

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 (STCs) 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 STC 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 STC
- 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 (YJB) and Ofsted. The standards used during the inspection were those agreed between the YJB and Ofsted.

The last inspection was carried out in July 2008.

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

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Service Information

Brief description of the service

1. Rainsbrook STC is one of four purpose built secure training centres that offer secure provision to young people across the country. It is managed by Rebound ECD which is part of the corporate Global Solutions Limited (GSL) Group. GSL was acquired by G4S earlier this year, making Rainsbrook STC one of three secure training centres managed by the group.
2. Rainsbrook is able to provide up to 87 places for young people. During the period of this inspection up to 73 people were in residence.
3. The STC is situated near Rugby. It offers secure provision to young people aged from 12 years to 17 years who meet the criteria for a custodial sentence. Young people may be sentenced or remanded to the centre. It includes a more recent female enhanced unit and a 'mother and baby' unit which opened in 2006. This unit includes a resource for three mothers and babies and crèche facilities for up to four babies.

Summary

The overall quality rating is outstanding.

4. The organisational arrangements at the centre remain outstanding. It continues to be a child centred organisation where reflective practice is routine. The transfer of key members of the management team to another STC in June 2008 created important management vacancies which were filled by internal promotions. Commendably, this has had minimal impact on the smooth running of the centre or outcomes for young people. Previous inspections identified a 'corporate pride' at all levels of the centre about what they have achieved and what they intend to achieve. This is still very evident.
5. The promotion of equality and diversity at the centre is outstanding. It is interwoven in policies, guidance and documentation and is successfully reflected in day to day practice.
6. Arrangements to keep young people healthy at the centre are outstanding. There are very successful catering and dining arrangements in place, and young people receive excellent medical and health care as a routine. In common with other provision within the centre there is a multi disciplinary approach linked to ongoing and robust consultation with the young people about the care that they receive.

7. There are excellent arrangements in place to keep people safe. Transparent, effective and well monitored behaviour management, complaints and safeguarding procedures are in place which have evolved and improved since the last inspection. Rainsbrook continues to care for some young people with extremely challenging behaviours, but the use of 'Physical Control in Care' (PCC) at the centre has continued to fall each year since 2002. This is a commendable achievement.
8. There are improving systems in place to enable young people to enjoy a range of well structured recreational and enrichment activities during their stay at the centre. These have been developed in the last year to enable more young people to engage and access clubs and structured activities. There remains some scope to develop the use of unstructured activities for young people and to broaden the range of vocational experiences available during non formal education time.
9. Educational provision at the centre is judged to be outstanding, with inspirational strategic leadership that has established an effective learning culture based on agreed values and principles of respect.
10. Good assessment, planning and review procedures are in place. Young people are routinely helped to attend and contribute to their planning and to play an active and positive part in their reviews. Excellent key working arrangements are routinely in place. The range of offending behaviour work undertaken with young people has increased, although systems in place to monitor and evaluate its effectiveness are underdeveloped.
11. Steady progress has been made to prepare young people for discharge to the community and to address resettlement needs. The centre now has dedicated resettlement workers, who ensure that there are appropriate discharge arrangements in place for all young people placed in the centre. Life skills work is routinely undertaken with young people, and there are improved opportunities available to take part in work experience, paid work and achievement of awards. This includes opportunities in the community.
12. There are efficient and effective systems in place to ensure excellent communication across all departments. Quality assurance and performance management systems are well established, robust, and commendably inform service development and delivery. Training opportunities for staff have increased across the centre. Some inconsistencies in including full information in personnel files remain to be resolved.

What has been improved since the last inspection

The last inspection in July 2008 made recommendations related to:

13. The quality of meals served. There has been a significant improvement in quality of food and the range and diversity of meals on offer to young people. This recommendation was met in full.
14. Immunisation for young people. Health staff have been trained and arrangements put into place for young people to routinely have immunisations otherwise only available in the community. This ensures continuity of health care provision and helps to keep young people healthy. This recommendation was met in full.
15. Improvements to safeguarding procedures and investigation related to child protection referrals. This has been reviewed with the local authority designated officer (LADO) and a revised procedure put into place to improve the child protection provision for young people. This addresses the recommendation in full.
16. Recording related to young people placed on remand. Following dialogue with the Youth Justice Board, a new remand protocol to ensure appropriate sharing of required and relevant information was introduced. This ensures that the centre is appropriately informed to be able to support young people on remand. This recommendation was met in full.
17. Evaluation of the offending behaviour programme (OBP) sessions delivered to young people. The centre has reviewed its OBP delivery and introduced a range of new programmes. However, they do not engage with some young people who do not view them relevant to their individual circumstances. The current process to evaluate their effectiveness is not yet fit for purpose. The recommendation is repeated.
18. Reading material available to young people on the residential units. This has been addressed by the residential staff in partnership with the education department at the centre. There is a good range of reading material now in place for young people to enjoy. This recommendation was met in full.
19. Life skills work and vocational opportunities available for young people across the centre. A significant amount of work has taken place to introduce a resettlement policy and improve life skills work. The centre has reviewed vocational activities available to young people outside of non formal education time, and there has been an increase in opportunities. For example, supporting the maintenance team, work in the kitchen and one young person working in the community. However, the range and variety of vocational opportunity for young people remains limited. This recommendation is to be repeated.

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20. The design and technology curriculum delivered in the education centre. This has been addressed and was found to be appropriate by HMI during their inspection of the education centre.

 21. The centre uses an 'Employee Development Review' as its staff appraisal. This was found in place and operational during this inspection. Staff performance is appropriately appraised to ensure that their work with young people is effective. This recommendation is met in full.

The effectiveness of the service

Helping children to be healthy

The provision is outstanding.

22. Excellent arrangements are in place to ensure young people receive a varied diet of healthy and nutritious food, and have a say in what they eat. Young people have a range of opportunities to comment on the food served to them and to influence menus. The quality and quantity of the food is regularly monitored to ensure young people needs are met, and menus incorporate cultural, religious and medical requirements.
23. Menus routinely include a choice of at least two main courses as part of the main meal each day, plus vegetarian options and salads as alternatives. The menu allows young people to choose between identified healthy eating, vegetarian and Halal options. The majority of young people state that the food is 'OK' or better.
24. Themed food days take place each month and cultural days celebrated at the centre recently encourage young people to try a variety of new food. This is an excellent example of staff encouraging young people to value other cultures, and promoting equality and diversity. Thorough assessment procedures ensure that staff are aware of individual young people's food preferences and are able to support them to follow their cultural and religious beliefs.
25. Young people are taught basic food hygiene and helped to develop basic cooking skills in school. This offers a real opportunity for them to learn how to prepare and eat food healthily, and reflects very good child focused practice. Young mothers are supported to plan menus, order ingredients required, and supported to cook for themselves and their babies. This develops their confidence and self esteem and helps them to learn how to feed themselves and their babies properly.
26. High standards of hygiene are maintained in the kitchens and dining hall. Meal times are pleasant social occasions when young people can relax and socialise with peers and members of staff. They are orderly and well managed, with staff and young people sitting together.
27. Health care is given a very high priority at the centre, and a multidisciplinary approach to keeping young people healthy is very successfully adopted. Nursing staff have a wide range of skills, knowledge and experience to care for young people in a secure environment. Other professionals are available to ensure individual needs are met.

For example, a psychologist, psychiatrist, the G.P. dentist, optician and health visitors all visit the centre to meet with young people regularly.

28. Excellent health assessments at the point of admission and throughout a young person's stay at the centre ensure that their physical, mental and emotional health needs are met. Close attention is routinely given to the vulnerability and potential risk of self harm presented by young people. Very effective multi disciplinary procedures are in place to protect young people identified as at risk.
29. The cultural, racial and religious needs of young people are thoroughly reflected in health care assessments, and routinely inform planning. Young people of both genders from diverse cultural and racial origins, and who may have a disability, learning or language difficulty are routinely provided with appropriate support.
30. Each young person receives good health education and information on healthy living in a manner that is appropriate to their need and understanding. This information is available in different languages and formats. Healthy eating information is displayed around the centre, and individual key work sessions routinely address specific needs with young people.
31. The centre has an excellent substance misuse service that ensures that young people receive effective support to challenge addiction and substance use and abuse. Informative and child friendly leaflets are available to young people regarding substance use, and they are taught to understand the dangers involved and how to keep safe. Good future planning ensures that young people are supported in the community when they are discharged.
32. There is highly effective communication between health professionals and other staff within the centre which ensures that young people are cared for appropriately. There are excellent well established links between the centre and the GP practice. Young people register with a GP on admission, and may choose a GP of either gender. Medical and dental surgeries are routinely available to young people, and access to the ophthalmic and dental services is good.
33. Therapists and health care staff routinely attend meetings about young people. This ensures that robust multi-disciplinary support, which places the young person's needs at the centre of planning, remains accessible to them throughout their stay.
34. Psychiatric and psychological support is readily available to young people throughout their stay. The psychologist and an assistant psychologist also provide consultation and advice to assist staff to support young people.

The multi-disciplinary approach taken at the centre ensures young people's needs are prioritised and support provided by the most appropriate member of the team. For example, bereavement work for one young person was recognised and delivered as a priority.

35. There is a comprehensive child focused approach to the health needs of young people to support them when they leave. A particular strength of the centre is the trusting supportive relationships between staff and the young people. In one case, arrangements were made for a young person to return to the centre when sentenced to ensure therapeutic work being undertaken might continue. This is an excellent example of child centred practice. The young person states 'here there are people I can trust and talk to. Before being at the centre my head was in a mess, now I can see a future and can manage my issues better'.
36. Minor accidents are managed at once as first aid trained staff are always on duty. Nursing staff routinely see young people immediately after any use of restraint to ensure they are not hurt. If an injury is reported or the young person requests it, the GP will attend as soon as possible. This helps to ensure that young people are not harmed by restraint, and inappropriate restraint is not used. A large majority of young people report that their healthcare needs are well addressed.
37. Good arrangements are in place for the storage, recording and administration of medicines. Secure cabinets are available for stock medicine, controlled drugs, non-prescribed and prescribed medication in the medical centre. Newly established audit and quality monitoring systems are in place to monitor medication practices. The procedures taken to manage and administer medication ensure that young people receive appropriate care and errors in medication are avoided.
38. Commendably, a newly established protocol is in place that will permit young people to have the opportunity to administer their own medication subject to risk assessment.
39. A letter requesting consent for medical treatment is routinely sent to parents and relevant others when a young person first arrives. Consent forms are available for the majority of young people in the centre. The centre's previous policy did not consider whether a young person was competent to give consent to treatment themselves. In reviewing this approach, the centre is promoting the right of young people to take responsibility for their own care.
40. Excellent facilities are available to support young mothers and pregnant young women in specially designed accommodation. Arrangements are in place to provide the neo-natal care of new born babies and their mothers when needed. Consultation is ongoing with the local PCT to have named health visitors visiting the unit to provide consistency of care.

Parenting skills programmes are delivered in individual and group work sessions. These are available to young mothers and fathers as well as young women expecting babies and fathers-to-be, enabling each of these groups to improve their child care skills.

41. Young people are consulted well about their health. Interpreters are used to assist those whose first language is not English. Health plans take full account of cultural, racial and religious needs. Information for young people about the healthcare service is available in various formats. Young people's views about the healthcare provision, their comments and suggestions are acted upon and influence future planning. Young people are able to access effective healthcare to enable their health to be promoted, maintained and treated.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

42. The centre's approach to all aspects of keeping young people safe is child centred, highly effective and transparent. Young people say that they feel safe and supported to change their behaviour in a secure environment which very effectively protects them from threats from others or their own behaviour. There is minimal recourse to the use of restraint, sanction or removal from association. This is supported by the local safeguarding team and the visiting advocacy service.
43. The centre has very robust measures in place to ensure that young people are held in safe and secure surroundings, and there are well established and efficient security systems in place. Staff are well trained to manage security, and young people and the community are kept safe from the effects of unlawful or unacceptable behaviour. There is an effective closed circuit television (CCTV) system installed across the campus and in communal areas within the residential units that is used to ensure that young people and staff remain safe.
44. The centre also has highly effective strategies to prevent breaches of security. These include comprehensive procedures to monitor, record and evaluate 'soft intelligence', significant incidents and behaviour management.
45. Young people's individuality, privacy, dignity, cultural and racial heritage are valued and promoted by the routines and practices at the centre. Staff maintain a balance between promoting young people's privacy and the need for appropriate supervision. Sensitivity to gender issues is apparent when staff deal with young people and visitors.
46. Respect for the dignity of young people is reflected in good consultation and excellent strategies to challenge racism. Young people are consulted about the quality of the care they receive throughout their stay and through exit interviews. There are detailed monitoring systems in place to identify equality and diversity issues and promote young people's safety.
47. Excellent arrangements are in place to protect young people from hazards, fire and emergencies. The centre has clear, robust and effective emergency and contingency plans for managing a range of fire, security and emergency incidents. These are agreed with the fire service and local custodial institutions.
48. There are up to date and very thorough health and safety policy and procedures in place and staff are aware of their responsibilities.

49. There are excellent routines in place to keep young people safe. The centre takes a multidisciplinary approach which includes working in partnership with the local safeguarding team, the police and 'Barnardos' advocacy service. Highly effective, transparent and well monitored behaviour management, complaints and safeguarding procedures have evolved and improved since the last inspection. Rainsbrook continues to care for some young people with extremely challenging behaviours, but the use of the approved form of restraint, 'Physical Control in Care' (PCC) at the centre has continued to fall each year since 2002. This is a very commendable achievement.
50. Young people are not locked in their rooms unfairly, and are checked appropriately. Thorough and comprehensive records of removal are maintained, which are very carefully monitored to ensure young people are properly treated. However, although well recorded, the numbers of removals of association of young people in education from the classroom to the tutorial room is not currently included in the overall 'removal from association' statistics across the centre. This means that this data does not accurately reflect the total use of removal from association across the centre. Young people are effectively observed whilst removed from the group in accordance with regulatory requirements and the observations carefully recorded.
51. Young people are not sanctioned or restrained inappropriately. The centre has a child centred ethos that recognises the needs of the child and successfully seeks to address challenging behaviour through interpersonal relationships, persuasion and negotiation where possible before recourse to sanction or restraint. Although legislative changes have resulted in the use of restraint and removal from association for the maintenance of 'good order and discipline' ceasing to be used, there has been little impact on the smooth running of the centre and the safety of young people. A large majority of young people who were spoken with or who completed pre inspection surveys felt that they were treated fairly.
52. Detailed and robust monitoring and evaluation of practice at the centre ensure that young people are protected from inappropriate restraint. There are effective measures in place to ensure that PCC is only used as a last resort, and in accordance with the expectations of legislation and guidance.
53. Young people's positive behaviour is appropriately recognised and they are actively encouraged to engage with staff. The centre has a fair and very effective incentive scheme which has been reviewed and further improved to ensure it remains effective and engages with as many young people as possible across the incentive levels. The expectations of the incentive scheme are well explained in wall posters and in information given to young people, and staff and young people are familiar with them.

54. Young people are well protected and supported by a comprehensive complaints procedure which is easy for them to access without the need to consult staff. The centre has recently reviewed the procedure to make it more thorough and ensure all witnesses are interviewed. The procedure is well publicised, and known to staff and young people. Complaints are dealt with within appropriate time scales and rigorously monitored. The complaint format has been further developed to empower young people with language and learning differences to raise concerns without the need to rely upon other people.
55. When invited to comment on the complaints procedure, one young person said 'Why would I want to complain – it's alright here'.
56. Young people are effectively safeguarded from abuse by others. Safeguarding procedures have been revised, updated, improved and agreed with the Local Safeguarding Children Board (LSCB). Child protection procedures are clear, transparent and effective.
57. A good professional working relationship is in place with the local child protection team and the advocacy service 'Barnardos'. Advocates from Barnardos visit the centre every week and enjoy unrestricted access to the young people. Young people report that they feel well supported by the advocacy service. The centre actively engages and liaises with the police, advocacy and child protection services to evaluate and improve procedures to protect children.
58. Young people are very effectively protected from bullying. There is a 'zero tolerance' approach to bullying at the centre, reflected in thorough, robust and effective anti bullying procedures. These procedures include clear guidelines about how staff will respond using a graduated process of intervention to bullying behaviour that includes the opportunity for mediation and restorative justice. The anti bullying procedures commendably include guidance about issues which young people from different racial, cultural, religious or linguistic backgrounds may experience. Information about bullying is included in the statement of purpose and young people's guides.
59. Young people property is kept safely. There are effective procedures in place to store and safeguard their property in a locked storage building until they need it.
60. There are well established strategies in place to ensure that young people admitted are accompanied by appropriate documentation. This supports good assessment and ensures that young people are cared for appropriately.

Helping children achieve well and enjoy what they do

Education

The provision is outstanding.

61. Achievement and standards are outstanding. The development of young people's reading, spelling and mathematical abilities is exceptional. Typically young people stay at the centre for three to four months. During this time they make rapid progress in developing their basic skills, often from a very low base. Achievement is good across the curriculum and in most lessons observed was good or better. High standards are evident in English, science, drama, design technology, art, music and hair and beauty.
62. Accreditation is used discreetly and successfully by teachers to recognise learning and to support young people's progress. High levels of accreditation are achieved and a good range of accredited courses are used including NVO levels 1 and 2, AQA units, GCSE, CLAIT, work place safety and dance and sports leaders' awards. Young people value education and recognise the improvements made in their learning. They engage very well in lessons, are attentive and disruptions to learning are minimal. Behaviour in classes and moving between lessons are exemplary.
63. Learners' achievements are outstanding. Education prepares young people well for their next steps on leaving the centre. They develop important practical skills such as cooking and positive relationships with their peers and adults. Young people clearly want to be in education and attendance is outstanding. Achievements are regularly celebrated. There is a strong focus on independent living. Young people are encouraged to achieve highly by the recognition of their work at external events such as the Koestler Awards and the 'arts and minds' competition organised by the National Association of Schoolteachers/Union of Women Teachers.
64. The quality of teaching and learning is outstanding. Lessons take place in a calm, ordered and purposeful environment. Teachers maintain a determined focus ensuring the progress and learning of all young people. An understated but highly effective and well established behaviour management system is in place which is valued by all staff and young people. Teachers do not rely on rewards and sanctions to manage the learning environment. Lessons are well planned and teachers have high expectations of young people. A good variety of teaching methods, the lively pace of lessons, good questioning techniques and appropriate levels of challenge, active participation and effective plenary activities are key characteristics of the best teaching. Newly installed interactive whiteboards are used by all teachers to stimulate teaching and learning.

- In a minority of lessons teaching although satisfactory, failed to sufficiently engage young people. In these instances learning and progress was modest.
65. Teachers, training assistants and young people develop excellent working relationships and mutual respect underpins the effectiveness of the education provided. Learning support assistants provide very good support to young people, as do most training assistants. A small minority of training assistants are less confident in the classroom. On a few occasions, young people are returned to education from appointments at inappropriate times which unsettle and interrupt the learning environment.
 66. Very good assessment, target setting and monitoring of learning ensures that managers, teachers and young people are aware of key educational goals, the progress made towards these and what more needs to be achieved. Young people with special educational and additional learning needs are well catered for as are those identified as gifted and talented. Early identification, special programmes and effective monitoring ensure the different groups make excellent progress.
 67. The quality and range of the curriculum is outstanding. A broad curriculum effectively meets a wide range of needs closely aligned to the National Curriculum and meets the external requirements of the Youth Justice Board. The curriculum focuses appropriately and effectively on basic skills, ICT, independent living, and a wide range of subjects that include history, religious education, geography and French.
 68. A good range of opportunities effectively support young people in preparing for the world of work. For example, in partnership with Heart of England Training young people develop practical skills and gain vocational expertise and a basic qualification in hair and beauty. Where appropriate, young people undertake work experience both inside and outside of the centre, developing customer service and team-working skills. The curriculum includes opportunities to develop insights into a variety of working environments including administration, retail, catering, and leisure and tourism. However, actions regarding current and proposed future developments in implementing the 14-19 curriculum are not well articulated.
 69. A culture of forging links with outside organisations such as local education business partnership is well established. Effective support for drama and paired reading has been established with students from Rugby School. Events such as black history month and a multi-faith day celebrate equality and diversity. They are fully embedded in the curriculum and well supported by external organisations.
 70. The quality of guidance and support is outstanding. Arrangements for initial assessment and induction are well organised and managed. Young people are assessed against standardised tests for literacy and numeracy.

71. Testing for dyslexia, motor skill screening and other additional learning needs is available when required. The quality of target setting is outstanding and effectively informs individual educational plans and the majority of teachers' lesson plans. The monitoring of progress is very thorough and consistent. Each young person has a personal tutor and progress towards targets is reviewed weekly. Comprehensive and detailed records of achievement are completed for all young people to take to their next placement. Regular meetings between education and care staff ensure there is good communication across the establishment. Young people adopt safe practices in lessons.
72. Education staff attend almost all detention and training order (DTO) and other review meetings. Teachers provide very thorough and informative reports that contribute effectively to reviews and transition planning. Individual support and guidance is outstanding. Very good attention is paid to inclusion, equality and diversity. Learning support assistants provide effective one-to-one support including work on programmes such as 'Toe-by-Toe'.
73. Education staff at Rainsbrook ensure good access to impartial information, advice and guidance. However, the outstanding contribution to careers work provided in the past by Connexions Northamptonshire is now inadequate. Personal Advisor support of four days a week was summarily curtailed in February 2008. An inadequate one day a week of support was re-established during the week of the inspection. The impact of this weakness affects support for careers education and has a serious impact on preparing young people for resettlement in the community.

Helping children achieve well and enjoy what they do

Welfare

The provision is good.

74. When a young person is admitted to the centre a comprehensive check is undertaken regarding the appropriateness and legality of the order requiring them to be detained.
75. The admission process includes an initial assessment of a young person's care needs and this information is disseminated to other staff working with the young person in the centre. This ensures that any information which needs to be communicated to ensure a young person's safety is available. Part of the process of admission is to enable the young person to contact someone external to the centre who is important to them.
76. There are good arrangements for young people to contact family members, friends and external professionals. Young people are able to use the telephone to call those who have been approved for contact. The telephone calls are able to be undertaken in private. There are good examples of practice when interpreters had been made available for some young people when this has been required, ensuring they are supported in their contact arrangements.
77. Young people can also write letters which are then posted for them. External helpline numbers and addresses for advocacy groups are displayed in the living units at the centre. Appointments for visits to the young people by families and friends continue to be overseen centrally, avoiding any clashes and lessening the need for a visit to be cancelled. All these arrangements mean that young people can access independent persons and professionals when they need to.
78. Contact arrangements for young people are discussed during case management meetings and should it be discovered that a young person had not received or undertaken any contact with family or friends for a period of time, this will be looked into. This ensures that young people are not isolated from contact at the centre. At the time of inspection all young people were found to be receiving contact on an at least weekly basis.
79. An equal opportunities policy is available in the centre, a version of this is provided in an appropriate format for young people.
80. Immediately following admission, young people are able to follow the induction programme for the centre. This provides information relating to the routines undertaken, expectations and rights of the young person.

81. A DVD is available to show young people what is on offer and this is updated as the plan of activities change. An accompanying information pack 'Don't get left out in the cold' detailing all the structured activities on offer is also available on the units. The availability of the DVD means that young people can visually see what is on offer rather than only having a written list to consider. A separate DVD is now available relating to the leisure time activities available for young people to partake in. This is regularly updated and a copy and an accompanying handbook are available on each of the living units. Young people are able to access a copy of this as a reminder when necessary.
82. A small pocket sized guide is available to supplement all of the admission information; a summary of the stated purpose of the centre is also included in young person friendly language. Not all of the admission information provided to a young person is available in a range of formats and languages. The director of the centre has plans to provide this facility.
83. A qualified youth worker is employed at the centre who holds responsibility for the planning and delivery of activities. There is a good range of structured activities provided for young people on a formally planned weekly basis. Clubs are run at lunchtime and in the evenings. While there is a need for young people to have moved up the incentive levels to attend these, they are now available to a much increased number.
84. Some clubs are risk assessed and are unsuitable for all levels due to the nature of the equipment in use. If this is the case then a supplementary club will be offered which requires less use of equipment allowing young people with lower level attainment to attend. A positive development is the greater capacity allowed to residential staff to operate clubs. Two residential staff have been enabled to offer football coaching and first aid clubs. This initiative operates in addition to their normal duties.
85. The youth worker has access to funding to ensure that young people are provided with a range of equipment to use and a store of items which can be used on an ad hoc basis. Systems are in place to promote the diverse needs of young people and all have equal opportunity to engage in activities and clubs in accordance with their interests. This means that regardless of gender or ability level, all young people can experience some form of structured activity.
86. There has been an increase in the number of activities which are held on a weekend. A record is held of all structured activities undertaken by a young person; this information is recorded on a database by the youth worker.
87. Young people are able to contribute to the development of the activities programme via quarterly meetings which are held with the youth worker. These meetings are recorded and any actions are noted.

88. The Duke of Edinburgh award scheme continues to be made available to young people and there has been a large number who have started the award or attained the bronze level. Many of the structured activities undertaken are able to fulfil the need for evidence towards the award. Young people are encouraged to continue the award when they leave the centre and the youth worker facilitates the passing over of all documentation. This provision means that some of the young people have an interest which they can continue to undertake when they leave the centre.
89. Activities which are undertaken on an unstructured basis by the unit residential staff are variable in their quality and effectiveness. Some units hold sessions which engage all the young people whilst others demonstrate a lack of effective planning. This can lead to young people becoming bored and restless and does not ensure that all young people are able to experience purposeful leisure time. There is a need for unstructured leisure time to be more consistently occupied across the units. The lack of unstructured or informal activities in some units at the centre does not help the young people to display positive behaviour. All young people are able to access fresh air at various times throughout the day.
90. Some development work has occurred in relation to the provision of vocational activities during non formal education time. However further development is required to ensure that skills held by staff members are utilised in this regard and young people's opportunities to increase their life skills are enhanced. Young people are able to experience cooking in a formal club setting and some staff carry out informal life skills work with young people on the units.
91. Goats are kept at the centre enabling nominated young people to take responsibility for them and ensure their welfare. Some young people are able to experience working alongside the maintenance team at the centre or in the dining room.
92. The range of reading material available for young people on the units has improved. Some of the newspapers which were available have been replaced by subject specialist magazines, which can be chosen by the young people. Some books are available and young people can access the library where books selected to meet the interests of each individual are available. The supply of appropriate reading materials means that young people can be encouraged to learn from reading and how to occupy their spare time.

Helping children make a positive contribution

The provision is good.

93. Young peoples' needs are comprehensively assessed on arrival and initial management plans are completed. Initial planning meetings quickly address the presenting needs identified following assessment and agree a training plan. The young person's training or remand plan is regularly reviewed and updated, in line with their progress at the centre. The plan includes identified transition targets and work to be done with young people when they are discharged.
94. There is an effective system in place to ensure that each young person's care is well managed. A case manager and key worker are allocated to each young person at the point of admission. The case manager ensures that actions agreed at planning meetings are implemented, and the key worker undertakes planned work with the young person on a daily basis.
95. A programme of routine multi disciplinary meetings thoroughly monitors and evaluates progress and practice, and develops specific strategies to meet the changing needs of young people. These meetings ensure that staff are well supported and informed to be able to help young people effectively.
96. The ability of staff to develop positive professional relationships with young people is excellent and enables good child focused practice at the centre. Young people say they are well supported by staff who get to know them as individuals and assist them throughout their stay. Staff from the centre support young people to ensure arrangements are in place to ease the transition from the centre to their new placements. Case workers attend the young person's first community review to ensure the arrangements agreed for young people are in place.
97. Parents and significant others are kept fully informed of any important events affecting the young people whilst at the centre. Young people are supported to maintain constructive contact with family and those important to them.
98. Young people are helped to gain a greater awareness of their offending behaviour and the impact their actions have on others. A specialist member of staff provides a comprehensive set of offending behaviour programmes for this purpose, and supports staff to deliver them to young people.
99. Each young person attends this programme which is provided within structured group sessions. For those young people who have completed the programme, efforts are made to enhance and adapt the subject to develop learning further and maintain their interest. Group work is supported through individual work routinely offered by key workers.

100. There is effective consultation across the centre to ensure that specific work carried out on offending behaviour is not replicated within the education centre or by the substance misuse service.
101. The views of young people about the care they received are sought when they are discharged. Many of them did not feel that the offending behaviour work carried out with them was relevant. The centre has subsequently reviewed its evaluation process for offending behaviour work to seek the views of young people immediately following each session in order to establish if the sessions were relevant and interesting. However, it is not yet able to monitor fully the quality of the programme delivery or if the attitude of the young people has changed following the sessions.
102. The centre is excellent at promoting and celebrating young people's diversity. Diversity is reflected routinely in the daily life of the centre and is clearly respected. It is seen by all staff as everyone's responsibility. All meetings held include diversity issues as a standing agenda item.
103. A large majority of young people say that they are involved in decision making and are consulted about life at the centre. Consultation takes place with young people over all aspects of planning for their care and their future. Staff ensure young people are supported and prepared for their review.
104. Effective forward planning ensures that all young people are regularly reviewed, and their reviews take place within required timescales. Young people and their families are encouraged and supported to take an active role in the reviews.
105. Commendably, young people are well supported to take part in work experience in different departments within the centre and where possible in the community. However, this work is not always fully reflected in the individual's training plan.
106. Young people are expected to keep their living spaces clean and tidy. This supports individual life skills work with the young people, and their efforts to keep a clean and tidy bedroom and living space are appropriately recognised and rewarded.
107. A chaplain and assistant chaplain are both accessible to young people. They play an active role in all areas of life within the centre and contribute to 'trainee management meetings' and other meetings. Young people are able to follow the religion of their choice and the chaplains can access promptly the services of other faith leaders should these be requested. Access to religious support for the young people is enabled by all staff at the centre. Young people can practice their faith and they are supported to observe their religious, cultural and ethnic identity.

Helping children achieve economic wellbeing

The provision is good.

108. The centre now has two nominated staff who take the lead in life skills and preparation for independence work undertaken with the young people. This work includes an oversight of discharge arrangements for sentenced young people and those on remand. Staff ensure that external authorities fulfil their legal obligations towards young people and will act as advocates for them if necessary. This includes ensuring agreed work has been addressed when case managers attend a young person's first community review. This work ensures that young people's needs, when returning to the community, are promoted.
109. All young people have an individual resettlement care plan. The plans are developed to address each young person's needs and appropriate timescales for work to be carried out. They are reviewed at regular intervals to ensure that the identified work is continuing and effective.
110. Following a pilot a pack has been produced which contains information to assist staff to work with young people to prepare them for independence. The pack is supplemented by an introductory booklet "Moving on" and a life skills checklist. This enables a record of any work carried out on the living units to be recorded. Life skills work carried out on the living units has increased and young people are able to take part in learning experiences such as using a washing machine, ironing, personal hygiene and the safe use of tools.
111. A "ready for resettlement" work book is used with each young person. This is comprehensive and can be used by the young person to keep a record of their learning experiences from individual and group sessions. Learning circles with staff continue to be effective in enabling them to have more awareness of the areas of work required around resettlement and how they are able to contribute to improved experiences for young people.
112. There has been a large increase in pathway planning work carried out at the centre. Individual plans contain agreed steps to address education or employment and living arrangements for young people when they leave the centre. These plans include input from relevant external professionals and allow a holistic view of identified needs to be available when carrying out work with young people.

113. There is a formal procedure available for escalating requests to external agencies which are not meeting their obligations to ensure young people's needs are addressed. The procedure is implemented in a very short timescale following a negative response to any request. This means that any shortfall in the service provided to young people by a local authority can be highlighted quickly.
114. Work which has been carried out with young people to prepare them for discharge is recorded comprehensively in a relevant section in individual files in which all notes, plans and records are held. This assists staff to be aware of work done and any outstanding issues.
115. There are good opportunities available for young people to take part in work experience situations. These may be outside in the community where appropriate. One young person due to leave the centre shortly has been able to undertake some voluntary work in the local community. Further opportunities which dovetail with the preparation for independence work include re-learning of how to use public transport. It is recognised that young people in a secure setting for a period of time can find everyday routines in the community intimidating when they are discharged.
116. Within the secure perimeter, young people can experience work with the maintenance team and in the kitchen and dining area. Those young people who have attained a higher level on the centre's incentive scheme are able to undertake some paid employment by having specific roles within the dining area or sports hall or responsibility for the upkeep of some of the grounds and planted areas.
117. The work to improve the vocational opportunities for young people at the centre is progressing. The two staff members who are responsible for overseeing resettlement work at the centre have made positive contacts with other units within the secure estate and have visited some of these to broaden their knowledge of resettlement and securing vocational opportunities. All increases in knowledge available benefits the guidance which can be given to young people.
118. There is an commitment from the centre to supplement the vocational opportunities available during formal education time with more during evenings and weekends. Staff members are being encouraged to use their own skills and interest to support this work. Funding has been sought from various trusts and community sources to finance plans for some agriculturally based resources.

119. To improve the range of vocational opportunities available to young people, the centre has established contact with a local university who are able to offer workshops relating to CD production and design. Arrangements are also in place for a young person to take part in the activities of a local branch of the air cadets. This enables the young person to experience community activities once more and to develop social and interpersonal skills. Formal awards and certification are available for young people to achieve via these routes.
120. The residential premises are well maintained and appropriate servicing of equipment is carried out. A facilities team is available to ensure that any repairs or decoration required can be carried out without delay. Some of the living areas show a little wear and tear due to heavy use by some of the young people. Also, some lounges have a minimal display of pictures and posters due to potential risk presented by some young people. However, the staff on the residential units work hard to ensure they are kept as homely and pleasant as possible. Young people are able to personalise their rooms with pictures and posters, dependent upon the level they have achieved on the incentive scheme. Cultural and ethnic diversity is promoted by the use of wall murals, posters and pictures. All of the above work helps to create as much as possible domestic style living accommodation for young people.
121. Accommodation and resources in the education centre are very good. Classrooms are equipped with computers and interactive whiteboards including the well resourced drama studio. Excellent specialist facilities are in place for hairdressing and beauty therapy and design technology provision has been upgraded. Managed internet access is available in all teaching rooms and a qualified technician has been employed. A refurbished library, although small, has a large and good range of books and a small classroom attached. Arrangements for PE and games are good.

Management

The provision is outstanding.

122. The centre's director, head of care and senior duty operational manager and a small group of team leaders and other staff transferred to another STC in June 2008. This created important management vacancies, which were filled by internal promotions. All of the senior management team have been replaced into acting up positions, which in turn has created further vacancies within the centre, and further opportunities for promotion within the residential and education departments. These changes are viewed as 'opportunities' rather than a potential loss. This is a commendably positive attitude to change, reinforced by the fact that the newly formed management team has successfully maintained stability during a period of significant change. Management roles and expectations are clearly defined and the new director maintains the centre's very high standards which are reflected by each of his management team, and monitored by the external manager.
123. In spite of the changes the centre has experienced, the newly formed management team has successfully continued to promote improvement. Young people clearly benefit from an establishment that has continued to provide a good quality of care and service delivery during a period of change.
124. The roles and responsibilities of managers at all levels are clearly defined. The role of training care supervisors (care staff) has been further clarified and re-defined as 'team leaders'. The expectations of team leaders as first line managers has increased and discussions are taking place in a range of forums to ensure they understand the key objectives for their role.
125. Leadership and management in the education department are outstanding. Leadership is inspirational and senior managers have established an effective learning culture based on agreed values and principles of mutual respect that ensure the needs of young people are paramount. Robust policies and procedures are in place; regularly monitored and reviewed. They focus effectively on support for constantly improving teaching and learning. Strategic development planning is very good. Self evaluation is comprehensive, accurate and balanced and judgements were validated by inspectors. Decisive action has been taken to implement the two recommendations for the education department from the last inspection. The education team makes a positive contribution to the Every Child Matters meetings and other strategic developments. The capacity to improve is excellent.
126. The education department has a well qualified, committed and hard working staff team with a good range of experience and expertise that responds positively to new initiatives.

127. Arrangements for education staff to maintain professional knowledge and skills are very good with regular training sessions and good access to external courses. Weekly reviews and better staff room facilities have improved opportunities for staff to share information about young people and discuss teaching and learning. Part time secondments to another local secure setting and well supported internal temporary promotions have provided excellent opportunities for career development. With support from the education advisory services of Warwickshire County Council and the Manchester College, who manage the contract for education, more staff have been trained in and practice classroom observation techniques. Effective specialist support is available for young people with special educational needs and staff actively follow up statements or initiate statements as appropriate.
128. Quality assurance and performance management systems are well established, robust, and inform service development and delivery. For example detailed statistics are regularly collated to monitor equality and diversity issues effectively across the centre and inform service development.
129. There is also appropriate analysis and effective use of quality management information and data to improve learning outcomes for all young people. Young people's progress is effectively tracked beyond their time at the centre. Daily handover meetings between education and care staff ensure that potential problems are managed sensitively and effectively. Senior managers, and those acting in temporary roles, contribute significantly to the work of the whole establishment, for example, education staff attend the weekly suicide and self harm meetings and contribute to the initial training and induction of care staff.
130. The management and leadership of the establishment reflects an ambitious senior management team who are determined to maintain what works well and improve those areas that are highlighted by relevant stakeholders, including the young people.
131. The centre and its partners clearly form a 'learning organisation' that continually reviews and evaluates practice and procedures to attain improvements for young people.
132. The centre is supported by an external manager who is actively involved in the ongoing development of the service. The managing director for children's services with Rebound, visits the centre frequently. He meets with young people, their parents, if visiting and any other visiting professionals. He meets with staff and monitors records. His monthly visits and subsequent reports provide an additional quality checking process that ensures a high standard of service for young people.

133. Effective records are maintained and systematically monitored. Any shortfalls are quickly addressed by managers.
134. Rebound has well established recruitment and selection procedures in place. Every effort is made to attract suitably experienced and qualified staff. Although a thorough vetting process is in place, files held at the centre do not consistently contain all the information collated by the vetting service.
135. Young people are involved with the appointment of some staff who work at the centre and who are selected for promotional opportunities. Young people welcome the opportunity to influence decisions about staff promotions.
136. Training and development continues to have a high priority at the centre, and opportunities are available for staff to obtain professional qualifications, for example Post Qualification awards in Social Work and National Vocational Qualification level three in Youth Justice. Rebound also provides 'bursaries' for staff to gain the social work degree qualification and three staff are currently undergoing this through the Open University.
137. All new care staff (custody officers) attend an Initial Training Course (ITC) which lasts for over seven weeks. The ITC is routinely reviewed and regularly updated to include emerging best practice. There is an ongoing assessment of their competency to ensure that they reach the required standard during the six month probation period.
138. Care staff teams have regular opportunities for team development days, which comprises one day every three weeks. However, these are not always used to deliver organised training. Team leaders have opportunities for unstructured training days which they can plan and use to deliver material that they feel is appropriate for their team. However, the less structured team days can at times be cancelled if staff are required to work on shift. This means that not all staff teams have an opportunity to meet every three weeks, and they are therefore not so easily able to discuss any issues related to team working or ensuring consistency of practice. Young people are not directly disadvantaged by this, but staff do not feel valued if their team training day is cancelled.
139. Managers understand the importance of providing staff with regular and good quality supervision. The policy guidance sets out the expectations for supervision, including the contract between the supervisor and supervisee. Records show that the majority of staff receive supervision to the desired frequency, although there are occasional slips. A consistent and effective audit process is also in place to monitor both frequency and quality of supervision.

140. There have been further improvements to the annual employee appraisal system, to include a clear development pathway for staff involved.
141. The Employee Development Review (EDR) has been extended to team leaders and is planned to take place between November and December to form the appraisal process for all care staff.
142. The centre has successfully completed the 'Investors in People' review. Feedback reflects an establishment that makes an outstanding contribution to supporting staff and providing services, with few suggestions for improvement.
143. There are efficient and effective systems in place to ensure good communication across all departments at the centre. Practice in this respect is commendable, particularly given the size of the STC. A range of highly structured meetings take place that provide opportunities for information sharing, consultation and creative problem solving. All meetings minutes are made available to the staff teams, and also routinely feed into a very efficient management information system.
144. The staff team is balanced both in terms of gender and cultural diversity. This enables the centre to address the diverse needs of the young people. All staff at the centre are expected to be good role models for young people and there is a commitment to 'pro social modelling' in all aspects of the care and service provided. One young person said "one of the things I have learnt from the staff in the way they treat you here is that you should take other people's feelings into account and not be selfish all the time". He also went on to say that what had helped him reach a decision about not offending in the future was "every thing about life here, what I have learned in school, living with people in a group and having staff remind me about how people should behave toward each other, is going to help with my relationships when I get out of here".
145. Staff across all the departments provide a holistic service to young people that takes into account their individual needs, and encourages them to consider the needs and feelings of others. Young people learn from the positive role modelling of staff and the regular discussions about the impact of their behaviour on others. Staff remind them about how they are expected to behave in society and in their interactions with others
146. The promotion of equality and diversity at the centre is outstanding. It is interwoven in policies, guidance and documentation and is successfully reflected in day to day practice. Young people are supported to practice their religious faiths and develop their religious racial and cultural identities by a staff team which itself is culturally diverse.

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147. As required by the Youth Justice Board a single page statement of purpose is prominently displayed throughout the centre. This provides a clear and concise account of the overall objectives of the centre and is translated into a number of key languages. The centre also has a detailed statement of purpose available that supplements the displayed objectives. This is an excellent document for people unfamiliar with the work of the STC, including new staff and Youth Offending Teams.
148. Information for young people is available in various forms and languages, and young people with a disability such as hard of hearing, learning or language difficulties are routinely provided with appropriate support.
149. Parents or carers of young people placed at the centre receive a detailed information pack, which provides them with details about what they and their child can expect from the centre. This is sent to them within 24 hours of the admission of the young person.

Recommendations

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

- ensure that the number of episodes of young people removed from association from the classroom to the tutorial room are included as part of the overall removal from association statistics for the centre (Staying safe; standard 19)
- review the use of unstructured activities for young people on residential units to enable those not engaged in formal activities to experience appropriate leisure time (Enjoy and Achieve; standard 4)
- develop further the range of non formal vocational activities outside education time available to young people (Enjoy and Achieve; Standard 1)
- produce a written strategic action plan to articulate current activity and proposed developments relating to the implementation of the 14-19 curriculum (Enjoy and Achieve; Standard 1)
- liaise with the Youth Justice Board to take the necessary steps as a matter of urgency to work with Connexions Northamptonshire to restore the quality of provision at Rainsbrook to that of January 2008 (Enjoy and Achieve; Standard 1)
- develop further the evaluation of the effectiveness of offending behaviour programmes to ensure that they engage young people consistently and effectively and are relevant to individual circumstances (Making a Positive Contribution; Standard 5).