

Medway 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 February 2011 with an interim inspection in July 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. Medway is one of four purpose-built secure training centres that provide secure provision to young people across the country. The centre is one of three secure training centres managed by G4S Care and Justice Services Limited.
2. The centre is situated in Rochester, Kent. It offers secure provision for young people aged from 12 to 17 who meet the criteria for a custodial sentence, or who are remanded to a secure setting.
3. Medway is designed to accommodate up to 76 young people of both genders and is currently configured with 21 places for young women and 55 for young men. During the inspection up to 74 young people were in residence. During 2011 338 young people were placed at the centre, of those 87% were 15 years or older. This is an increase from 2010 when 70% of young people were 15 years or older. Young people live in residential units, of which there are four in each of the three house blocks.

Summary

The overall quality rating is good.

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

4. The centre has continued to develop innovative practice in a number of areas. For example community projects and work experience opportunities for young people are now well established. Involvement with the Duke of Edinburgh scheme has for the first time seen the successful achievement of accreditation to bronze level for five participants. The past year has also been a period of consolidation of practice in a number of areas. For example the peer mentoring scheme is now an integral part of support mechanisms provided for young people when they are admitted to the centre.
5. The centre has well established procedures and practices in place which effectively combine robust security arrangements with very good child focused care practice.
6. The importance of managing young people's behaviour is understood by all staff, who are well trained to deal with presenting issues. Efforts to de-escalate potentially volatile situations are recorded and reviewed in a bid to understand the approaches that work for individual young people.

7. Child protection procedures are robust and highly effective. Excellent working protocols are in place to ensure transparent sharing of information and investigation of potential safeguarding matters with the local authority designated officer.
8. Relationships and interactions with external stakeholders and partner agencies are excellent. There are a number of very effective arrangements in place. These include the child and adolescent mental health services, sexual health specialists, the local safeguarding services and the Director of Children's Services of the local authority. All external agencies spoken with were highly complimentary about the work of the centre and confirmed transparency of practice.
9. There is a zero-tolerance approach to bullying across the centre. A multidisciplinary approach is undertaken in response to any suspected incident. The expectations in relation to bullying are made clear to young people and are consistently reinforced by staff. Young people are effectively protected from bullying by the procedures in place and the vigilance of all staff at the centre.
10. There are a number of excellent forums through which young people can be consulted and included in decisions about the development of the centre. This includes young people's representatives attending the diversity meetings, food forum, Xchange forum (a centre wide consultation group) and a sub group to review the behavioural incentive scheme. However, the twice daily unit meetings fail to consistently give young people opportunities to review day-to-day matters with residential service managers.
11. There is provision at the centre to assess young people's needs and provide appropriate interventions to meet these; including addressing offending attitudes and behaviour is outstanding. Arrangements to prepare and support young people for adulthood and resettlement into the community are excellent. The health, physical and emotional well-being of young people is central to service development and delivery. This includes the provision of a range of child and adolescent mental health services from a specialist service provider.
12. The achievement and standards of work within education achieved by young people are satisfactory. Attendance and punctuality within the education setting are good. Many young people develop their literacy and numeracy skills during their stay, but there is still too great a reliance on entering young people for a number of short qualifications. The quality of teaching and learning is satisfactory overall. Young people's behaviour in lessons is satisfactory. A substantial amount of teaching cover for staff absence compromises the delivery of consistently high quality teaching or learning.
13. Leadership and management in education are satisfactory. The range of provision has been expanded. Performance monitoring is effective.

Partnership working is good. However, education managers' and teachers' effort is unduly occupied by managing the impact of a high and increasing level of staff absence. The arrangements for quality improvement are not sufficiently developed.

14. Staff from all the disciplines across the centre are very well supported and enabled to develop in their roles. An excellent range of training and development opportunities are available to all staff, with many receiving support to obtain professional qualifications. All staff receive regular supervision which is very well recorded and reflects a process of monitoring practice, ensuring both development and accountability. New staff are very well supported during their probation period with regular supervision, guidance, direction and support.
15. Equality and diversity is considered in all aspects of the centre's work with young people and the management of staff. Young people's individual needs are effectively identified and addressed, including those for whom English is not their first language. Young people are involved in diversity meetings and issues of diversity and inclusion are on the agenda in all meetings across the centre.

What has been improved since the last inspection

16. One recommendation was made at the last inspection. This was related to the telephone system and the experience of families and friends contacting young people at the centre. Managers have not been able to upgrade the telephone system, but they have increased the amount of time a receptionist is available to handle incoming calls for young people. This has reduced the waiting time for incoming calls.

The effectiveness of the service

Helping children to be healthy

The provision is outstanding.

17. On admission to the centre all young people undergo a comprehensive assessment of their health care needs. This includes an assessment of vulnerability, risk to self and others and mental health and wellbeing. If historical and background information is not available, this is sought and obtained quickly from parents, family, professionals and a range of health agencies by health care and Youth Offending Service staff.
18. Health care staff produce a thorough plan from the assessment that identifies a young person's needs and how these will be met by the centre. Consent is obtained from young people and persons with parental responsibility to undertake emergency and routine treatments if required. Reviews take place regularly of young people's health care plans to ensure they are up to date and young people's needs are effectively met. Young people speak positively about the health care they receive.
19. Young people have prompt and easy access to a range of health services at the centre and where appropriate, in the local community. Within 24 hours of admission and before discharge, young people are seen and assessed by a General Practitioner. They have access to a dentist and optician for any treatment necessary. They also have access to psychiatry and psychological services to support them with any mental health needs. Young people's health care plans are given to them on discharge so any ongoing support or treatment can be provided by professionals in the community ensuring continuity of care.
20. The development and delivery of health services, such as the asthma and immunisations clinics, have significantly enhanced health care for young people. Young people are assessed for their sexual health needs, smoking and drug and alcohol use. A range of information and advice is available for young people about these matters and general health care. Information is in different languages and formats and information about the health care service is available in pictorial form. Young people can be referred to the appropriate professionals for treatment and support such as a General Practitioner, substance misuse workers at the centre or the sexual health team of the local Primary Care Trust. This demonstrates effective partnership working and communication.
21. Substance misuse services are well established and form part of the overall range of individualised intervention programmes. One-to-one sessions and group work are available for young people to help them understand the different types of substances they may be involved with. Young people are

reminded at the point of discharge of the dangers of using substances after a period of abstinence during their time at the centre.

22. A recent health-fair event was organised and carried out at the centre. The event gave young people an insight into and understanding of a range of health matters important to them and has helped to promote their well-being. A number of external organisations and in-house services provided activities and stalls for young people about matters such as smoking cessation, sexual health, mental well-being, spiritual health, first aid and oral and dental health. After the event, a number of young people referred themselves to these services for specific further education, advice and support.
23. Young people engage in very regular physical exercise, to stay fit, healthy and well. They have a physical education lesson each day in school and have regular opportunities to participate in activities indoors and outdoors for fresh air and enjoyment. Activities offered include fitness classes, football and access to the cardiovascular equipment.
24. A nurse with a clinical lead role has developed a coordinated approach to training, policy and procedure in healthcare practices across the organisation. This role ensures consistency of practice and enables the identification of new training opportunities for staff.
25. External management and monitoring of the health care provision helps drive improvement in the quality of care for young people. Robust auditing and interrogation of processes, systems and service delivery ensures that any concerns or areas for improvement are identified and addressed, and strengths are built upon. For example, a Drug and Therapeutic Committee has been established. This is a multidisciplinary forum where health care staff and external partners meet regularly. They discuss and share best practice and new developments in the health care field and incorporate these into the centres day-to-day work to improve care and outcomes for young people.
26. Medication systems and processes are effectively managed, which helps to ensure young people get the medication they need, when they need it. Storage of medication is appropriate and secure, which helps to keep young people safe.
27. Young people are supported to manage their own medication, where this is assessed as appropriate, which helps them to develop skills for adulthood. Any in-possession medication is robustly risk assessed and young people are closely monitored to ensure safe use.
28. Medication administration policies and practices have been reviewed and updated by the Drug and Therapeutic Committee. For example, best practice in recording identified by the Royal Pharmaceutical Society of Great Britain

and the Nursing and Midwifery Council have been implemented. Medication administration records are accurate and closely monitored by the health care manager and an external pharmacist.

29. There are robust and well-embedded process in place for consultation with young people about the food provided. All meals are evaluated by a dietician and efforts are made to encourage healthy eating. Excellent attention is given to ensuring meals are appropriate and enjoyed by the young people. Fruit and healthy snacks are available on a daily basis.
30. Themed days and taster sessions continue to provide opportunities for young people to try food they would not normally eat. Young people are made aware of the nutritional benefits of the different foods provided and they are encouraged to consider their diet. Each week one of the resident groups chooses the menu for the day. All young people have an opportunity to plan meals others can enjoy.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

31. Security measures at the centre are robust and effective. All staff are comprehensively trained in security matters so they are aware of their responsibilities. The intelligence reporting system remains effective and ensures that all staff at the centre are briefed and vigilant about particular concerns or prevalent issues. All visitors to the centre are searched before entering. Staff are randomly searched on a regular basis and are continually reminded of security policies and procedures to ensure all at the centre are kept safe. Managers and the Youth Justice Board confirm that there have been no significant incidences of restricted items being brought into the centre during the past year.
32. Clear and thorough contingency plans are in place for the management of any potential emergency. Good partnership and consultation arrangements exist with local emergency services. Plans are tested through desktop and live exercises. This ensures staff understand and unambiguously follow the relevant procedures which ensure the safety and security of all at the centre.
33. The centre has achieved very high standards in health and safety. Awards such as International Organisation for Standardisation (ISO) 9001, 14001 and 18001 have been attained. Regular audits and monitoring take place and all health and safety matters are rigorously addressed. All staff undertake British Safety Council health and safety training and young people also have the opportunity to undertake this award.
34. A risk-led approach to searching young people has been introduced. This means that full searches are only carried out where a risk assessment deems this as necessary and these require approval from a duty director. This was introduced in September 2011 and full searches are now the exception, with dignity and pat down searches being common place. This balances the safety and security of all at the centre, with the promotion of young people's emotional wellbeing and dignity.
35. Very good relationships exist between staff and young people. Constructive engagement and interaction ensures that young people are encouraged to develop positive social skills. Negative behaviour is consistently addressed and there is a good emphasis on, and increasing use of restorative practices to resolve conflict and differences.
36. The incentive scheme remains effective and is reviewed on a regular basis. Young people stated they understand the scheme and are actively contributing to the review process. Managers ensure that young people's views are fully and carefully considered. This participation ensures that

young people feel included and that the scheme has a positive impact in promoting positive behaviour at the centre.

37. The use of formal sanctions has continued to reduce. Staff use reparation so that young people gain better understanding of the effect of their actions and undertake to make good their wrong doing. All sanctions and any reparation used are fully and formally recorded. The use of sanctions is closely monitored by the head of care. Formal and very regular communication about the appropriate use of sanctions is communicated to staff; this supports improvement in practice and benefits young people.
38. Behaviour management policies and a restraint minimisation strategy are in place. These emphasise the need to use physical interventions as a last resort and promote the use of de-escalation. Records of the action taken by staff and evidence of the positive strategies used to defuse challenging situations, conflict, and the use of physical intervention has been introduced.
39. The use of physical intervention has seen a reduction from the first half of 2011 in comparison with the second part of that year, despite some very challenging behaviour. Each young person has a behaviour management plan that sets out clearly any physical or health concerns, or alternative ways of managing a situation in order to keep them safe.
40. All staff are fully trained and undertake regular refresher training in physical intervention. On every occasion where physical intervention is used a review takes place quickly by managers using closed circuit television. The incident is analysed identifying positive and safe practices as well as any areas for improvement. This monitoring is commendable and ensures practices at the centre are of a sufficiently high standard and any improvements required are addressed fully.
41. Young people are not locked in their rooms inappropriately. The centre has a clear removal from association policy which is adhered to by all staff. The use of single separation has continued to reduce with staff engaging effectively with young people. The use of separation is closely monitored by managers to ensure compliance with the policy and to continue to improve practice.
42. The centre has well-established, systematic processes for ensuring highly effective safeguarding practices that help to keep young people safe. The child protection procedure has been recently reviewed and jointly agreed with the Local Safeguarding Children Board (LSCB). Any safeguarding concerns are managed in line with this procedure and are fully investigated. Records are meticulously kept, that show all action taken is commensurate with the procedure and evidence the clear links and communication in place with the local authority children's services department and the local authority designated officer. Young people, their parents and relevant

professionals as appropriate are kept fully informed of progress and the outcome of any incident.

43. Regular safeguarding and effective practice meetings take place and involve independent external professionals. These meetings examine a range of data and centre practices. For example, they rigorously interrogate child protection concerns and behaviour management data to determine whether best practice is being achieved and what can be learned to improve further. The inclusion of external professionals, such as a child protection practitioner from the local authority, ensures transparency and rigorous oversight of practices that affect young people's safety and well-being.
44. Excellent relationships have been established by centre staff with the local authority children's services department and LSCB. Senior managers are members of the LSCB and contribute significantly to the work of the board. For example, the centre's Director chairs the Learning and Development sub-committee and the Head of Youth Offending Services takes an active part in the Quality Assurance and Case Review group. The local authority's Director of Children's Services (DCS) stated: 'The relationship with the secure training centre (STC) adds enormous value to the work of the LSCB' and the STC is an 'open and committed provision.' The DCS added: 'There are good links with partner agencies' and 'Medway STC adds value to partnership working and safeguarding in the local authority area.'
45. Bullying is robustly addressed and managed. Staff deal with any incident and ensure the anti-bullying policy is delivered in practice. Incidents of bullying do occur and are recorded fully showing the kind of incident, the monitoring that has taken place and the action undertaken to address the matter. This includes individual work with young people, reparation and restorative practices. Young people reported that staff address any matters that arise and feel confident in their action and feel safe. A representative of an advocacy service who routinely visits the centre and meets with young people, stated that bullying is managed effectively.
46. Young people have access to a range of ways to raise concerns and complaints. Grumbles books are available on each unit where issues of a minor nature can be recorded and quickly resolved by managers. Complaints forms are freely available and daily access to the boxes where completed forms are placed is strictly limited to authorised staff.
47. Young people have regular visits from an independent advocacy service representative and staff and managers can also support young people with any concerns they raise. All complaints are recorded and fully responded to in a timely manner; the local authority designated officer examines all grumbles and formal complaints. This process is highly effective in ensuring young people have access to a system that addresses their concerns and promotes and protects their rights.

Helping children achieve well and enjoy what they do

Education

The provision is satisfactory.

48. Achievement and standards in education are satisfactory. Absence is monitored well. Punctuality is generally good and movement between lessons is carried out calmly.
49. The literacy and numeracy skills of most young people improve during their stay at the centre. For example, on entry nearly half of young people were between three and eight years behind their chronological ages in reading, spelling and mathematics. In reading, just over 40% of young people made at least one month progress per month of stay and 20% made between three and eight months progress per month of stay. In mathematics, just over 30% made between three and eight months progress per month of stay. Young people's progress in these aspects is monitored on an individual basis but not routinely aggregated by the centre.
50. The number of very short qualification courses achieved by young people remains too high. These constitute the majority of the accredited courses available. While they enable the increasing number of short stay young people at the centre, or those with no qualifications at all, to gain some form of accreditation, too few are of meaningful value. Only a relatively small number of young people are gaining full accreditations at entry, foundation and intermediate levels in literacy, numeracy and information and communications technology. Most young people are now gaining modular elements instead, which is not always appropriate, especially for those on longer sentences.
51. The centre maintains its good commitment to enable young people to continue with or start GCSE courses. In June 2011, 21 entrants entered a total of 49 examinations, a similar number to the previous year. The majority achieved grades between D and G, but a significant proportion were ungraded in science, maths and sociology.
52. Young people's behaviour during lessons was not as good as observed during the last inspection and nor was their language. Both aspects were routinely challenged, but not always effectively. Care staff make a significant contribution to behaviour management in lessons and many are very skilled at de-escalation techniques. In some lessons, teachers rely too heavily on the care staff to manage all the behaviour in class.
53. Teaching and learning observed by inspectors was satisfactory overall. The centre has many very capable teaching staff, almost all of whom have higher level teaching qualifications. Teachers are committed to their roles,

flexible in their approach and keen to support young people as best they can.

54. The better teaching sessions were commonly delivered by subject specialists. The less successful sessions were usually delivered where the mix of abilities and behaviours in class was particularly broad or where non-specialist teachers were covering for other colleagues' short or long-term absence. Cover teaching is currently routine and extensive. It is acknowledged that this is in part due to the fact the centre provides formal education for 50 weeks each year.
55. In the better lessons the rapport between tutors and young people was generally good. Topics were well planned and resources, including interactive white boards, were used well. Teaching techniques were varied and successfully engaged young peoples' interest and involvement. Discussion, questioning and responses were often animated, well directed and helped initiate and reinforce learning.
56. Less successful sessions sometimes relied too much on teaching to basic worksheets, often prepared by another tutor and in some of these sessions; teachers inadvertently added erroneous additional information. Lesson objectives were often not achieved in the time available. Consequently, young people did not engage well and their behaviour often deteriorated as the lesson progressed.
57. Initial assessments of young people's abilities in literacy and numeracy are carried out promptly and thoroughly and include an element of free writing. The results are expressed in terms of reading, spelling and mathematical age. This information is provided routinely to teachers, but is not always used effectively in the planning and delivery of lessons.
58. Productive teaching and learning time in most sessions is not being fully maximised and most lessons do not enable themes to be fully explored or to cater for differing abilities. In most sessions, up to five minutes are lost as the class is settled to task and a further five minutes lost at the end. GCSE level subject matter is intended to be at the core of lessons in humanities, maths and English, but this is rarely achieved. In the closing minutes of lessons, some tutors simply allow young people to do wordsearch exercises.
59. The curriculum is broad and varied. Young people are able to study a good range of subjects, although too much of the provision remains at entry and foundation levels. Vocational training classes have increased since the previous inspection and are very popular with the young people. However, severe constraints on space and facilities restrict further expansion and the number that can attend. The centre has raised this matter with the Youth Justice Board. Good opportunities are now available for work-experience within the centre kitchens, library, sports hall, hair and beauty salon and with the facilities maintenance team. The placements continue to enjoy high

status amongst the young people. The current arrangements for GCSE entry do not include sufficient resource or support for young people. A specific GCSE course group is no longer offered, which is of serious concern to many young people at the centre.

60. Support is good. Many young people receive good, close and effective in-class support from care staff, although some young people still find it hard to engage with learning for any sustained period. Young people whose levels of literacy and/or numeracy are low benefit from daily one-to-one sessions which reinforce learning well. Individual needs are also catered for well in these sessions and young people gain confidence and make good progress.
61. Tutorial support is structured efficiently and the weekly tutorial is used effectively to monitor progress against targets and to recognise achievement. The meetings to prepare for formal sentence reviews complement this process well, although some targets set are vague.
62. The input from Connexions is satisfactory and good records are maintained of interviews with young people who are supported in making applications to colleges and training providers. Contact is made with young peoples' home Connexions service, so as to provide continuity.
63. Leadership and management of education are satisfactory. Managers, teachers, support staff and residential staff work well together. Routine staff appraisal is thorough. Strategic management and planning are sound. However, operational management aspects have dominated education management time and effort during the past year. Managers' focus is dominated daily by managing the impact of a consistently high sickness and absence rate among staff to maintain continuity of delivery.
64. New senior management roles have been introduced in the past year to improve the efficiency and effectiveness of education, which have taken time to bed in. Significant changes to modes of teaching delivery which have been successful in other G4S secure training centres; have proved difficult for some teaching staff in this centre to put into practice. Senior management recognises that the quality of teaching and learning and the level of all learners' achievement have not improved since the last inspection, and that some related aspects have deteriorated. A number of actions are being taken to improve this, but these have yet to have an impact.
65. The strategic and operational approaches to quality improvement and self-assessment require further development. G4S has a well-organised and very thorough system for performance monitoring and management against key performance indicators and targets using a wide range of up-to-date data. Internal and group communications are good as are the opportunities for professional development, joint working and sharing of good practice. On a

broader level, strategic improvement planning is comprehensive and planned on a three year cycle.

66. Self-assessment is extensive and very detailed, but focuses too much on identifying existing and planned management actions, rather than on evaluating the impact of raising the achievement and progress of young people in education. A formal system of lesson observations is now in place. These observations are thorough and comments on the quality of teaching and learning are perceptive and constructive. However, in many cases the grade awarded is more generous than that supported by the key judgements.
67. The centre continues to develop its productive partnership with Greenacres School. Pupils from Greenacres have visited the centre to participate in a successful reading group, which has raised the communication skills and confidence of all the young people involved. One pupil from the school is peer mentoring a young person from the centre through their Maths A-level. Good and further developing opportunities, for professional development and teacher visits to learn and share good practice are valued by teachers from the centre and Greenacres School. The centre has been working successfully with the local education business partnership (EBP) to develop a workable scheme for external work-placements with local employers. The scheme is now ready for launch. The EBP has also supported a successful young business enterprise group at the centre.
68. Resources to support teaching and learning are managed well and generally treated with respect by young people. Interactive whiteboards have been installed in most classrooms, but some still lack blinds, making it very difficult to use them.

Helping children achieve well and enjoy what they do

Welfare

The provision is outstanding.

69. The opportunities for young people to engage in activities and enrichment are outstanding. A dedicated team is in place to plan, support and provide sessions. There are excellent staffing resources available to deliver a programme which has seen the introduction of additional clubs and different interest areas.
70. Plans are produced each month of all available sessions and each week young people are able to express a preference for those activities they would like to attend. Publicity for each session is displayed on posters around the centre. Once the request sheet has been completed enrichment team staff collate the information and form the individual groups which will take place.
71. All activities are risk assessed and on occasions, due to the type of equipment used or their behaviour, a young person may not be able to attend. Attendance at some clubs has been restricted in order to provide a reward for those young people who have attained a higher level on the incentive scheme. The number and availability of sessions offered however, ensures that all young people have the opportunity to experience a purposeful activity at least weekly.
72. The range of interests provided continues to be exceptional, including sport, drama, art, basic DIY and hobbies skills. Facilities available include a climbing wall, artificial surface games arena, sports hall and fitness suite. A studio is also available which is used for production purposes including sessions by a young people's band which has been formed. A recent awards evening enabled young people to showcase their individual talents, including presentation skills by those who had received tuition from staff and developed their self-confidence.
73. There is excellent use of external activity providers. A circus skills instructor, art groups and guest speakers on the subject of crime and communities have all visited the centre. The visit of a music group enabled young people to record a CD of their own compositions.
74. A yearly plan is devised for larger scale group and unit activities which take place at weekends. These include use of the high ropes equipment, the climbing wall, sumo suits and unit competitions. On some occasions, the celebration of festivals, visiting music and drama groups and speakers are incorporated into the larger group activities.

75. Informal activities on residential units are of a good standard. Individual activity coordinators use the resources provided on a monthly basis by the enrichment team. This enables sessions such as cooking, pool competitions and design a poster challenges to be held. Resources for outdoor games are also available which can be used during daily sessions for each unit to access fresh air on the centre green.
76. Young people are now able to achieve meaningful accreditation in an increased number of pursuits. Modular courses are in place to enable the completion of certification in subjects such as community sports leaders and national navigation awards. Additional external links have been established, which enable some young people via mobility opportunities to complete accredited learning on board a tall ship through the 'Morning Star' project.
77. Information is held on the attendance and attainment of young people at enrichment and activities sessions. This is presented for use at planning meetings and reviews as evidence of participation and interests. Enrichment staff will also attend case review meetings where an individual young person is identified as requiring some additional assistance.
78. When a young person is failing to make a choice of activities they would like to be involved in or is having difficulty sustaining appropriate behaviour during sessions, they are seen individually by an enrichment team staff member. The staff work with the young person to identify any barriers to their participation or any specific interest they may have, as well as linking in with any support plan which has been instigated. This is excellent practice and helps to ensure that young people do not become isolated.
79. Young people are able to contribute fully to the make up of the activity programme in a range of forums, including Xchange meetings which their unit representatives can attend. Changes have been made to the programme following requests and suggestions from young people. The provision has also been tailored to meet the needs of the older age profile of young people at the centre. Young people stated that the centre was good at sport, activities and DIY in their responses to a pre-inspection questionnaire.
80. An evaluation is undertaken of all activities by young people and staff who have been involved. A simple slip system is used for young people's feedback which makes it quick and easy for them to comment. The way in which activities are offered and the content of each session can be developed to take account of collated results from the evaluations. Evidential recording and photographs are held of all activity and enrichment sessions and are used to encourage young people to take part and further inform development.
81. Risk assessments and safety briefings are provided for the staff who are leading each group. All equipment in use is maintained as part of an ongoing

and regular schedule. Staff involved hold a range of qualifications, including youth leaders, fitness instruction and sports leaders' awards as well as climbing wall accreditation. This means sessions can be held regularly, utilising staff skills and enhancing the experience for young people. A list of staff skills and interests is held so they are able to be matched to appropriate activity sessions when possible.

82. The Duke of Edinburgh award scheme continues to be promoted positively at the centre. All aspects of the award can be completed by those young people taking part. This includes the external expedition module which is able to occur due to support provided by staff and external stakeholders. Commendably, five young people have now achieved their Bronze Awards.
83. Support from care staff for young people's formal education is of a high standard. Encouragement is given and some staff have specific skills in assisting young people in the classroom environment.
84. The chaplaincy service fully promotes the pastoral care of young people. The celebration of faiths and festivals is embraced fully and there is support from a range of external visitors and volunteers, such as the Imam who are able to support religious needs of all faiths. The chaplain is also involved in the delivery of enrichment sessions. He leads and supports groups, encouraging young people to achieve and take part in new experiences.

Helping children make a positive contribution

The provision is outstanding.

85. Excellent outcomes are achieved for young people as a result of the good relationships they have with staff at the centre. Although some young people were critical of some staff, they all confirmed there are individuals they can and would talk with if they have any concerns. Several young people gave examples of how individual staff have supported them. One young person said, 'staff are here to talk to you and I have felt supported by them. He also said, 'staff make you realise what you have been doing wrong and understand the reasons behind this. This has helped me'. Many young people take the opportunity to nominate staff for recognition through the employee of the month and employee of the year scheme.
86. Young people are admitted and introduced to the centre sensitively by skilled and caring staff. They are offered food and refreshment and are able to make telephone calls to identified significant people in their life. Clear and comprehensive information is made available to young people about what they can expect at the centre. This is available in different languages and formats, including DVD and widgit format if required. Interpreters are used for young people for whom English is not their first language. Young people confirm that care staff assist them in understanding the contents of the guide book and other information provided and help them settle in as quickly as possible.
87. The peer mentoring process is well embedded and enables a positive experience for all young people involved. The support to young people by peer mentors shortly after admission to the centre is particularly positive practice.
88. A range of detailed and robust assessments ensure young people's needs are identified at an early stage of placement. Clear procedures are in place to ensure information provided through the eAsset electronic system and any hard copy reports are thoroughly reviewed to inform assessments and care planning. Obtaining a clear and detailed picture of the young person and their needs is seen as paramount and this includes gathering historic information, including from previous placements, parents and the young person themselves. This informs the comprehensive assessments and ensures young people's welfare is safeguarded and promoted.
89. Staff are active in reminding local children's services of their responsibility to young people. This is both in relation to providing relevant information to inform assessment and holding them to account for future planning. It is now the exception that young people are placed without significant information being provided.

90. Detailed and highly individualised care planning ensures objectives and targets are set to meet all the identified needs, including specific care and welfare. Young people are well supported by staff from different disciplines within the centre who work effectively and efficiently to ensure their needs are well met. A comprehensive range of specialist and universal interventions have been developed to deliver positive outcomes. Young people are expected as part of their training or remand plan to participate in offending behaviour and active citizenship sessions; most are positive about the experience of these. One young person had found them helpful initially, although there is now some repetition of the sessions.
91. A new offending behaviour programme had been established in the past year called the 'mobile team challenge'. This is a group-focused package delivered over a period of six sessions. The programme enables young people to experience problem solving, enhance their team working and build relationships. Young people in their evaluation of the sessions report an increase in their self-confidence and self-esteem.
92. A reparation programme provides young people with excellent opportunities to engage within the community, including involvement in the local youth offending team projects. Young people involved in reparation projects in an elderly persons care home, said they were happy to do something to help residents by working in the grounds. They understood that the residents would not be able to do this work themselves. Young people's involvement with local community groups provides them with excellent opportunities to 'give something back'. Young people are also encouraged to raise money for established charities, which they do on a regular basis. The centre is currently sponsoring a child in Northern India.
93. Well established comprehensive mechanisms are in place for the evaluation and monitoring of all interventions with young people. These are systematically analysed and inform revision and development of new programmes. A recent significant review of offending behaviour programmes across all three G4S secure training centres has led to a proposal being lodged with the Youth Justice Board to revise the format for delivery of these sessions. This proposal, which is currently awaiting final approval, aims to ensure the delivery of programmes in an even more needs led and bespoke format.
94. A number of highly effective internal multidisciplinary meetings, including the weekly 'trainee monitoring meetings' 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 care plans are very quickly communicated to all staff across the centre, ensuring those responsible for their care are fully aware of their needs. Tasks allocated to specific staff to action are tightly monitored through the ongoing reviewing of care and management plans for young people.

95. The chairing and management of formal review meetings is excellent. Young people are central to all discussions and decisions. Parents are encouraged to participate in reviews and if they are unable to attend centre staff ensure they are kept informed of issues and progress.
96. There are excellent arrangements in place to obtain young people's views about life at the centre and inform development of services. The usual forums have continued such as attendance at the diversity meeting, the food forum and the safeguarding and effective practice meetings. The newly established Xchange forum also supports the ability of young people to develop practice within the centre and be part of a democratic and inclusive process. Practice in this respect is well embedded. However, the unit group meetings are not sufficiently robust to ensure young people can consistently discuss issues with relevant managers.
97. Young people are fully supported by staff and encouraged to maintain contact outside of the centre, particularly with parents or carers. Families are informed shortly after admission of the arrangements for visits. All parents are met at the centre by a manager during their first visit to reassure them about the care of their child and inform them of the processes should they require any support. A recently introduced enhanced family visits scheme is positively welcomed by young people and their families. The purpose of this scheme is to arrange, as risk assessed, visits in a more comfortable and relaxed location within the centre, with the aim of improving familial relations. One parent who participated in an enhanced family visit during the inspection said, 'this type of visit makes a huge difference. It is a more comfortable room and therefore creates a more relaxed atmosphere'.

Helping children achieve economic wellbeing

The provision is outstanding.

98. The focus on the resettlement of young people back into the community is given a high priority at the centre. The resettlement officer takes a lead in this aspect and works closely with members of the youth offending services team and care staff to ensure this is constantly on the agenda.
99. The centre continues to actively participate in regional resettlement consortiums. The aim of this is to share good practice and new initiatives and ensure the most appropriate support and resources are available for a young person upon release. The head of the youth offending service and the resettlement officer are also actively involved with the national secure resettlement forum. Managers at the centre have shared some of the excellent developments in the area of resettlement and preparing young people for adulthood, as good practice examples with other secure settings nationally.
100. Young people's resettlement needs and plans are consistently considered, from the point of the initial planning meeting and at all subsequent meetings. The resettlement database and 'traffic light system' is an excellent tool for highlighting gaps in transition provision for young people throughout their period at the centre. Any changes to accommodation or education arrangements in the community are very quickly identified and relevant agencies are reminded of the urgency to secure an alternative.
101. There is also a specific resettlement meeting held each week which comprises a multidisciplinary 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, including those of each individual young person. This includes how best to manage anxiety about leaving during their last days at the centre. One young person in the last week of his sentence was very grateful for the care and support he was receiving from staff. He said, 'they know it is difficult for me this last few days and they are trying to keep me calm and out of trouble before I leave'.
102. Each young person is provided with a resettlement pack upon discharge tailored to their individual needs. The 'moving on guide' provides a wide range of information about amenities and resources in the community the young person is returning to. They contain 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.
103. Each young person receives a comprehensive assessment of their practical life-skill abilities. Individualised plans are developed to enable young people

to learn a range of skills in preparation for adulthood. There is an increasing range of opportunities for young people to learn new self care skills. This includes involvement with work experience at the centre. Young people report having learned to wash, iron and cook since they were admitted to the centre. Some described how they have learned to sew and know how to change a plug. Young people all confirm they have some opportunities to cook, but all said they would appreciate more practice in this respect.

104. The opportunities for on-site vocational work have increased and now include working with the facilities department and the catering provider, both in the dining room and the kitchen, and learning hairdressing skills. Skills young people develop through the enrichment activities while at the centre are transferable to life in the community.
105. There is a commendable increase in the use of mobility for young people to engage in community reparation and to assist in their preparation for release and resettlement. These opportunities are highly individualised and contribute to a positive transition from a secure setting back to the community.
106. Work related to resettlement planning and preparation for adulthood is continually monitored and evaluated. This includes efforts to monitor young people's resettlement within the community. Although clear tracking mechanisms are in place for a twelve-month period after discharge, the response from community Youth Offending Teams is variable.

Management

The provision is good.

107. The Director of the centre proficiently leads a well structured and stable senior management team. The experienced team provide highly effective leadership and direction to staff members. Leadership and management of the education provision is judged to be satisfactory and this has a direct impact on the overall judgement for management of the centre.
108. Clear development plans are provided for each department within the centre. The plans are produced to a standard set of objectives, aligned to requirements of the Youth Justice Board to reflect and can contribute to the overall plan which sets out the targets for service improvement. All plans have been recently revised with the input of staff from all disciplines.
109. The opportunities for staff to communicate with each other and managers have increased. This includes monthly meetings with shift teams, a morning briefing and regular staff meeting days which senior managers attend. This meeting format enables the promotion of consistent practice and the chance for staff to contribute to the day-to-day running and development of the centre.
110. Enhanced mechanisms are in place to support staff. All new staff undertaking induction or those in their probationary period receive regular formal and informal support from line managers. This includes the use of experienced staff mentors. Staff members stated, 'the centre is good at making sure the residential staff are not having problems and give good support', and 'the centre supports staff well'.
111. Formal staff supervision is planned on a monthly frequency. Almost 100% attainment for completion of planned meetings has been achieved. The isolated few that are missed due to sickness or absence are carried out as soon as possible following the staff member's return. The quality of recording of sessions held is of a good standard, with a range of structured templates in place for each role, along with specific forms to be used for newer staff members. This ensures that discussion in their sessions targets the known development and support requirements for staff during their probation. Their progress is also reviewed during these meetings. On occasions the discussions held relating to any discrimination issues are not fully recorded in the supervision notes.
112. The commitment to staff training and development is excellent. There is a well-structured training programme which enables a chronological approach to be applied to training. This ensures that staff are provided with the relevant sessions and input for their identified stage of professional development. All staff members undertake an annual employee development review. Any additional training or development need which is identified as

being required, such as initial management courses, is fed into the centre training plan so appropriate sessions can be provided. A training plan is in place for the next twelve months, this includes weekly designated development days for staff teams. At these sessions all mandatory and staff requested training such as physical control in care and safeguarding is able to be addressed.

113. All staff are also able to take National Vocational Qualification (NVQ) courses, with 45 staff members attaining a level 2 NVQ in custodial services in 2011. Further NVQs were attained in business administration, customer service and the provision of security services. Each staff member has a personal learning log which contains personal objectives for each course they attend. Staff members confirm that the centre is good at delivering training and refresher courses and ensuring staff are well trained to look after young people.
114. The roles and accountabilities of staff at all levels are clearly defined and those who have responsibilities as line managers and for the day to day running of the residential units are supported with relevant training. There are opportunities available to shadow the duties of key members of staff, which assists in the understanding of roles.
115. A proactive approach to reducing absence of staff through sickness is taken. Packages of support are put in place for those who may require it and the process has seen the number of days lost through illness fall significantly over the last twelve-months for residential operational staff. This reduction has not been mirrored in the education provision at the centre and there are presently a high number of teaching staff who are absent through illness.
116. The recruitment procedures for staff continue to be detailed and robust with all required vetting processes undertaken. Young people's views are sought and valued when internal promotions of staff are considered. Some young people were also involved in the process for the appointment of a new chair person for the Local Safeguarding Children Board.
117. Strategies have also been put in place to continue improvement in the retention of staff. An analysis of all leavers in 2011 has enabled a retention improvement plan to be compiled. This informs further development of recruitment practice, staff support mechanisms and personal progression opportunities. The actions put into operation include the mentoring of staff who have been identified as potential team leaders.
118. There is appropriate and effective management of staff deployment. When assessing the make up of residential staff teams, managers ensure that they take into account individual skills and abilities. This enables each team to be balanced in respect of experienced and newer staff members as well as those with a specific skill in dealing with young people who may be experiencing personal difficulties.

119. Communication between departments within the centre is outstanding. This enables all staff to be aware of any issues surrounding a young person they may be working with and provides a strong position for integrated working. Any amendments made to a plan of care, risk assessment or security issues are circulated immediately to relevant staff, supporting the safety and well-being of all at the centre.
120. A comprehensive statement of purpose is available which is also summarised in a one page document available to young people and displayed within the centre. This statement sets out the aims and function of the centre. A good quality guide which sets out the details of day-to-day life, and of rights and responsibilities, is given to young people. This can also be made available in various formats such as widget and other languages should this be required. Information packs are also available for parents and carers, including details of how to complain and contact numbers for professional stakeholders.
121. Staff and managers work closely with external stakeholders such as social workers, local child protection services, advocates and training providers. Stakeholders spoken with during the inspection praised the centre's arrangements and practice when joint working is undertaken.
122. There is a range of excellent quality assurance arrangements in use. The collation of performance indicators and management information ensures that robust data is available to managers to assist them in further developing practice and enhancing young people's experiences at the centre.
123. There is excellent support available from an external manager who regularly visits the centre. A report is produced on the outcomes of the visit, with full details of the records seen and young people and staff spoken with. This additional layer of monitoring of practice assists in identifying any shortfalls and contributes to the continuing success of the management team in developing the provision.
124. Improvements to the residential living areas have continued to be made since the last inspection. Some new sofas, pictures and wall units have recently been provided. There is an effective maintenance process in place which enables any damage rectification or repair required to be addressed promptly. The impact on the environment of waste, energy use and consumables continues to be considered throughout all aspects of the centre's operation.
125. The significance attached to equality and diversity is outstanding. The centre has achieved the 'investors in diversity' level 2 standard. This recognises exemplary practice across all aspects of operation. As part of new staff induction, a comprehensive learning and experience module is followed, this includes visits to a range of places of worship. There is daily consideration of diversity issues. These are included as an agenda item at all meetings held

and a written policy is available. There is a separate monthly diversity meeting to review all aspects of the centre's work and young people are included in this process. A high priority is given to identifying and meeting young people's diverse needs in respect of religion, culture and diet.

Recommendations

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

<ul style="list-style-type: none">• ensure young people are able to gain more substantial qualifications where appropriate, including the key areas of literacy and numeracy (Enjoying and achieving - Standards 3 - 4)
<ul style="list-style-type: none">• improve the overall quality of teaching and learning (Enjoying and achieving - Standard 6)
<ul style="list-style-type: none">• ensure consistency in behaviour management in teaching sessions (Enjoying and achieving - Standard 2)
<ul style="list-style-type: none">• improve access to practical support for GCSE qualifications (Enjoying and achieving - Standards 3 - 4)
<ul style="list-style-type: none">• increase the range and depth of vocational training opportunities (Enjoying and achieving - Standard 3)
<ul style="list-style-type: none">• ensure the self-assessment has a strong focus on evaluating the impact of management actions to improve (Enjoying and achieving - Standards 5 - 6)
<ul style="list-style-type: none">• ensure young people have sufficient opportunities to meet with service managers to discuss issues of communal living. (Positive contribution - Standard 20)