

Hassockfield 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 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 full 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 May 2010 with an interim inspection in December 2010.

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

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Not judged: this aspect of the provision was not judged

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Service Information

Brief description of the service

1. Hassockfield is one of four purpose built secure training centres and is managed by Serco.
2. Hassockfield is situated near the town of Consett in County Durham. It offers secure provision for young people aged 12 to 17 years who meet the criteria for custodial sentence or secure remand.
3. The centre caters for up to 58 young people of both genders. During the inspection 40 young people were in residence. Young people live in four separate house blocks.
4. The centre was judged as satisfactory at the interim inspection in December 2010.

Summary

The overall quality rating is inadequate.

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

5. Despite very good outcomes for young people across a range of indicators, a recent breach of security and the subsequent failure to follow procedures were significant lapses in the provision of safe and secure care. This has therefore resulted in the overall outcome of this inspection being judged as inadequate.
6. The management team has undergone a number of changes since the last full inspection and presents as a cohesive structured group. Evidence is available to demonstrate that the executive management team has supported and enabled progress in many areas of the centre's operation. There is good joined up working between departments at the centre and each has its own clearly defined targets which are used to produce a centre wide development plan. The sharing of information across the centre ensures that all young people's care needs are known and can be addressed.
7. The role of house block managers has continued to develop and related practice has contributed to a more consistent approach to the management of young people on all of the living units. The re-designation of the team leaders as unit managers has enabled all staff to be more accountable for their work with young people and has increased ownership and responsibility within the residential care service.

8. During the visit the centre was observed to be calm and relaxed, with young people and staff interacting appropriately and positive behaviours being actively encouraged. Any display of negative or disruptive behaviour was suitably challenged by staff.
9. Considerable improvements have been made to the furnishings and quality of environment in the residential units. All units are made as homely as possible with substantial and serviceable seating in place, following previous issues of continuous damage.
10. Young people are included in a wide range of forums and discussions about life at the centre and are able to give their views on future developments. The focus on engagement with young people is excellent. The centre continues to be child focused in all areas of its work.
11. Support plans are in place to assist young people with their behaviour which are regularly reviewed to aid staff in their work. Staff work well together and set good examples which help young people to develop appropriate social skills and negate anti social behaviour.
12. Excellent assessments and clear planning ensure that young people's individual needs are recognised and addressed positively. A high standard of key work and intervention sessions ensures that young people receive appropriately targeted support.
13. Young people's achievements in education are outstanding, especially in the areas of literacy and numeracy. There are some variations in the levels of accreditation between subjects. Behaviour and attendance are also outstanding. Teaching and learning are good. The curriculum meets young people's needs exceptionally well although additional higher level courses would be beneficial. Young people receive excellent support in education and their progress is monitored rigorously on an individual basis. The education department benefits from strong leadership.
14. Safeguarding practice and procedures in place are very transparent with written evidence of actions taken. However, outcomes and conclusions of child protection enquiries are not always available on the relevant files.
15. Management oversight of the understanding of staff in relation to some procedures and their ability to carry out what is required of them is unsatisfactory. A recent security breach highlighted gaps in staff knowledge and interpretation.
16. A recent serious breach of security is in the process of being investigated by an independent person within the managing organisation. The emergency response plan to be followed in the event of such occurrences does not

comprehensively cover all of the actions to be taken. During this incident problems were compounded as the plan was not followed as stipulated.

What has been improved since the last inspection

17. Six recommendations were made at the last interim inspection in December 2010. These have been met fully or in part.
18. Although there has been some progress in developing the self-medication policy, young people are still not routinely assessed as to their suitability to manage their own medication safely. The recommendation is therefore repeated.
19. Clarification has been provided to staff of the instances when young people choose to spend time in their bedrooms outside of normal bedtime periods, and how this should be recorded. However there remain inconsistencies and there is further work to do on this.
20. Very significant progress has been made in the development of leisure and enrichment activities, including available resources for young people during periods when they can relax on the units. Enrichment activities are now much more tailored to the interests of young people and are regularly reviewed and revised as appropriate.
21. Recommendations made regarding education during the last key inspection have also been addressed, resulting in significant improvements. These include a focus on self-assessment on improving teaching and learning and progress made by young people. Improvements have been made to the quality of accommodation in the learning centre, including the availability of sufficient chairs in all the classrooms.
22. Young people now have increased opportunities to prepare them for the next stage of education, training or employment with trips outside of the centre.
23. There have been increased opportunities for young people to participate in vocational and work experience; strategies to further improve this are in place.
24. The telephone system has been upgraded to allow incoming calls from family and approved significant others in young people's lives.

The effectiveness of the service

Helping children to be healthy

The provision is outstanding.

25. The management of health care in the unit is excellent. Comprehensive assessments undertaken on admission include: physical needs, mental health, immunisations, substance use and misuse, disability and vulnerability. Language translation lines used at the time of admission enable the needs of all the young people to be identified.
26. Staff ensure any vulnerability noted during the admission process is promptly shared with all staff that need to be aware of this to keep young people safe. Medical information not available at the time of admission is actively sought to inform health care planning. An initial health care plan is set up at the time of admission then reviewed and updated regularly.
27. All young people have excellent access to primary and secondary National Health Service facilities and specialists when clinically required. Qualified and experienced nursing staff of either gender support young people 24 hours a day. All young people receive a medical examination from a General Practitioner (GP) within 24 hours of admission, including weekends. Mental health professionals see young people when referred, and within 24 hours of arrival if there are specific concerns. A multi-disciplinary approach ensures the young people receive the health care they require.
28. There is an excellent oversight of medical needs throughout a young person's stay at the centre. Young people have access to a GP who provides a daily surgery at the centre. They have routine monthly medical assessments with a GP and see one before going to court and within 24 hours of their discharge from the centre. All residential staff have first aid training and refresher training provided as required.
29. Excellent working relationships exist between nursing staff and external health care professionals, who consistently compliment nursing staff on their dedication and caring practices. An external professional stated 'the nurses ... are very dedicated to the care of young people and do a difficult job under difficult circumstances very well'.
30. A community psychiatric nurse visits weekly and a psychiatrist is available to see individual young people. If there is a specific concern, they are both available on the telephone for advice and will see young people within 24 hours of their admission. An educational psychologist works with teachers to help them understand the needs of individual young people.

31. The dentist visits weekly and sees all young people within seven days of admission. The dentist will see young people outside the weekly clinic if necessary. Young people receive follow up dental treatment as required.
32. Young people are referred to the optician when needed. For some young people at the centre it is the first time they have had their eyes tested. Young people who may be reluctant to wear their new glasses receive support and encouragement and recognise the benefits of wearing them.
33. Health care staff have a very good and detailed awareness of individual needs and very supportive relationships with young people. Nursing staff are in contact with the young people regularly during the day on the living units and administer medication to young people in private. Young people freely approach nurses to talk about minor ailments or forthcoming medical appointments. Young people anxious about attending medical appointments such as the dentist or sexual health clinic receive appropriate support and encouragement.
34. The health centre has Care Quality Commission registration. Effective induction support and mentoring is in place for new nursing staff. Suitable storage is available for medication, including control drugs and immunisations. Good medication administration records are maintained. Robust internal and external auditing of health care practice takes place on a regular basis. This helps to ensure young people receive appropriate services and nursing staff follow expected practice for safe and effective medication management.
35. Nursing staff are sensitive to individual needs and rights to privacy. Medical information is shared by agreement with the young people and then only with those that need to know. Nurses regularly review the service provided and make improvements to enhance young people's experience. Blinds fitted to the GP's examination room and health care waiting area provide a less institutional feel, yet still preserve a young person's privacy. Young people report that 'the nurses are always there when we need them. They see us everyday and we can talk about anything with them.'
36. Arrangements are in place for young people to visit the GP's surgery off site for specific tests. This ensures confidentiality and anonymity for young people and improves the arrangements to preserve their privacy and dignity while receiving treatment.
37. Nurses work well with others across the centre and actively contribute to the promotion of healthy living and sexual health awareness sessions. A notice board displays health promotion topics, which are updated monthly. This information is often linked with national health promotions such as testicular or breast cancer awareness weeks.

38. Nurses take an active role in the sexual health awareness sessions, jointly delivered with staff from the resettlement team. These sessions are provided to gender specific groups or mixed groups depending on the needs of young people and the topic being covered. Young people report they find these sessions interesting and informative. A group of boys who had just completed a session on contraception all reported having enjoyed the session and having learnt something new.
39. All young people receive initial assessments on substance misuse on arrival, and a more comprehensive assessment is undertaken shortly after. Substance misuse staff attend reviews and pre-release meetings. They contact external agencies to ensure appropriate support is available to young people when they leave the centre.
40. Young people receive general substance misuse information sessions and specialist staff consult with them over the more in-depth work needed. When this is agreed, a substance misuse plan is included within their training plans and progress regularly reviewed.
41. Young people find substance misuse intervention sessions informative and enjoyable. These are organised through one-to-one sessions or small groups depending on individual circumstances and need. Young people actively participate in these sessions and their contributions are acknowledged and praised.
42. The centre has a policy on the self-administration of medication, but there is no routine assessment of whether young people can safely manage their own medication. The opportunities young people have to look after their own medicines and develop their self-care skills around medication are therefore limited. However young people who are diabetic are supported to administer their own insulin.
43. Young people are offered a wide choice of food with healthy options always available. Excellent systems ensure special diets are consistently catered for and take account of medical, cultural and religious dietary needs. Meals are taken in the centre's dining area or the living units. They are well-managed social occasions with young people and staff sitting together.
44. The young people's views on the food provided vary. The majority of young people say 'the food is good especially the curries' while others say 'some of the meals could be improved'.
45. Young people have excellent opportunities to taste and learn about food from different cultures. Fortnightly themed days in the dining room offer young people the chance to experience a range of food that is new to them, both from around the world and from various regions within Britain. The views of young people influence the planning of themed days during the

year.

46. A multi-disciplinary approach is taken to help young people to understand the importance of a healthy lifestyle, healthy eating and exercise. Fresh fruit is freely available.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

47. Training in health and safety matters continues to be given a high priority at the centre. All staff have received training in health and safety to British Safety Council (BSC) level one. External awards have been achieved via the BSC, such as ISO14001 and ISO18001, providing some evidence that the environment helps to keep young people and staff safe.
48. Partnerships with local emergency services continue to be good. Appropriate arrangements are in place to safeguard young people and staff in the event of most major incidents. These have been tested and reviewed accordingly.
49. Some security arrangements at the centre are not sufficiently robust. The emergency response plan to be followed in the event of a security breach does not contain sufficient information about specific tasks and their timeliness. Nor does it stipulate the precise roles, expectations and responsibilities of certain staff and managers.
50. The deficiencies in the emergency response plan were further compounded by the failure to properly follow required action during a recent security breach. Some elements of the plan were not carried out by staff and managers and there were delays in putting others into operation. This meant a methodical, considered and robust response to concerns as they emerged was not implemented. This had the potential to adversely impact upon the welfare of young people and the safety of staff.
51. An investigation into the security breach was undertaken by an independent person within the managing organisation. At the time of the inspection this report had not been formally concluded. The centre also undertook an audit immediately after the security breach. In considering the preliminary findings from the investigating officer and their own audit, the centre has put in place temporary arrangements which partially address this matter. These arrangements remain in place until such time that the full report and recommendations from the investigating officer are received and robust remedial action can be taken in agreement with the Youth Justice Board.
52. A procedure relating to undertaking searches has recently been revised after formal review. A risk-led search strategy has been developed and implemented. The risk assessed approach has led to a significant reduction in the number of full searches of young people. In adopting this approach the centre has given careful consideration to the emotional welfare and well-being of the young people. Young people stated they understand why they have to be searched and that this is explained to them by staff. Searches are carried out regularly of all areas of the centre in addition to searches of

staff, visitors and vehicles. The centre now routinely undertakes random drug and alcohol testing of employees.

53. The use of single separation has seen a notable reduction over the last twelve months. Young people are not locked in their rooms inappropriately and records are kept of each occasion when single separation is necessary. When the young people choose to spend time in their rooms a record is also made. A thorough auditing process remains in place that verifies the accuracy of recordings through the use of closed circuit television. A number of young people spoken to during the inspection stated they had no concerns over use of single separation. Two young people gave examples of how they thought staff have used this appropriately and emphasised they are treated fairly.
54. Good relationships exist between staff and young people and inappropriate behaviour is consistently challenged and addressed. Behaviour management policies are in place that support and guide staff practice. A supporting positive behaviour policy and process has been developed. This addresses young people's negative behaviour while helping them to develop appropriate positive social skills. This system identifies young people who may be in need of additional support, for example a victim of bullying. It also recognises the young people's achievements through the awarding of certificates for sustained positive changes in behaviour.
55. The centre has good processes for monitoring and addressing behavioural issues through the supporting positive behaviour scheme. These ensure that any incidents are recorded and reviewed each day by a multi-disciplinary meeting. Relevant action is then taken such as updating the behavioural support plans for the young people and identifying tasks such as sanctions, detailed discussion with key workers or referral to the interventions team for targeted work. Behaviour support plans are reviewed rigorously and systematically each day and offer clear and effective strategies for all staff working with the young people. Once completed, any work undertaken is reviewed at the daily meeting whose members ensure a satisfactory outcome has been achieved. They also identify if further work is needed. Since the introduction of this initiative, incidents of anti-social behaviours have reduced at the centre.
56. All staff at the centre have participated in anti-bullying training and their practice is underpinned by an anti-bullying policy. The centre has achieved anti-bullying accreditation with the local Children's Services Authority. Bullying, including racism and harassment is challenged and addressed by staff and monitored through the supporting positive behaviour scheme. This helps to keep the young people safe.
57. The incentive scheme continues to be effective and is regularly reviewed. Young people are encouraged to develop positive behaviour through a range of rewards and benefits. A recent review of the scheme has seen a more

even balance achieved between expectations in education and on residential units. Young people understand the system and feel it is fair. Almost all said they thought the incentive scheme worked well with good rewards for good behaviour.

58. The use of sanctions at the centre is appropriate and fully recorded on each occasion. Young people are able to sign or write comments on these records, thus helping them to reflect and learn from the experience. The imposition of sanctions has decreased. The use of mediation and restorative practices help young people understand their behaviour and its impact, as well as the importance of making amends. However, the effectiveness of sanctions is not considered as part of the behaviour management data, thus missing an opportunity to analyse, review and improve practice.
59. There is a good clear policy relating to the use of physical intervention as well as a restraint minimisation strategy. These emphasise the need for physical intervention to be a last resort and for staff to focus on de-escalation, supervision and positive relationships with young people. All staff at the centre who work with young people have regular training in physical intervention techniques. The number of physical interventions is at a similar level to 12 months ago. The last 12 months have seen small fluctuations in the figures apart from two months where figures were high due to a group of five young people who displayed particularly challenging behaviour.
60. Staff are also well trained in a model of post incident intervention, enabling them to work through events with the young people. This assists young people to develop new skills and coping strategies to avoid conflict and aggression. A number of young people confirmed that they had been restrained or seen restraints take place. They all stated that physical intervention is undertaken appropriately and for valid reasons. One young person said 'They always do it properly. They hold you until you calm down and talk to you'.
61. The centre has secured the delivery of a road traffic accident reduction programme by an external agency. This programme is targeted at particular young people with relevant offences, enabling them to learn important skills about social responsibility and keeping themselves safe.
62. The critical incident review panel run by the centre is made up of a range of professionals including those from relevant external agencies. Although invited, some agencies do not always attend due to other commitments. The panel continues to effectively analyse behaviour management data and associated evidence collected across a range of issues, such as physical intervention and child protection. The panel's scrutiny of such matters enables the centre to assess, endorse and identify any areas where practice requires improvement in a transparent and open manner.

63. An advocacy service is well known to the young people and now forms an embedded part of the centre's services. Young people confirmed that advocates visit the centre very regularly and that they are able to talk with them in private if they wish. Information about the advocacy service is prominent in young people's living units. Young people can also access this service via telephone or in writing. Advocates respond to any telephone calls or written requests by young people within 24 hours. A representative of the advocacy service stated that 'The establishment is very responsive to young people's issues raised by us'.
64. Young people are afforded privacy and treated with dignity, balanced accordingly with the need to keep them safe. Young people have appropriate privacy curtains to cover observation panels on bedroom doors. Staff respect this privacy and knock on young people's bedroom doors before entering.
65. There is a robust multi-disciplinary assessment procedure in place that highlights a young person's vulnerability and their potential for self-harm starting at the point of admission. Clear procedures and training are in place to assist staff to care for young people who are at risk. All young people perceived as vulnerable have a 'keep it safe' plan, which is very regularly reviewed and updated and to which young people contribute. Robust monitoring and evaluation processes exist to ensure plans are fully implemented to help keep young people safe. Young people's involvement in working groups has seen positive changes to this process, such as parents and youth offending workers being notified of any changes to plans. These plans are not closed or signed off until these individuals and the young person have been consulted. Young people say that they feel safe and know that staff want to work with them to keep them safe.
66. A child protection procedure is in place that has been endorsed by the Local Safeguarding Children Board. However, the procedure lacks clarity in the action to be taken by a duty director when they consider staff suspension or removal from duties involving working with young people. Staff understand the procedure to be followed if they have concerns about the safety or welfare of any young person. They have undergone training and where appropriate, refresher training in child protection. All safeguarding matters are promptly and appropriately referred to the local authority children's services department and discussion takes place with the Local Authority Designated Officer. The relevant agencies consider and deal with all referrals utilising the centre's closed circuit television recording if appropriate or required. Records held by the centre do not show in all cases, that all child protection referrals and investigations have been fully completed and an outcome attained.
67. The complaints process is transparent and responsive to the young people's concerns. Young people spoken with confirmed that they know how to make a complaint, are able to do so and are satisfied with the centre's processes.

House units have complaints forms easily accessible and information is displayed prominently. Records held show that complaints are acknowledged and dealt with very quickly, unless there is a valid reason for any delay. The duty director has oversight of all complaints made and checks each one for any safeguarding matters.

68. The independent advocacy service also has sight of all complaints made. Young people receive both a written and verbal response to their concerns. An appeals process is available to them via the centre director, the advocacy service or a number of external agencies. The centre does not analyse data about the outcomes of complaints in order to use the information to either plan for or make improvements. Grumbles books are now part of daily practice. These enable young people to raise concerns of a minor nature informally without the need to resort to the formal complaints process. Managers monitor these records regularly and record their responses to young people's concerns. The independent advocacy service also regularly reviews these records, offering an additional monitoring process. One young person stated he had made complaints and received written responses quickly. He stated 'I was ok with the outcome'.

Helping children achieve well and enjoy what they do

Education

The provision is outstanding.

69. Young people's achievements are outstanding. The levels of accreditation are very high. Importantly, the qualifications gained by young people in most areas are substantial and meaningful. These are recognised by colleges and training providers so will be of great use to young people as they return to the community. Virtually all young people whose length of stay allowed gained at least one nationally recognised qualification last year and many achieved more. The increased focus on enabling young people to improve significantly their abilities in English and mathematics has been very successful. In these key subjects young people make very good progress and many go on to gain higher level qualifications. For example, over 60 young people gained a level 1 or a level 2 qualification in literacy last year and a similar number were successful in gaining level 1 or 2 in numeracy. This is even more impressive when considering young people's prior attainment and experience of educational success. One young person told us that he had never been to school before and he had learned to read during his time at the centre and he was now enjoying education and gaining many valuable qualifications. The monitoring of young people's progress on an individual basis is extremely thorough and rigorous. However, data is not aggregated at present so as to provide an overall picture of areas such as improvements in reading ages and spelling. Last year seven young people gained a total of 25 GCSEs of which seven were higher grades and two young people gained distinctions in a BTEC introductory diploma in sport and business.
70. Whilst levels of accreditation overall are high there is some variation among subjects. For example, levels of accreditation are extremely high in physical education (PE), are high in business and information and communication technology (ICT), but are lower in craft, design and technology.
71. Attendance is outstanding and any absences are monitored and followed up rigorously. Punctuality to lessons is good.
72. Young people's behaviour in education is very good. During the inspection we saw no confrontational behaviour and we heard very little swearing or the use of inappropriate language. In the very few instances we observed of young people swearing, this was challenged calmly, professionally and consistently by staff and often resulted in an apology from the young person concerned.
73. Teaching and learning are good. Most lessons are planned well to take into account young people's abilities, motivation and aspirations. There is a very

positive and productive ethos in most lessons and young people enjoy their work because tasks are interesting and varied. The best lessons have pace and purpose and the use of very high quality learning resources, including the use of interactive whiteboards, is good. Tasks are challenging and relevant and where appropriate help young people to develop work related skills such as teamwork and seeing tasks through to the end. For example, in a series of exemplary PE sessions, young people consolidated their theoretical knowledge of coaching, and then applied it in a coaching session with their peers. They then ran an outstanding trampoline coaching session for staff from the centre. In these very effective lessons, young people and staff work together towards clearly defined aims and objectives which are referred to frequently in order to monitor progress. These complement the good use of individual targets in lessons. In most lessons, the achievement of these objectives is reviewed in a brief plenary session, although occasionally these sessions are a little rushed.

74. A particular feature of these good and sometimes outstanding lessons is the highly effective use and management of discussion where young people are encouraged successfully to put forward their views on sometimes very sensitive and emotional subjects. Young people are very skilled at respecting the views of others and they speak openly and confidently. In an English lesson and in an English support session, young people spoke and wrote to very high standards about what they felt after studying photographs of people in poverty and the homeless.
75. Relationships between young people and staff in education are excellent. Relationships are mutually respectful and professional and make a very significant contribution to the very good behaviour management we observed during the inspection. Care staff contribute well to lessons though on occasions they are too directive and this prevents young people solving problems for themselves.
76. In the few less effective lessons, young people were not always fully engaged on tasks and spent some time not working, which was not always managed successfully. In some lessons teachers talked for too long, resulting in young people being too passive and not participating fully.
77. The curriculum is outstanding. There is a highly appropriate and very successful emphasis on improving young people's abilities in English and mathematics as well as equipping young people with skills and knowledge in subjects such as art, craft, design and technology, catering, ICT, business and hairdressing and beauty therapy. The frequent PE lessons contribute significantly to young people's enjoyment and healthy lifestyles. Equality and diversity are promoted well through the curriculum, using themes such as human rights and the awareness of different cultures. BTEC Introductory Awards are available in a range of vocational subjects.

78. A very successful innovation has been the introduction of 'Cooperative Enterprise'. All vocational/practical areas have adapted their curriculum so that it is underpinned by an entrepreneurial theme. This has enabled young people to gain very valuable work-related skills as well as providing successful curriculum links. For example, in business/ICT young people produce very high quality textile prints from photographs, using a range of sophisticated software and mount them on frames produced in the craft design technology department. In catering, young people produce 'Hassock Snacks' to order. Both of these activities provide a vocational focus to lessons and help young people develop skills such as team working and meeting deadlines. Accounts are maintained by young people and profit and loss statements are produced.
79. Higher level qualifications are available in most, but not all subjects. Further work would be beneficial in this area, as would enabling young people to gain restricted access to the internet. Young people following GCSEs prior to custody are able to continue their studies in most areas.
80. Young people benefit significantly from very well planned and implemented guidance and support services. The guidance and support team work together exceptionally well to ensure that young people receive a consistently high standard of provision. Managers carry out a very thorough induction to education on the first day young people are in the unit, which supports them to attend school very quickly. Induction includes a thorough assessment of their individual learning needs, targets for education and an explanation of the options available in school. Their progress against their targets is monitored through a very useful weekly tutorial which helps young people to achieve their sentence targets. The tutorial process is appropriately focused on monitoring those young people at risk of not meeting their targets. Excellent information is provided to teachers in the form of a weekly report on what they need to do to help young people to achieve. Young people are fully involved in the tutorial process and this helps them to reflect on their performance and to understand what they need to do to improve. In addition high quality support for teachers and individual young people is provided by the educational psychologist. Young people with learning difficulties and/or disabilities are supported very well through one-to-one sessions with the special educational needs coordinator and additional support in lessons.
81. Managers are highly effective in making contact with young people's previous schools and with their Youth Offending Teams to gather information. This supports the assessment of their levels of ability and to proactively plan for their return to the community or their next placement. This work is very successful in supporting young people to complete course work and to continue with examinations such as GCSE's. Education staff have developed very good arrangements for gathering information on young people's progress in lessons which is used to produce detailed reports for their detention and training order review meetings. Education staff are fully

involved in detention and training order meetings where their targets are reviewed. Effective communication ensures that there are clear links between detention and training order and the learning targets teachers set in lessons.

82. Careers advice and guidance is very well planned and is appropriately focused on helping young people to prepare for transition to the community from very early in their stay in the unit. At induction young people are given good advice on the best curriculum options available to them and the careers they lead to. Their choices and ambitions for the future are followed up regularly through life skills lessons and excellent tutorial support that helps them apply to further education colleges. Managers have made very good progress since the last inspection in using mobility trips outside of the centre to allow young people to attend college interviews. They have introduced excellent arrangements for monitoring young people's progress in education through the community phase of the detention and training order. This has provided the very useful management information that around 60% are still in education at the end of the detention and training order.
83. Leadership and management have improved significantly and are now outstanding. The headteacher provides very strong leadership, enthusiasm and direction that have underpinned key developments in the provision since the previous inspection. Changes to the curriculum such as the introduction of enterprise and the timetabling of English and maths at the start of the school day have been managed very well. Changes to the management structure have improved the effectiveness of the school. Managers have a shared vision for the education provision which they have communicated very well to all staff. Roles and responsibilities are clear and education and care staff work together very well to ensure that the timetable operates smoothly for young people. Staff have consistently high aspirations and expectations of themselves and these are very effectively communicated to young people who in turn have higher aspirations for themselves. Middle managers are highly effective in their roles.
84. Managers have established a whole school approach to self-evaluation that has ensured all staff are self-critical and evaluative. Staff have a very good understanding of the strengths and areas for development in the provision and of their role in securing continuous improvement. Arrangements for improving the quality of teaching and learning have been very effective in identifying the characteristics of lessons and taking action to improve. An example of this is the planning of activities that engage young people in discussion. The quality of the provision has improved consistently over a number of years with some significant developments since the previous inspection. Managers have outstanding capacity to continue to make improvements.
85. Teachers are well qualified and very experienced. New teachers have been appointed since the last inspection who bring strong subject expertise and

additional management skills. Very well planned induction helps new teachers to develop the skills needed to work in secure settings. Teachers value highly the support they receive from their managers and other colleagues. Weekly team meetings and the opportunity to shadow and team teach are very effective in helping teachers to learn from each other. For example, internal staff development sessions have been very helpful in helping teachers to have a better understanding of young people's emotional needs and to be able to adopt a wider range of strategies in lessons.

86. Accommodation has improved since the last inspection and is now good overall. Re-decoration throughout the school and new furniture for general classrooms, IT and art have improved the environment significantly and give the young people a sense of value. Staff have been successful in securing external funding for the purchase of PE equipment which has improved outdoor football pitches and technical resources. Changes to the use of accommodation has improved the facilities for sport cardio vascular lessons and improved the learning resource centre. Managers and teachers accurately identified in their self-assessment that more needs to be done to provide young people with the ICT equipment and learning resources to carry out first hand research using the internet/intranet.
87. Managers have developed good links with local schools and colleges which ensure that they are up to date with local and national changes. Good action is taken to promote equality of opportunity and develop young peoples' understanding of diversity. Displays of work and learning materials celebrate diversity. Very good action is taken within the school to remove barriers to learning for all young people. In the last year very good progress has been made in improving their social mobility through external visits to further education providers.

Helping children achieve well and enjoy what they do

Welfare

The provision is good.

88. Provision for the management and delivery of enrichment and leisure activities has shown further improvement. Two dedicated activity coordinators are available to plan, facilitate and deliver an enrichment and activity programme for young people. Vastly increased opportunities are available for young people to take part in a range of activities. The coordinators are able to provide seven days a week activity management and availability. This is an excellent development.
89. There is a daily plan for activity and enrichment sessions and the range available is accessible to all young people regardless of their achievement on the incentive level scheme. Young people are able to choose from the sessions on offer two days in advance. Sessions that are popular and oversubscribed are where possible offered twice in the same evening. This allows as many young people as possible to attend their first choice activity. If sessions remain still oversubscribed, then the young people on the higher incentive level are given priority.
90. There are sufficient resources available to operate the activities programme. Although there is no defined budget, the coordinators explained that any requests for new equipment are viewed favourably. A comprehensive range of equipment has been built up to support the programme. An improved range of leisure activity resources is also available in the living units, and used well by young people and unit staff. A video library is available and each house unit is now provided with a pool table, table tennis and a wide range of board games and craft materials.
91. The enrichment activity programme is very well planned and structured. The coordinators look at individual needs and interest, consult young people and ensure the programme is flexible enough to take account of their individual circumstances. Young people are able to choose from around four different planned activities each evening, which can still incorporate visits or phone calls to family and friends. Young people may also choose to stay on the house unit and take part in a variety of games with house unit staff.
92. A staff skills audit has been undertaken and this is updated when new staff commence work at the centre. Any individual interests are where possible utilised to enhance the range of provision available. The provision of unstructured activities by house unit staff is good, providing purposeful activities on the house units.

93. Education staff are able to offer regular specialist sessions such as hair and beauty and trampoline sessions. A teacher also provides a weekly reading club to let young people enjoy a quiet read in a relaxed atmosphere. One-to-one reading support sessions are provided each week and a mobile library is available to all the young people.
94. A youth club also provides young people the chance to socialise in an informal relaxed atmosphere. Young people enjoy the youth club as it enables them to mix with young people from other house units, chat and listen to music.
95. The enrichment activity programme has many elements designed to enhance young people's awareness of equality and diversity issues. Recent activities have included discussion of current events such as religious rivalries among football fans.
96. An activity coordinator sees all young people new to the centre to establish their leisure interests and how these can be incorporated into life at the centre. Young people receive a basic induction about how the activity programme operates and how they can choose activities. Individual activities folders that recognise their achievements and involvement are also provided. This information is taken to reviews and any specific interests in leisure activities noted to help their preparation for leaving. On leaving, some young people have recently received gym memberships due to sustained interest shown in this area during their stay at the centre.
97. There is an effective evaluation process of activities completed by young people and staff. Staff listen to the views of young people, who are able to regularly make comments. Staff use the data collected to inform development of future provision. Staff are able to be flexible, allowing one young person to rejoin a session after making an important telephone call and holding later sessions for one young person who was having difficulty mixing.
98. There is excellent support from care staff to promote and support young people's educational attainment and achievement. Young people are happy with the help given to them in the classroom and when completing work outside of school. Young people spoke of how they are able to read and study but also relax in the evening if they want. They said that staff understand they are working hard in school in preparation for exams and will let them 'chill'. Some young people have additional responsibility to work with staff in welcoming young people to school and assist in their movement into classes.
99. All young people are able to access fresh air on a daily basis; they have regular physical exercise in school and are able to access individually tailored fitness programmes. A creative detailed action plan is in place to further develop the activity and enrichment provision for young people.

100. The admission process establishes young people's wishes regarding diet, culture and religion. Young people are treated as individuals, each with specific needs that the staff endeavour to meet. Young people are encouraged and supported to develop their religious and cultural identity and to learn about and respect other faiths and cultures. A chaplaincy service ensures appropriate links with specific faith groups are available to support young people when needed. A Muslim mentoring service is available to young people if appropriate.

Helping children make a positive contribution

The provision is outstanding.

101. Young people are cared for by staff who understand their needs, ascertain their wishes and feelings and ensure they are active partners in all decision making about their future. All young people confirmed that they can approach staff for support, and to discuss issues of concern. One young person said 'you always have someone to talk to if you are feeling down'.
102. Each young person has three care staff allocated to them as key workers. Efforts are made to ensure continuity of the adult support available to young people, even if they change living units.
103. Excellent comprehensive assessments are carried out on all aspects of the young people's health, social, welfare and emotional needs. Assessments are informed by available documentation and through contact with significant others in young people's lives.
104. Clear specific and individualised training and sentence plan targets are identified and agreed as a result of this thorough assessment of need.
105. Young people's identified needs are addressed through a wide range of planned interventions carried out by a group of qualified and experienced staff. Before direct work commences consideration is given to the young person's emotional well-being and resilience. The aim is to ensure that any current or historic issues with families or other experiences are sensitively considered when undertaking direct work with young people.
106. All specific interventions are agreed by a multi-disciplinary group of staff who consider the most appropriate options for each individual young person. This is an excellent process for ensuring targeted services are appropriately delivered.
107. Offending behaviour programmes are well established, providing both group and individual sessions targeted to the needs of young people, as assessed and agreed with them. The centre is considering how the delivery of these programmes can be improved even further.
108. Young people are well prepared for their involvement with direct work interventions by skilled practitioners who have a range of effective means at their disposal. These include motivational programmes which encourage small steps to encourage aspirations for those who are reluctant to participate.
109. Care staff have a clear and significant role in direct work with young people, which includes having regular key work sessions with them. The frequency

and quality of the sessions have improved considerably since the last full inspection.

110. The importance of meeting the identified individual needs of each young person is understood by staff across all departments. The multi-disciplinary approach to meeting these needs ensures the most appropriate and effective outcomes for young people.
111. A range of effective methods are in place to review young people's plans and targets. These processes ensure regular and systematic review and readjustment of interventions to ensure young people's needs are well met. This includes addressing offending behaviour and attitudes.
112. The formal review process is thorough and meets national standards. An efficient multi-disciplinary approach is taken to the reviewing of progress and agreeing of sentence and training plan targets. All departments, including health care and education, are represented in case reviews. Parents or carers are also fully and actively involved throughout the assessment, planning and review process for their child.
113. An effective and clear protocol for young people remanded to the centre ensures relevant documentation is obtained and there is an expectation that local authority representatives are active participants in the planning and review process. Any agencies not fulfilling their duties to a young person will be continually reminded of their responsibilities until they become active parties in the planning for the young person.
114. Excellent processes are in place to ensure young people understand the key work and other interventions carried out with them. There are regular opportunities for young people to review and reflect upon progress with relevant staff.
115. Very good quality auditing and evaluation processes ensure all direct work undertaken with young people is effective. This includes offence related programmes which are delivered to a high standard and are effective.
116. Young people are actively consulted on a wide range of matters about the day-to-day delivery of care and services at the centre. This is done in a number of ways, including regular meetings, involvement in working groups, strategy forums and through survey consultation. Young people have influenced changes to the centre's self-harm management procedure, behaviour management strategies, festival planning and the complaints procedure. This is excellent practice.
117. Commendably a proposal suggested by young people is being considered for them to be involved with the initial training course for staff newly appointed to work at the centre.

118. Contact with families and significant people is actively encouraged and supported by staff. An excellent initiative includes opportunities for young people to have enhanced family visits, which can include siblings visiting in a more comfortable area. Refreshments can be prepared by young people for their visitors. Another excellent resource recently introduced is a 'story book', using CD and other mediums to assist communication with siblings and parents during a period of separation.
119. Investment has been made to improve the telephone system to facilitate incoming calls, which has been a problem at the centre. The system is very recently installed and not yet fully operational, but the development is appreciated by young people and their families.
120. Good systems are in place to ensure young people are supported to maintain contact with relevant professionals external to the centre. For example, their legal advisor, advocate or the Youth Justice Board monitor.
121. Young people's diverse needs are considered and well supported by staff. The centre does not have a culturally diverse staff group, which is a result of the demographics in the immediate area and region. However, efforts are made to obtain culturally appropriate advice and support to young people, including using translator services.
122. Suitable systems ensure a young person's belongings are appropriately stored and logged in and out of the centre. These are made available, if safe, to the young people when required.

Helping children achieve economic wellbeing

The provision is good.

123. Effective resettlement planning takes place at an early stage of placement and is well embedded in planning and reviewing procedures. This supports young people's successful transition back into the community.
124. A clear and comprehensive resettlement strategy ensures the prominence of this aspect of the centre's work with young people. This also serves to ensure consistency in approach.
125. The centre continually reminds placing agencies of their duties with respect to young people in planning for discharge.
126. Excellent arrangements and working practices are in place to involve child advocacy groups in supporting young people to challenge poor planning for resettlement. There have been a number of occasions in the past year when challenges have been made with relatively positive outcomes.
127. The centre's practice in challenging placing agencies reflects a strong advocacy approach. As a result some children's service authorities have reconsidered future community placement decisions. This inevitably impacts positively on the potential for young people to successfully remain in their placement post discharge from the centre.
128. Young people are active partners in planning and preparing for their discharge from the centre. They are also consulted about the resettlement strategy through involvement in relevant working groups. This is exemplary practice.
129. The resettlement packs available for young people include a range of resources that are tailored to their individual needs and circumstances. These are continually being improved to ensure that the best possible information is available for young people.
130. Opportunities for young people to have mobility trips outside of the centre have improved considerably. This contributes to improved preparation for resettlement. Plans are in place for this to continue and develop further.
131. Commendable efforts are being made to re-establish the community engagement programmes, previously available for young people to experience vocational and work opportunities in the local area. Several new projects are in the planning stages, with some awaiting vetting of personnel working in the community groups. This is important as they will work closely with young people out in the community.

132. Good opportunities are available for young people to experience work and vocational projects. This is achieved through the young leader's initiative in education, which supports learning and practice in leadership skills. On site sessions such as hair and beauty, catering, gardening and maintenance are also available.
133. The range of life-skills programmes to promote independence has continued to improve. These are much more individualised and delivered incrementally depending on the needs of the young person and length of placement. Although washing machines are now installed in all living areas, their use by young people to do their own washing is inconsistent.
134. Excellent post release reports are prepared by case workers, which provide placing agencies with a very clear account of the work done with young people. These reports also provide a focus for further work, identifying young people's continuing needs. Case workers work closely with youth offending teams in the community to ensure transition plans for young people are implemented in practice. There is evidence of other agencies acknowledging the positive and helpful practice in this area.
135. Excellent processes are in place to track young people when they are discharged from the centre. The aim is to as far as possible assess the impact of interventions at the centre on young people.

Management

The provision is inadequate.

136. While there is evidence of significant improvements across the centre with a good standard of management and leadership the overall rating for management is judged to be inadequate as a result of recent events. The consequences of staff failing to understand and follow written procedures were demonstrated during a recent security breach, when an agreed emergency plan was not adhered to. The process in place to ensure that staff understand and are able to follow procedures is insufficient.
137. The management team at the centre has undergone a number of changes since the last full inspection. A seconded deputy director is in place along with a new head of care and the head of resettlement has now returned to her post. Some duties such as complaints investigation and safeguarding have also been allocated to members of the senior management team, following the previous post holder leaving the centre.
138. There is improved understanding of the direction and development areas for each department of the centre. These are now much more cohesive, feeding into a comprehensive development plan which is currently being produced.
139. Senior managers are now much more visible and accessible to all at the centre. Daily visits are made to residential and other areas enabling staff and young people to interact with managers. This provides support to staff in their work caring for young people and helps to increase communication. Young people are able to identify managers and their role within the centre. Additional communication with staff is facilitated by a log held in all of the duty offices where up-to-date information and any amendments or changes are recorded. This helps to negate a previous problem of conflicting information being received. All staff view these logs each day and sign to acknowledge they have done so. A range of meetings are also held to enhance communication between departments.
140. The house block manager's roles have been defined and developed further, enabling them to ensure consistency of practice across residential units. Periods away from direct contact with young people enable them to devote further time to guiding staff and developing their practice. The role of team leader has been re-designated to that of unit manager. They are responsible for the day-to-day running of the units and staff teams. This has enabled increased accountability, responsibility and guidance to be in place for all staff working directly with young people.
141. Staff continue to be supported by external and internal provision. Externally a counselling service is available for them to access and internal forums and staff support groups are held. A majority of the staff who responded to pre-

inspection surveys and were spoken with during the inspection stated that they felt support for them in their work had increased.

142. The level of staff leaving the centre has increased slightly since the last inspection. However, the data also includes those who have been seconded for career development reasons to other establishments within the managing organisation's portfolio. Therefore, this does not present a true picture of actual turnover. Sickness absence continues to be robustly monitored and staff are seen routinely on their return to judge whether occupational health support is required. The addressing of any issues at an early stage allows for young people to experience a more stable staffing group.
143. Interdepartmental working at the centre continues to be an area of strength. The joint working ensures that plans for young people are holistic and are known and understood by all disciplines resulting in a consistent approach to young people's care.
144. A formalised and revised shift system was introduced seven months ago and this has been successful in ensuring that sufficient staff members are available to work directly with young and promote their care and safety. The staffing plan covers leave or sickness and provides additional cover for the early evening periods. This means that there are sufficient staff available at all times. This was also achieved more easily during the period of the inspection as the centre was operating with an 18 bed vacancy level.
145. While the 18 week rota in operation fully meets the needs of the centre, many staff feel that it does not promote a work/life balance. This has been acknowledged by the centre management team, who are currently consulting with staff on proposals to change to a less demanding eight week rota.
146. Many staff stated that they felt well supported by colleagues and the availability of sufficient staffing enables them to carry out their duties more proficiently. Although the centre was not operating to full capacity at the time of inspection, there was a calm and relaxed atmosphere with some good interactions occurring between young people and staff. Inappropriate behaviour was also seen to be being challenged by staff. Young people spoke positively about staff, saying 'Staff are mint' and 'If you respect them, they respect you'.
147. The increased availability of staff has also impacted positively on more consistent delivery of one-to-one work, suitable activity sessions and some increased opportunities for life skills learning.
148. The availability of training and development opportunities for staff continues to be outstanding. A large range of courses and sessions are available and identified training days are built into the timetabled duties for staff. Funding sources are actively identified, enabling the quality and diversity of training

available to be continually enhanced. The initial training course is accredited to BTEC advanced level 3 and newly appointed staff are provided with a continual learning log.

149. Support for all staff to obtain recognised qualifications should they wish to do so is excellent. National Vocational Qualifications are available to be undertaken in health and social care and custodial care, with a large number of staff already having completed these. There is support for those who wish to attain social work degrees and all mandatory training is carried out in a regular and efficient manner. The personal development plans for all staff are used to identify individual training needs and also inform future training programmes at the centre.
150. Staff at all levels receive formal supervision from their direct line manager on a regular six weekly basis. The last six months have seen almost 100% of sessions being completed. Those which are missed due to illness or leave are identified by a manager and replacement sessions for that six week period are arranged. All supervision held is recorded on a standard template to ensure consistency between staff in the areas covered. They are also able to meet with a senior manager periodically to discuss any concerns or development issues they may have. New staff receive more regular supervision and are provided with an induction workbook to complete. This is signed off by a supervisor upon completion of a particular piece of learning.
151. All records of supervision are quality monitored. Any areas of deficiency in the record are highlighted and fed back to the relevant line manager in order that rectification can be carried out. House block managers are able to oversee the planning of dates for supervision and when these have been completed. If a session has been missed a new date is set within that period. While there is no formal mentoring scheme for new staff, this can be implemented when a need is identified. Personal development plans are completed for all staff which include corporate and individual targets and are reviewed every six months.
152. Recruitment and selection procedures in operation are effective and thorough, ensuring that staff appointed to work at the centre have been appropriately vetted. The robust procedures have been enhanced by the centre's links with the Department for Works and Pensions, which have enabled a more in-depth checking of periods of absence from employment. Young people continue to be involved in the selection process for staff and their views are welcomed by others involved in recruitment.
153. A Statement of Purpose is available which clearly sets out the centre's aims and objectives. The statement is regularly reviewed to ensure it remains relevant to the work undertaken. A one sheet summary of the statement is also available and is displayed in a range of locations throughout the centre. This can be made available in different languages when required.

154. Information booklets about life at the centre are available for young people and parents and carers and can be made available in different formats if required. Some of the information contained in these booklets is out of date and revised versions are in the process of being rewritten. However, these are not yet available.
155. Good comprehensive records are held of young people's progress and attainment. Quality monitoring of these records is carried out regularly. Policies and procedures are reviewed as part of an ongoing process to reflect changes in practice and legislation. These are then ratified by the Youth Justice Board.
156. Performance management reports are produced on a monthly basis and are used by senior managers to ascertain service attainment while identifying trends and areas for development.
157. The promotion of equality and diversity is good. Regular equality and diversity meetings provide the forum for robust transparent scrutiny of incidents. Representatives from external faith groups are present and are involved in the scrutiny of incidents that involve equality and diversity issues such as racist comments and bullying. They also look at actions taken to address issues and the support provided to the young people. A report on how the centre is progressing against the equality action plan is produced and tables showing trends and details of incidents discussed. Plans for future programmes and events to promote a greater understanding of religion and different cultures at the centre are in place.
158. The young people's living units have been greatly improved. Many areas have been softened in appearance. A previous problem of insufficient and inadequate seating has been addressed by the provision of stronger and more durable settees. More robust furniture has meant that damage is minimal and seating does not have to be removed for repair. Televisions and other media are now situated in purpose built cabinets, again resulting in less damage and temporary removal for repair.
159. All areas within house units have been redecorated and provided with additional wall displays and pictures resulting in a brighter, more welcoming environment. Further work has been undertaken to improve the appearance of the sports hall and other communal areas around the centre. The system for maintenance of these areas by an on site facilities team is clear and repairs are able to be requested and addressed proficiently.

Recommendations

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

<ul style="list-style-type: none">• routinely implement the centre's self-administration policy to provide young people with the opportunity, when assessed as safe, to manage their own medication in a safe supportive environment (Being healthy - standard 2)
<ul style="list-style-type: none">• ensure appropriate security measures operate at the secure training centre. This should include ensuring that emergency response plans are fully implemented and followed where required and that all staff are aware of their responsibilities and the action to be taken (Staying safe - standards 1 and 3)
<ul style="list-style-type: none">• review and revise the emergency response plan relating to the recent security breach ensuring it is clear, robust and fit for purpose (Staying safe - standards 1 and 3)
<ul style="list-style-type: none">• ensure the action taken to evidence that child protection investigations have been concluded is clearly recorded (Staying safe - standard 28)
<ul style="list-style-type: none">• ensure that the effectiveness and fairness of sanctions is considered as part of the behaviour management data (Staying safe-standard 12)
<ul style="list-style-type: none">• introduce higher level qualifications across the whole curriculum (Enjoying and achieving - standards 2 and 4)
<ul style="list-style-type: none">• ensure procedures are in place which confirm with the staff group their continuing knowledge and understanding of policies and procedures. (Management - standard 7)