The promotion of equality and diversity is outstanding. Young people are involved in diversity meetings which ensures their diversity and that of staff is valued and accommodated. Training in equality and diversity for all new staff includes visits to several religious establishments, such as a mosque and church.
134. The centre has recently achieved the status of Investors in Diversity standard at level one. They are rightly proud of their achievements in this respect, which have included further opportunities for development in all aspects of practice.
135. The centre has a detailed Statement of Purpose which clearly describes the overall objectives. This is translated into a number of different languages.

There is excellent specifically designed information available for young people and their parents or carers informing them about the centre and what they should expect.

136. There is an ongoing programme of improvement of the living areas for young people to ensure a comfortable and homely environment. One positive outcome is a reduction in the amount of deliberate damage caused.

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 rewards gained by young people who attain the higher levels of the incentive scheme are provided in a timely manner (Staying safe - Standard 11) |
| <ul style="list-style-type: none">• ensure young people's views are recorded and inform the development of the service through attendance at forums such as the twice daily unit meetings and the trainee council meetings (Positive contribution - Standard 20) |
| <ul style="list-style-type: none">• implement the revised offending behaviour programme as a matter of priority (Positive contribution - Standards 12/13) |
| <ul style="list-style-type: none">• ensure the team development days are consistently utilised and provide opportunities for care staff to meet in unit teams. (Management - Standard 23) |