

Rainsbrook Secure Training Centre

Inspection report for Secure Training Centre

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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 October 2010 with an interim inspection in April 2011.

A team of three social care inspectors spent four days on site and two HMI education inspectors spent two 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

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Service Information

Brief description of the service

1. Rainsbrook 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 near Rugby. It offers secure provision for young people aged between 12 to 17 years who meet the criteria for custodial sentence, or who are remanded to a secure setting. There is also provision for up to three young women and their babies in a registered crèche.
3. Rainsbrook is designed to accommodate up to 87 young people. The centre is mixed gender, although predominately male places are available. During the inspection there were 84 young people in residence including three mothers with their babies.

Summary

The overall quality rating is good.

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

4. This is a secure training centre that provides good care and support to young people, with some outstanding features. The centre has experienced some challenging periods since the last inspection. The centre admitted more young people than would normally be accommodated during the period of national disturbances, and some young people have displayed extremely challenging behaviours. Managers were responsive to the requests from the Youth Justice Board to admit additional young people at very short notice. They also responded quickly to requests to change the configuration of groups of young people at the centre. For example they admitted more pregnant young woman than they would normally.
5. The centre's Director, who has been in post since October 2011, provides effective leadership with clear direction for all staff. He has been supported in this task by the G4S Children's Services Director, who has provided excellent support and has assisted in driving forward operational developments. However, there have been previous instances where the managers and staff have been slow to respond to the changing demographic make up of young people accommodated. The support and direction offered by senior management has meant that staff are now much more effective in their work with young people.

6. Some staff members continue to receive support in developing practice to ensure their work with the predominantly older group of young people is effective. There was initially a resistance to change from some staff which delayed consolidation of practice. However, positive practice is now being reflected in effective behaviour management strategies for young people.
7. The number of staff leaving the centre rose over the past year. However, senior managers acted quickly to ensure staffing levels were appropriate and that experienced staff members were seconded to the centre. There has also been a reorganisation of second and third tier management and operational positions. A written plan is in place setting out the actions which are to be taken to address retention and staffing issues on a longer term basis.
8. The centre continues to be in a transition period implementing revised behaviour management practice. Staff practice in helping young people to take responsibility for their own actions and fully consider the consequences continues to develop. However, there is a lack of understanding by some staff members of the practice relating to imposition of sanctions and reparation.
9. There is strong evidence of an integrated approach to the work of the centre across all departments, although on occasions there is a lack of clarity, sharing of information and robustness in some communications.
10. Staff are well supported to address training and development needs including those who have experienced ill health for whom individual return-to-work packages are put in place. All staff receive regular supervision and records show a process of practice monitoring is in place.
11. Staff are provided with significant opportunities to develop their career at the centre. Relevant training and development opportunities are available, including shadowing managers in order to understand their role.
12. There is excellent assessment and identification of young people's individual and diverse needs and strategies to assess them. There are well integrated and robust planning and review processes in place to ensure young people's identified needs are addressed. However, there are some inconsistencies in the recording of intervention work and input from key workers in one-to-one work with young people.
13. Health care provision at the centre consistently provides positive outcomes for young people. Their physical health and emotional well-being are met by the innovative practices in place. Effective arrangements are in place for working with external agencies providing specialist interventions.
14. Child protection practice is well embedded and transparent. There are excellent interactive links in place with external child protection services which serve to ensure effective joint working and sharing of information. Robust

advocacy arrangements are well embedded. Young people state that they feel safe at the centre.

15. Health and safety processes are extremely effective. The centre holds a number of recognised awards and all staff receive appropriate training. Some young people are also able to obtain health and safety practice awards.
16. Security processes are generally good and ensure the safety of all at the centre. However, the security intelligence system is inconsistent in its implementation with in some cases, an over use of this system and a lack of clarity about the level of reporting for other matters.
17. There has been innovative development of the enrichment provision. The addition of further resources and a reorganisation of practice have enabled a cohesive enrichment team to be formed. This ensures that all young people are able to benefit from an enhanced programme of activities. The Duke of Edinburgh award scheme undertaken at the centre has seen the creditable achievement of Bronze level attainment by three young people.
18. In education, young people make excellent progress in their learning and achieve many qualifications that will be of great benefit to them when they move on. Young people also make outstanding progress in their personal and social development. Teaching is good overall. Young people behave very well and show respect to adults and to their peers. The curriculum has been developed further and is outstanding in meeting the needs of young people of all abilities, although vocational courses provision is limited.
19. Young people receive outstanding support in education through a balance of formal and informal procedures. Movement to education is exemplary. Relationships between education and care staff are outstanding. Attendance is outstanding. Leaders and managers know the department exceptionally well and are very aware of its strengths and areas for future development.
20. Instances of all required plans not being in place when a young person moves on from the centre are rare. Resettlement practice is robust. Planning for life skills needs and preparation for independence including contact with external stakeholders are excellent. This is due to the consistent approach taken by the resettlement officer and case managers with external professionals.
21. Young people have increasing opportunities for involvement with community projects. This provides them with excellent opportunities to 'give something back'. Young people are also encouraged to raise money for established charities and events including Cancer research, Child in Need, Harvest Festival and Remembrance Day.
22. Equality and diversity are 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 wholly involved in the consideration

of diversity and inclusion on a daily basis and through involvement with monthly centre-wide diversity meetings.

What has been improved since the last inspection

23. Two recommendations were made at the last inspection. One was related to the recording of episodes of physical restraint and the other was regarding the implementation of the revised offending behaviour programme. Both have been addressed. The revised process for the delivery of offending behaviour group work sessions has seen an increase in participation and positive feedback from young people.

The effectiveness of the service

Helping children to be healthy

The provision is outstanding.

24. On admission, young people undergo a full and thorough assessment of their health care needs. Health care staff make contact with relevant professionals and family to ensure all background information is obtained and utilised effectively. Priority is given to careful assessment of young people's mental health needs and vulnerability in this initial period. A multi-disciplinary team ensures that any concerns are closely monitored, reviewed and addressed to keep young people safe.
25. A clear and robust care plan is developed for each young person that identifies their individual needs and how these will be met. Plans are regularly reviewed through monitoring meetings. The centre ensures that consent is obtained for any emergency and routine medical treatments, which helps to safeguard young people.
26. Young people speak positively about their access to a range of health services at the centre. Where appropriate, they are referred to specialist services in the community. A General Practitioner sees each young person within 24 hours of their admission and discharge. Young people have regular access to excellent dental, optical, psychiatric and psychological services, including emergency provision.
27. An excellent range of other health services are provided to young people that improve their health outcomes. The centre assesses and screens young people by agreement, for asthma and sexual health, and provides clinics so young people can access treatment, advice and support. An immunisation clinic helps young people get up to date with inoculations, which helps to promote positive health outcomes.
28. The substance misuse service is well established, and consistently and comprehensively meets young people's needs. All young people receive general advice and education about the various substances that are addictive and available in the community, such as cigarettes and alcohol. They are advised about the importance of healthy lifestyles. So that they can make informed decisions. One young person commented that 'although it was difficult at first I feel better now that I have not been smoking for a few months'.
29. In-depth substance misuse work is available to young people who require this, either on a one-to-one basis or in specific groups. Staff at the centre who provide this service are highly qualified and experienced in this work. They

work very closely with professionals in the young person's community to ensure any specialist services continue when the young person is discharged.

30. A fatherhood group educates young men, providing them with insight, knowledge and skills for the future in areas such as contraception and caring for babies. Young mothers with babies and those young women who are pregnant receive excellent support from staff and via visits from midwifery services. Young people have free access to a wide range of information in different formats about health care services available and health promotion.
31. The centre has held a health-fair event, which benefited young people in giving them an insight into a range of important matters that affect health and well-being. Staff, both external and internal, provided young people with information on matters such as oral hygiene, healthy eating, breast and testicular cancer.
32. Young people have regular opportunities to participate in indoor and outdoor activities that promote their health, fitness and well-being. There are physical education lessons in the school day and access to outdoor and indoor recreation areas at other times, such as the hard-court, gym and fitness suite.
33. A nurse at the centre has a clinical lead role, helping to develop training, policy and procedure in health care practices across the organisation. This role ensures that practices in all areas are consistent and are supported by a clear policy. The clinical lead identifies new training opportunities for health care staff so they can enhance their skills and knowledge in delivering care to young people.
34. Health care provision is monitored and audited by external managers. This ensures that high standards are achieved and an excellent service provided to young people that delivers positive health outcomes. The rigorous monitoring identifies any weaknesses or where practice could be improved, and measures are implemented quickly to address any identified shortfalls.
35. A Drug and Therapeutic Committee has been established. This is a multi-disciplinary forum chaired by a registered pharmacist. Its role is to oversee and ensure best practice in the storing, recording and administering of medication, and reviewing policy and procedure in order to support best health care practices.
36. Medication is handled effectively and safely with best practice and new developments being adopted. Secure, safe and appropriate storage is in place for all medicines with regular stock checks and audits. Administration records are accurate and meticulously kept. The new guidance on administration records from the Royal Pharmaceutical Society of Great Britain and the Nursing and Midwifery Council has been implemented. These matters ensure that young people are kept safe and receive the medication they need to stay healthy and well.

37. Young people are supported to manage their own medication within a risk management framework. This ensures that young people are assessed as being able to safely manage some medications, which helps them to develop skills for adulthood.
38. Young people are provided with varied and nutritious meals and are encouraged to make sensible choices at mealtimes. Their individual dietary needs are catered for. For example, catering staff are aware of allergies and cultural or religious preferences. A group of six Muslim young people were supported to successfully complete the fasting period for Ramadan last year. They were provided with food and drinks outside of the normal centre routine.
39. Young people are encouraged to understand the importance of healthy eating and participate in themed days with opportunities to taste food they would not normally be exposed to. For example, they are given opportunities to sample fruit, vegetables and foods considered to be superfoods that aid physical well-being. Efforts are also made to introduce foods from different cultures, and guest chefs are invited to the centre to hold cooking events and provide foods unfamiliar to many young people.
40. There are consistent and robust processes in place to consult with young people about menu planning. The efforts made to ascertain their views and to adapt menus taking into account their preferences are excellent. These include direct contact with the catering manager and his staff, opportunities to attend the monthly food forum meetings and the young people's consultation forum the Xchange meetings. The menus indicate those meals where young people have made suggestions which have been included.
41. The catering provider has in place effective and efficient strategies for the ongoing development of services across the three G4S secure training centres. The centres share good practice with each other and discuss understanding of any ongoing themes or issues raised by young people. There is a clear understanding of the importance of meeting the dietary needs of growing adolescents and to ensure their growth and well-being are promoted advice is sought from an independent dietician. All menus are reviewed and suggestions made as appropriate. The menus contain symbols with key explanations to help young people and staff identify healthy choices, such as the five a day, vegetarian and halal options.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

42. Each young person undergoes a thorough assessment on admission to determine their vulnerability and any known risks. The centre uses all available background information to assist them in this task. A well-established procedure is in place for seeking information from relevant professionals when there are shortfalls in the information provided. Until full information is available, or where there are any concerns that arise through the assessment process, young people are treated as highly vulnerable. Plans reflect this assessment and are communicated to all relevant staff in the centre to ensure a young person is appropriately cared for and kept safe. A multi-disciplinary team meets very regularly to monitor and review young people's vulnerability.
43. Health and safety systems, processes and auditing are excellent, which ensure that young people and staff are kept safe. The centre has achieved significant awards in this area, such as the International Safety Award, the Sword of Honour, ISO 9001 (International Organisation of Standardisation), ISO 14001 and ISO 18001. All staff and some young people have undertaken accredited British Safety Council health and safety qualifications, with one young person having completed Level 1 and 2 and is undertaking Level 3.
44. Security measures at the centre are robust and contribute to help keep young people, staff and visitors safe. Staff are trained in security matters and are aware of the reporting procedure for any concerns that arise. However, a review of the security intelligence reporting system would enhance the centre's current processes and help clarify the types of situations that should be reported through this system, enabling the centre managers to inform strategy.
45. Contingency plans are in place to deal with any significant incident that may arise. Staff have regular briefings on such plans and are made fully aware of their responsibilities to enhance centre security and keep young people safe. Good links exist with local emergency services. For example, a memorandum of good practice exists with the fire authority. Desktop exercises take place, which enable any areas for improvement to be identified, and practice and guidance revised accordingly. Staff understand their responsibilities and action required of them, relating to escape from custody. Learning is supported by a number of exercises and briefings to staff that mitigate risk. However, whilst practice is effective not all managers interviewed were able to explain the connection between practice and the centre's policies.
46. A risk-led approach to searching has been introduced and this promotes young people's emotional well-being and dignity. Full searches of young

people are only undertaken where required in the interests of safety and security. Staff must obtain the approval of the duty director for any full search.

47. Routine searches of all areas of the centre are carried out regularly, as are searches of visitors and staff. All searches, along with anything found, are fully recorded, and a robust process exists to deal with any such matters. The records of bedroom searches highlighted that a number of articles were found in bedrooms which may have been taken from the education department. Some items were identified as being part of a broken key board, but the origin of other items could not be explained.
48. Young people are not locked in their rooms inappropriately. The use of single separation has significantly reduced and in the last three months it has hardly been used. Its use is closely monitored by managers and it is only used when other options have been considered. This reduction is attributed to staff positively engaging with young people avoiding the need to use separation.
49. Staff have good relationships with young people and young people endorse this with positive comments. Young people are supported and encouraged to develop positive behaviour through a clear incentive scheme, and where misdemeanours occur, through the use of sanctions, reparation and restorative practices. There has been a decline in the use of sanctions imposed and a significant increase in the use of reparation. The underpinning ethos for this work is commendable as it encourages young people to make amends for wrongdoing and to enable them to develop understanding and responsibility. However, records show inconsistent use of reparation and sanctions, resulting at times in inappropriate use rather than imposing a sanction relevant to the misdemeanour. As a result some restorative actions agreed with young people do not address the underlying behaviour. For example, where a young person had committed a misdemeanour against another trainee, the reparation was to undertake an additional chore and apologise to staff. Although sanctions and the use of reparation are monitored by managers, concerns such as these are not being fully identified and addressed.
50. The centre has behaviour management policies and procedures and a restraint minimisation strategy. Physical intervention is viewed as a last resort, with prominence given to de-escalation and other practices that avoid the necessity for the use of physical restraint. De-escalation logs have been introduced, which evidence staff practice and the positive strategies used in behaviour management. All incidents of physical intervention are fully recorded and closely monitored. For example, every incident is viewed by a senior manager using recording from closed circuit television, and a multi-disciplinary team interrogate the data regarding the use of restraint. This enables managers to identify patterns and any concerns so they can in turn assist staff in improving practices and additionally review behaviour management strategies.

51. All staff are trained in physical intervention techniques and this training is refreshed and kept up to date. Some young people have specific plans in place regarding any physical condition that require consideration in the event of physical intervention. These plans are known and understood by staff.
52. Health care professionals see each young person very quickly following the use of physical restraint; sometimes they are able to attend while an incident is ongoing. This helps to ensure young people's health; safety and welfare are monitored and promoted.
53. A regularly held multi-disciplinary safeguarding and effective practice meeting analyses and interrogates behaviour management and safeguarding matters. This process identifies trends, patterns, concerns and positive practice to improve outcomes for young people at the centre and to keep them safe.
54. The centre has an appropriate anti-bullying policy and procedure. Young people stated they feel safe at the centre and did not report any concerns about bullying. Any incident, observation or concern identified is addressed immediately by staff. Monitoring and tracking processes are instigated as soon as any event is witnessed and individual work is undertaken with young people to address bullying behaviour and offer support.
55. Young people are safeguarded through the consistent implementation of child protection procedures. Practices are transparent and open to scrutiny from external and independent professionals. The centre has a clear child protection procedure that has been agreed with the Local Safeguarding Children Board and this is followed in practice. Comprehensive records of all referrals are kept by the centre with outcomes of any investigation. All child protection matters are referred to, and over seen by, the Local Authority Designated Officer (LADO). The LADO stated, 'The centre has open and transparent practices and a very good professional relationship exists.' The LADO spoke very positively of safeguarding practice at the centre.
56. There is a robust and structured system in place for young people to raise concerns informally and formally. Grumbles books are available on each residential unit where they can make comments on minor issues and receive generally quick responses. The formal system is understood by young people and involves them completing a complaint form. This can be posted in a secure box which is then emptied by duty operational managers who record all received forms and pass them to the responsible senior manager for action. Young people receive a prompt response to a complaint and the outcome is discussed with them by a case worker. There is good monitoring of the grumbles books and complaints records, including external monitoring by the Local Authority Designated Officer, which ensures transparency.
57. Independent advocates make regular visits to the centre. Young people are able to speak with them in private if they wish. Contact details and

photographs of the advocates are also displayed within the centre, and young people can use the telephone to call them or request a visit. The advocates are able to listen to any concerns the young people may have about life at the centre or with the support they are receiving from external agencies. Any concerns raised can also be made known to the director of the centre with the young person's permission in order that he can address the issue directly. The advocacy manager said the majority of issues for young people are connected with their future placements and lack of plans or information.

Helping children achieve well and enjoy what they do

Education

The provision is outstanding.

58. Achievements and standards in education are outstanding. The volume of accreditation achieved by young people is exceptionally high but of equal importance is the fact that accreditation consists of very valuable and meaningful qualifications, such as GCSEs, Business and Technology Education Council (BTEC) awards, National Vocational Qualifications (NVQs) and Open College Network (OCNs). All of these qualifications are fully recognised by employers, training providers and colleges. The achievement of such qualifications, together with accreditation in the key subjects of literacy, numeracy and information and communication technology (ICT), provides young people with an excellent record from their time at the centre. This serves them well as they continue their education or training career.
59. The number of GCSEs, or units of them, achieved by young people has risen substantially and at 121 over the last year with only five ungraded, is excellent. Of the 84 units taken in mathematics, 34 were at grades B to D and in science of the 28 units achieved, 11 were achieved at grades B to D. These qualifications are of particular value to those young people returning to mainstream education upon release.
60. In addition, 278 full adult literacy/numeracy qualifications were achieved as well as 43 full NVQs in hairdressing and beauty therapy. The BTEC sports diploma was achieved by 18 young people last year and 61 young people gained a full Computer Literacy and Information Technology (CLAIT) award. Supplementary qualifications that will increase young people's employability such as British Safety Council awards were also achieved.
61. Young people make at least good progress in mathematics and English and some young people, especially those receiving individual support in literacy, make outstanding progress in this key subject. For example, in reading, young people generally make four months' progress per month of stay, while those receiving individual support make six months' progress per month of stay. In spelling, progress is even more impressive with those receiving individual support making six months' progress per month of stay, which is exactly double the progress made in spelling by young people not receiving additional support. However, while young people's progress in mathematics is good overall, there is no significant difference for those young people receiving additional support in this area.
62. Attendance in education is outstanding at 99.8%. Young people's behaviour in education is outstanding. Young people are respectful and courteous to staff and each other. There was no swearing or inappropriate language during the

- inspection. Relationships between staff and young people are mutually respectful and relaxed with the appropriate use of humour and friendly banter. A reluctant learner in a physical education (PE) lesson was managed well which resulted in them taking part in the lesson and making progress in their badminton skills. In one lesson inspectors noted some poor attention to health and safety practice, which was subsequently rectified.
63. Standards of work are at least good. Many portfolios, for example in hairdressing and beauty therapy, are organised and presented well. Written work is also generally of a good standard, although on occasions marking is too cursory and does not always inform young people about what they need to do to improve.
64. Teaching and learning are good. Most lessons contain tasks that are sufficiently challenging and are appropriate for those young people following GCSE courses. For example, in a mathematics lesson, young people made very good progress with their study of rotational transformation to produce work of a good standard. Most lessons had been prepared well. Most tasks were interesting and enjoyable and some good links between topics were made. For example, in an English lesson, young people thought about and discussed aspects of good and bad parenting before going on to study a chapter in a novel that concerned the impact of parenting on children. Young people are often given the opportunity to read aloud in lessons and often they volunteer to do this without waiting to be nominated. Where the activities really engage young people they display genuine interest and are very keen to do their best. In a geography/science lesson young people asked many sophisticated questions about the relationship between certain geographical aspects of volcanoes to check their understanding.
65. In the better lessons, young people make at least good progress and some make outstanding progress. In a French lesson all young people made good progress in their use of verbs and some made outstanding progress in speaking and answering questions in complete sentences. In these very successful lessons young people grow in confidence, are very engaged in their own learning and develop independent learning skills that will help them to become successful students in the community. Young people in the better lessons contributed good ideas and questions and as a result were achieving and enjoying their learning.
66. On a few occasions lessons lack a strong sense of urgency and pace. While progress in these lessons is satisfactory more pace would lead to more progress being made. Young people spent too long on each task. In some lessons the writing on the whiteboard due to its position on a side wall could not be seen by young people. On occasions teachers relied too heavily on open questions and virtually all answers were given by one or two young people.

67. Both the curriculum and its operation are outstanding. The curriculum covers all aspects of the national curriculum which is of great importance for young people who will be returning to mainstream schools. There are mathematics and English lessons every day and this makes a significant contribution to the good progress mentioned earlier. In addition the daily PE lessons contribute well to supporting young people in maintaining healthy lifestyles. Creative subjects such as drama, design technology, food technology, art and music form part of the curriculum, as do humanities and French. Personal, social and health education (PSHE) is also offered to complete the broad curriculum.
68. There are some vocational courses on offer in hairdressing and beauty therapy and tiling and carpentry but given the age range of the young people demand for these courses far outstrips supply. A small number of work-related learning opportunities are available in the centre kitchen and within the facilities team. A recently introduced Education Training and Employment programme covering general work skills and preparation for work has replaced the business administration course. BTEC courses in applied science, sport and recreation, and leisure and tourism are also offered.
69. The operation of the curriculum in terms of the timetable works exceptionally well. Young people benefit from studying a very good range of subjects during the day in 45 minute lessons. This contributes considerably to the very good behaviour mentioned earlier as the length of lessons complements young people's concentration span well.
70. While many Open College Network courses are now available, most of these are at level 1. More could be done to develop courses at level 2 and possibly level 3 for more able young people whose length of stay would allow them to achieve at these levels.
71. Guidance and support are outstanding. Within two days of arriving at the centre young people participate in a well planned, individualised induction programme. Induction includes a detailed initial assessment of their ability in reading, spelling and mathematics, the outcomes of which are recorded in the young person's individual education plan. Young people are screened appropriately to identify additional learning needs such as dyslexia. An education welfare officer identifies young people who wish to continue a course or examination programme from school or college and has devised some very effective support strategies which are appreciated by young people.
72. Education staff have a good knowledge of all young people's personal and academic progress and any barriers to learning. Progress is monitored well. Daily hand-over meetings between residential care staff and teachers are used effectively to communicate useful information about individuals and to discuss learning and support strategies. Staff meet three times a week to effectively review the progress of young people against their education and behaviour targets. The quality of information recorded by tutors on each individual is

generally good and is used well to inform regular reviews. However the quality of short and longer term target setting for trainees as they progress through their time at the centre is inconsistent in quality and is rarely specific or time bound.

73. Well-qualified learning support assistants provide high quality literacy tuition to individual young people. Sessions are very well thought out and planned and feature highly interactive activities using a wide range of different and enjoyable activities. These engage young people particularly well. Young people are set precise improvement targets and make excellent progress in improving their reading, spelling, speaking and listening skills, although progress in mathematics is less good. Monitoring documents identify and record individual progress well.
74. One young person, for whom English is not his first language, has received particularly effective support and has made significant improvement in his speaking and reading and writing skills. Some young people elect to join a handwriting course which is offered as a day or evening option. An excellent partnership with Rugby School enables groups of sixth-form students to work with young people at the centre to provide support in reading and other language-related topics. Young people enjoy these sessions immensely and make very good progress.
75. Careers education and guidance are very good. Courses to support resettlement provide adequate perspectives on employment and training and practical options for leavers, such as CV writing. A careers adviser from Connexions attends the centre two days a week and provides a full programme of well-informed advice and guidance to a substantial number of young people. The Connexions advisor continues to provide good support for young people to help them plan and prepare for the future. Over the past year, she has met with some 400 young people and identified and supported applications to a wide range of courses in a large number of colleges and training providers nationally. This service will not continue in its current form and the future provision of careers advice and guidance at the centre will be reduced severely. There are no alternative workable options currently planned which would provide the strength and depth of service that young people currently receive.
76. Communications within the education department are excellent through a series of formal and informal meetings focusing on the progress, development and well-being of each individual young person. For example, the thrice weekly meetings to discuss young people ensure all teaching staff are aware of their individual needs.
77. The headteacher receives very good strategic and operational support from the directors of education. Partnerships with local schools and the excellent links with the other secure training centres enable much sharing of good

practice and common professional development to take place and, as a result, young people's progress and attainment are enhanced.

78. Moves to education are carried out usually in an exemplary manner enabling lessons to start promptly. Moves between lessons are also carried out calmly and smoothly. Residential staff make good contributions to lessons.
79. 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 and there is no evidence of graffiti.

Helping children achieve well and enjoy what they do

Welfare

The provision is outstanding.

80. The already excellent provision of enrichment opportunities at the centre has continued to develop and all young people are able to benefit from a further enhanced programme. An enrichment team leader has been added to the staff and a reorganisation of working practice has been undertaken. A detailed development plan for enrichment provision is in place.
81. There is a cohesive group of staff including chaplaincy representatives in place who are responsible for providing the enrichment activities. The integrated approach also utilises the knowledge and skills of health, resettlement and catering departments at the centre, ensuring that an outstanding enrichment provision is in place.
82. The composition of the team and amendments to working practice mean that an activities coordinator is available each day including weekends to oversee the programme. As a result support is available to staff to ensure the planned sessions occur. The enrichment team is able to be responsive and flexible to requests for support from individual residential units. They are able to offer ad hoc sessions or extra staff support to units which are experiencing periods of difficult behaviour.
83. The planning, delivery and evaluation of the enrichment programme are exceptional. Plans of activities are produced in advance, enabling young people to make a choice of sessions and clubs they are interested in attending. Enrichment team staff are proactive in motivating young people to attend by speaking with them and providing information about the planned session. Attendance at clubs is not restricted to those on higher incentive levels. However, risk assessments are undertaken to ensure that participation is safe for all individuals attending.
84. Members of the enrichment team and a number of staff from departments around the centre work together to provide clubs and sessions. Collaborative working with education and health care has resulted in the availability of fitness, film and relaxation clubs. The introduction of new clubs has complemented the already strong provision of physical activity-type clubs. Additional interests such as knitting, craftwork, music and gardening have been added to ensure the needs of all young people can be met. These sessions can be used by staff on a one-to-one basis or in smaller groups with young people, where it has been identified that they require more direct interaction. This is excellent practice and helps to ensure that young people do not become isolated.

85. The range of interests provided for is outstanding enabling young people to access stimulating sessions which promote physical and emotional enjoyment. Resources available include climbing walls, artificial surface hard court, sports hall and a fitness suite. There is also an allotment area where young people have grown vegetables which are sold for charity. Additional short taster sessions have been introduced to provide enhanced periods of activities each evening, including unit challenge sessions utilising the green area in a more structured manner. External instructors are used for specific sessions such as fitness groups. Young people stated that there were 'always lots of activities going on' and that they can 'follow my interests'.
86. Regular themed and varied weekend activities ensure that young people are engaged in purposeful sessions. Recent unit challenges held on a weekend have included sports activities, cooking competitions, art groups and quiz/puzzle sessions. Residential unit staff continue to contribute to formal and informal activity sessions whenever possible. There is good support and encouragement for young people's formal education from residential staff members.
87. Young people are able to fully contribute to the planning of the enrichment programme through representatives who attend the Xchange and enrichment specific meetings. The cooking club was reintroduced to the programme following requests from young people at these meetings. Additionally there is full evaluation of all activities. Young people fill in evaluation slips and staff complete a report form on each session with the information received used to consider further developments.
88. The enrichment team ensure that a staff representative attends all relevant meetings within the centre. This allows them to raise the profile of enrichment with all staff and publicise what sessions and support are available. A comprehensive data base is kept of all young people's participation in clubs and activities and the information held is used to inform safeguarding and planning meetings. It is also used to identify young people who are absenting themselves from activities and who may require more individual support.
89. There is a highly positive use of external links to supplement the provision. An excellent partnership has been set up with a local community sports club, which has given some young people the opportunity to help maintain and decorate club facilities. This has enabled them to put into practice some of the skills they had learnt in vocational sessions at the centre, while also making a positive contribution to the community. Links are also in place with a local food bank charity and children's centre who received a donation of baby clothes knitted by young people at the centre. The enrichment team works closely with the chaplain and resettlement officer to identify projects suitable for them to become involved in.
90. The Duke of Edinburgh award scheme undertaken has continued to develop and a high number of individual modules have been completed by young

people. Three young people have commendably achieved the Bronze award while at the centre; this included them taking part in an external expedition.

91. The celebration of young people's faiths is fully catered for by an informed, flexible and diverse provision. The availability of an Imam who works very closely with the chaplaincy team is a highly positive resource. The chaplaincy team positively promote the pastoral needs and well-being of young people and are an integral part of the enrichment provision. They lead and support activity groups, encouraging young people to experience a range of new interests.

Helping children make a positive contribution

The provision is good.

92. Young people are welcomed into the centre by skilled and caring staff. Their immediate welfare and vulnerability needs are identified and sensitively addressed. They are offered food and refreshments and are able to make telephone calls to identified significant people upon admission. Young people are provided with a range of clear and comprehensive information about the centre, which is available to them in different languages and formats, including DVD and widget if require.
93. There are procedures in place to note personal belongings and items of clothing brought into the centre by the young people or their visitors. All valuables are appropriately accounted for and secured. However, the storage of young people's excess clothing is not effectively organised. Some clothing was spilling out of bags that were not sealed.
94. Young people are allocated staff who will work closely with them, including a case manager and two key workers. This ensures that young people know exactly whom they can approach if they require someone to take action on their behalf. All young people gave examples of staff they feel they can talk to if they require support.
95. A thorough induction process ensures that young people fully understand what is expected of them and what services they can expect during their stay at the centre. Trained peer mentors are available to support young people during their induction period should they wish to use this service.
96. The excellent peer mentoring scheme is well embedded in practice. Young people benefit from having opportunities for support from their peers. Young people in the role of peer mentors value the training and the opportunities to develop their skills in this respect.
97. Young people's needs are very thoroughly assessed from the point of admission and throughout their time at the centre. The detailed assessments undertaken inform effective strategies to address young people's welfare needs and sentence or remand objectives and targets.
98. Robust planning and review processes are well embedded in practice. This ensures individualised objectives and targets are set and regularly reviewed. The chairing of review meetings by centre staff is excellent. Young people are active participants and are included in decision making. Parents or carers are always invited to reviews, but are not always able to attend. Key staff ensure young people are supported to make their views known and to help them influence further target setting.

99. The looked after status of young people remanded to custody is well understood by the centre. Local children's services are continually reminded of their responsibilities in this respect. The holding of looked after children reviews is routinely part of the planning and reviewing procedures at the centre.
100. There are a number of highly effective internal multi-disciplinary meetings, including the weekly 'trainee monitoring meeting' which ensure young people's plans are reviewed and revised as appropriate. These meetings enable a cohesive approach to planning, interventions and day-to-day management of each young person. Any issues, concerns, or changes to plans are very quickly communicated to all staff across the centre, ensuring those responsible for their care are fully aware of their needs.
101. The generic offending behaviour programme is now delivered during one-and-a-half hour slots on both weekend days. Residential care staff lead the sessions with young people in groups and work through the allocated resource pack for the particular topic of the week. Youth offending service staff are available for advice and support. All staff are trained in group work methods and have experience of delivering the programmes in this way. The changes in the delivery of the offending behaviour programme have been positively received by young people who benefit from less frequent but longer, more meaningful sessions.
102. A comprehensive range of resources are available for staff to carry out group work and individual interventions with young people. The group work is skilfully delivered and continually monitored and evaluated. Changes are made to resource packs to ensure they are appropriate for young people and raise awareness of a range of social issues and effects of offending behaviours. Young people also have two key work sessions a week, one linked to targets in their remand or sentence plan and one specifically related to their care or welfare needs. However, young people are not always fully engaged during the target-related key worker sessions. On occasions work packs are used which involve little or no input from staff. The result is that young people do not consistently receive the quality of intervention work they require.
103. There are interventions carried out by key workers that are not consistently recorded in detail. There are also a wide range of specialist services available to young people for one-to-one and specific group work. These include sessions with mental health specialists, substance misuse staff, counsellors and participation in parenting skills and fatherhood groups.
104. Opportunities for reparation are available for young people to give something back to the community. These include practical work at the Brandon Woods project, St Andrews community rugby club and a mosaic art project for local hospitals. Several young people who have been involved with these projects and those who have helped raise money for charities through knitting, baking and 'race for life' have benefited greatly through raised self-esteem.

105. Staff at the centre are adept at supporting young people to build relationships with their parents where these may be strained. There are several examples of mediation work being done to ensure young people communicate with their parents and vice versa. There have been some very positive outcomes with some young people returning to live at home when this would not have been possible when the young person was first placed at the centre. Young people and their families benefit from an enhanced visitors scheme which provides for a more relaxed and comfortable environment for visits. Young people with approval for enhanced visits can bake or cook and share food with their parents, which is not part of the usual visiting practice. One parent during the inspection whose child had cooked some food was very positive about this, particularly as their journey to the centre had been a long one. The written comments from parents are all very positive, with clear indications that these enhanced visits improve family contact and relationships.
106. The centre has a number of mechanisms in place to inform parents and carers about what to expect during the period their child is placed at the centre. There are also processes for reporting to parents any incidents that have occurred. However, centre staff do not consistently inform parents of some types of incidents their children are involved in. The more serious incidents, such as restraint, self-harm or bullying, are always reported to parents. However, some parents gave examples of other incidents that they would prefer to be informed of, for example, if their child has been fighting. All incidents are discussed at review meeting and noted in reports, but this can be several weeks after the event.
107. Young people have a number of ways in which to share their views about life at the centre, including attendance at the Xchange meetings (a centre-wide consultation forum), food forums and enrichment meetings, and through exit interviews. The Xchange forum, which has been operational for approximately a year, supports the ability of young people to develop practice within the centre and across the three G4S secure training centres. This is an excellent example of a democratic and inclusive process, which is well embedded in practice. Two young people recently represented the centre at a joint Xchange meeting with the other two centres, during which the group made some suggestions for fundamental changes to the rewards and incentive scheme. Their views and suggestions have been used to form a major revision of the scheme which is awaiting consideration by the centre directors. This is an excellent forum which clearly encourages and empowers young people to make constructive comments about practices and procedures at the centre and enables them to positively influence change and development.

Helping children achieve economic wellbeing

The provision is outstanding.

108. Effective and efficient resettlement planning ensures strategies are in place that determine clear arrangements for young people's transition back to the community. Discussions about plans for discharge and resettlement into the community begin at the initial planning meeting. Preparation for resettlement is on the agenda of all the review and internal multi-disciplinary meetings that take place at the centre.
109. The centre's resettlement officer takes a lead role in this aspect of the young people's planning and care and works well with case workers to ensure appropriate plans are in place. The centre has excellent results in ensuring appropriate accommodation and education or training placements are arranged. There are very few occasions when these are not in place for each young person at the point of discharge.
110. The centre's resettlement forum comprises a multi-disciplinary group of staff who monitor all aspects of resettlement planning and preparation for discharge. This is an excellent well-managed process which ensures a constant oversight of all resettlement matters. Any changes to plans are quickly highlighted and strategies put in place to deal with the problem and identify alternatives. Many youth offending team staff are grateful for the support from the centre, particularly in identifying appropriate training and college placements for young people in the community prior to discharge. Several of the centre's external contractors support the resettlement of young people by providing practical assistance and guidance. These include the catering provider and some colleges who are involved with courses such as hair and beauty. Some young people have been obtained places on courses and even employment as a result of these partnerships.
111. The centre continues to actively participate in regional and national resettlement consortiums and networks to ensure that more appropriate support and resources are available for young people upon release. The centre is very effective in identifying resources available for resettlement, whichever area the young person is being relocated to. This helps to ensure young people have the best possible opportunity to avoid further offending once released from custody.
112. There are opportunities for young people to have work experience, particularly at the centre, but also increasingly in the community. In the centre young people can work with the catering provider, with the facilities department, the administration team, and as part of the business enterprise as sports leaders. The community painting and decorating projects have given young people an opportunity to use the skills they have learned during vocational sessions at the centre.

113. Young people learn how to prepare curriculum vitae and write application forms for any internal or external work experience projects they would like to participate in. This contributes to enabling them to be ready for work once in the community and provides them with the knowledge, skills and confidence to compete in the job-seeking market.
114. Young people have opportunities to obtain qualifications in practical subjects such as, first aid, health and safety and food safety and hygiene. This is excellent practice and provides them with practical qualifications that will aid them in obtaining work and training.
115. Young people's life and practical skills are thoroughly assessed and systematically addressed. Highly individualised life skills plans are devised which contribute to preparation for adulthood. Young people learn a range of practical household tasks such as cleaning, taking care of their clothes and basic cooking. Other practical skills such as knitting, sewing, changing a plug can be learned if young people are interested. Young people all confirm they have opportunities to cook and examples were seen during the inspection.
116. Each young person has a clear resettlement plan in place which focuses on preparation for transition, including during their final, often difficult, week at the centre. They all also have a copy of the 'moving on guide' which provides a wide range of information about amenities and resources in the community they are returning to. The guide contains a wide range of useful information including examples of meals they can cook on a budget. This is an excellent resource for young people and particularly useful for those who are moving to an unfamiliar area.
117. There are increased opportunities for young people to have mobility trips in the community prior to discharge and to help them adjust to life outside of the custodial setting. The majority of young people who are serving sentences have been given an opportunity to go out with staff support. This forms part of a detailed leavers plan.
118. The centre makes every effort to monitor young people post custody in an attempt to measure outcomes and impact of strategies and interventions. This includes tracking mechanisms for a 12-month period after discharge for those young people who are prepared to be contacted. However, due to the generally low response from community youth offending teams, there is not yet sufficient data for meaningful evaluation.

Management

The provision is outstanding.

119. Since the last inspection extra demands have been placed on the centre management and staff. These resulted from a higher turnover of young people admitted, and challenging characteristics of some of the young people placed following the period of national disturbances. However, the Director has a clear vision of how the centre needs to develop its practice and provides staff with effective leadership and direction.
120. Managers had previously identified that staff at the centre would need to develop their practice in order to address some of the behaviours and increase their understanding of how to work with young people whose average age has risen sharply. Initially some of the responses made by centre management to required changes in practice were slow to have an impact. Some staff were resistant to strategic changes required. However, all staff receive a good level of support in the development of their practice. This has meant that staff are now much more proactive and effective in their work with young people building on good practice across the centre.
121. There are development plans in place for each department at the centre. These combine to provide an overall plan of required direction and objectives. Each planned action is allocated to a nominated staff member to progress improvements towards the target.
122. Leadership and management in education are outstanding. The very high standards and quality of provision found at the last inspection have been maintained and have improved further in some areas, for example in the level and types of accreditation. This, together with an evaluative and accurate self-evaluation, focusing on improving progress and achievement shows that the unit has the capacity to improve even further.
123. Teaching and learning are managed very well. There are clear lines of accountability and responsibility within the education department. Leaders and managers have an accurate view of the quality of teaching and learning and are also aware of the very considerable strengths and the areas requiring further development at the centre. Team working among teaching staff is excellent. Staff are clear about the aims and objectives of the department as well as their own professional targets. Performance management is exemplary.
124. Staff receive good support from their line managers. Staff who are new to the centre and on induction or within their probationary period receive enhanced support. This includes increased supervision and support from staff who are familiar to them, including those from the training and human resources departments. Formal supervision occurs on a monthly basis and other than those sessions which have been missed due to illness or leave, all planned

supervision is completed. Where a session has been missed, this is undertaken as soon as possible following the staff member's return to work.

125. The quality of recording of individual staff supervision is generally good, and structured recording templates are available for each job role. On occasions, not all areas of practice are recorded as having been discussed during the session. Separate templates are available for newer staff members. This ensures that known development areas and required support are addressed for those staff still on their probationary period.
126. All staff undergo an annual employee development process with their line manager. This covers areas of practice, enables performance levels to be identified and includes the discussion of agreed development pathways. Training and development needs are identified within this process and contribute to the overall training plan for the centre. This means that the right level of development training can be targeted towards the relevant staff.
127. The provision of staff training is excellent. The structured training package ensures that all staff receive appropriate training for their identified role. A training plan is available which contains details of planned training for the coming year. Every staff member has a personal learning log and when suitable training is identified the log is used to record training objectives and learning requirements on an individual basis. All mandatory training is carried out including physical control in care, safeguarding, and health and safety. A data base is held of each staff member's attendance at courses and it can be easily interrogated to confirm that staff have attended required training. A number of staff hold or are undertaking formal qualification courses.
128. The number of staff leaving rose sharply over the past year to 30%. Managers responded quickly to ensure that experienced staff were brought into the centre and there was a reorganisation of some operational and residential manager positions.
129. Staffing levels are appropriate and managers ensure there is a balance of experience, gender and skills on each staff team. A staff retention improvement plan is available and this addresses areas such as recruitment practice, development opportunities and staff support. Strategies put in place have seen some residential staff having the opportunity to undertake preparation training for the roles of team leaders.
130. There is a proactive and robust process in place to assist staff who are absent from work through illness. Managers are able to offer packages of support to ease staff returning to work. The process in place has seen the number of days lost through illness fall since the last inspection. The recruitment process for staff is robust and thorough, with all required vetting procedures carried out. Young people are involved where appropriate and give their views on the selection of internal candidates for posts.

131. A range of quality assurance processes are undertaken at the centre. The collation of performance indicators and management information is used by the Director and senior managers to help them identify areas where further developments in practice would enhance the outcomes for young people. However, some operational and residential managers are not consistent in driving forward the development and quality of practice. There is variation in the auditing of some of the records which are held on the residential units. Some recordings made by staff members are audited and signed off as acceptable by residential service managers and their deputies, when there is clear evidence in the recordings of inconsistent approaches. This is most apparent in the grumbles books and recordings of sanctions and reparations. The inconsistent auditing of recordings does not help staff to be clear about and understand fully the required practice.
132. There is an integrated approach to the care and support for young people by all departments at the centre. A number of meetings are held which are attended by staff from a range of disciplines, ensuring that a consistent approach is undertaken. Additionally, each department is provided with the opportunity to meet with each shift team to disseminate information relating to their function. On occasions however, communication across the centre lacks robustness and clarity. Issues in relation to a young person are dealt with proficiently but are not always fully recorded in order that they may be shared with senior managers.
133. Excellent support is available to all at the centre from an external manager. He regularly makes visits, ensuring that he speaks with young people and staff to gain their views on the operation of the centre. A written report is produced following each visit noting areas of positive practice and identifying any areas which require attention. This level of support and monitoring of practice assists in driving forward development.
134. The centre has a regularly updated Statement of Purpose which fully sets out its aims and objectives. A one-page summary of the statement is also produced and displayed within the centre. A well presented and structured guide sets out the rights, responsibilities and expectations of young people at the centre. It also provides some initial details about the day-to-day operation and structure in place. Parents and carers receive an information pack about the centre which includes contact details and who to complain to or contact. All of the information relating to the centre can be made available in a range of formats if required.
135. The consideration of equality and diversity at the centre is outstanding. There is ongoing recognition and embedded practice during every undertaking at the centre. The investors in diversity standard level 2 is held which recognises the excellent practice across all aspects of the centre's performance. A high priority is given to ensuring that young people's individual religious, dietary and cultural needs are identified and met.

Recommendations

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

■	Ensure staff apply a consistent threshold to intelligence gathered when considering if the criteria is met and a report is required as part of the centre's security intelligence reporting system (Staying safe – Standard 1)
■	ensure that all staff are aware of the distinction between a sanction, a reparation and restorative justice and apply reparations that correlate with the behaviour that had caused concern (Staying safe - Standard 11)
■	review the arrangements for the storage of young people's excess clothing (Positive contribution - Standard 3)
■	ensure the one-to-one interventions carried out by key workers are consistently delivered and recorded (Positive contribution - Standard 7)
■	review the procedures in place for informing parents of incidents their children are involved in while at the centre. Ensure parents are fully aware of the procedures and processes by which they will be informed of any issues involving their child (Positive contribution - Standard 8)
■	ensure the quality assurance approach to service delivery is consistently applied by all managers and senior staff. Specifically, auditing of unit records should make clear where recorded practice has not been appropriate. (Management - Standard 11)