

Guidance on inspecting education and related learning activities in secure children's homes

This guidance sets out how inspectors will evaluate the quality of education and related learning activities provided for children and young people, and the outcomes achieved by children and young people, as part of the inspection of secure children's homes. This guidance must be read in conjunction with: *The social care common inspection framework (children's homes, including secure children's homes)*¹. This applies to annual inspections of secure children's homes from April 2017.

This guidance will be reviewed in 2017/2018.

Age group: 10–17

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¹ www.gov.uk/guidance/social-care-common-inspection-framework-sccif-children-s-homes-including-secure-children-s-homes



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Inspecting education and related learning activities in secure children's homes

This guidance sets out how inspectors will evaluate the quality and outcomes of education and related learning activities for children and young people as part of social care common inspection framework (SCCIF) inspections of secure children's homes².

This guidance applies to inspections from 1 April 2017.

Evaluation criteria for the inspection of education and related learning activities for children and young people in secure children's homes

The evaluation criteria for the inspection of education and related learning activities in secure children's homes sets out illustrative evidence of outstanding, good, requires improvement and inadequate provision. Inspectors will use this to formulate their findings and judgements.

Making judgements and using the evaluation criteria

Inspectors are required to weigh up the evidence in all areas of education and related learning and to consider it against the grade descriptors for outstanding, good, requires improvement and inadequate.

The evaluation criteria are hierarchical, building on the descriptors for the grade below (excluding inadequate). To achieve a judgement of good, a provider must meet the both the 'requires improvement' and 'good' benchmarks. Similarly, to achieve an outstanding judgement, a home must meet the criteria of 'good' and the criteria for 'outstanding'.

To make their judgements, inspectors will evaluate:

- the quality of education and related learning activities provided for children and young people
- the outcomes achieved by children and young people, taking into account their starting point at the time of moving to the secure children's home.

² www.gov.uk/guidance/social-care-common-inspection-framework-sccif-children-s-homes-including-secure-children-s-homes

Key judgement: Outcomes in education and related learning activities

The judgment on outcomes in education and related learning activities contribute to the inspection's judgement of the overall experiences and progress of children and young people at the secure children's home.

To make this judgement, inspectors evaluate the extent to which:

- individual needs are identified promptly and accurately, taking into account children and young people's previous educational attainment and any barriers to successful learning they may have experienced previously
- disabled learners or those with complex special educational needs gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment
- children and young people engage well in their learning and make good progress relative to their prior attainment, especially in the key areas of English and mathematics
- children and young people achieve appropriate learning goals and qualifications that are relevant and sufficiently challenging, support their personal and social development and enable them to return and progress to further learning opportunities
- different groups of children and young people all make good progress and have good outcomes
- children and young people develop relevant knowledge, understanding and skills that contribute to their economic and social well-being
- leaders and managers can demonstrate the impact and value that attending education has had on children and young people's lives, and how their life chances have improved over time.

Teaching, learning and assessment

The judgement in teaching, learning and assessment contributes to the inspection judgement on the effectiveness of leaders and managers at the secure children's home.

To make this judgement, inspectors evaluate the extent to which:

- teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding
- learners are supported to achieve their learning goals, both in and between learning sessions
- staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning

appropriate to learners of all abilities, reflect good industry practice and meet employers' needs

- staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can
- staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps
- staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable
- learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential
- parents or carers (as appropriate) and residential staff are engaged in planning learners' development; they are kept informed by the provider of each learners' attendance, progress and improvement, where appropriate
- teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying
- all staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners or those with special educational needs
- teaching promotes learners' spiritual, moral, social and cultural development
- teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims
- children and young people are occupied in educational and related learning activities that provide sufficient challenge, enhance their confidence and self-esteem and improve their well-being
- the range of learning activities is well planned and responsive to the changes in population within the secure children's home to ensure it meets individual needs
- facilities and resources meet the diverse needs of children and young people and provide safe and effective support for learning and development.

Personal development and behaviour including safeguarding in relation to education and learning

This judgement contributes to the inspection judgement on how well children and young people are helped and protected of the secure children's home.

To make this judgement, inspectors evaluate the extent to which:

- children and young people attend regularly and punctually and behave appropriately; poor behaviour is managed effectively to develop positive relationships to enable full and active engagement in learning activities
- children and young people take pride in achievement and their commitment to learning, supported by a positive culture across the whole home
- children and young people know how to and do work safely
- children and young people achieve the specific units of their main vocational qualifications and relevant additional qualifications that enhance their learning and are likely to increase their future employability
- children and young people, through a range of learning and personal development activities, gain an understanding of key health and well-being risks and behaviours such as smoking, offending/anti-social behaviours, drug and/or alcohol use, sexual health, child sexual exploitation and homelessness
- how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults
- how well learners know how to keep themselves fit and healthy, both physically and emotionally
- learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain
- children and young people receive good-quality information, advice and guidance to meet their immediate and longer-term needs
- transition arrangements ensure children and young people are well prepared for their next move
- through leisure and enrichment activities children and young people improve their personal skills and develop positive relationships.

Effectiveness of the management of learning and skills

This judgement contributes to the inspection judgement on the effectiveness of leaders and managers of the secure children's home.

To reach this judgement, inspectors evaluate the extent to which:

- leaders and managers ensure that children and young people have access to a broad and balanced range of education and learning activities that includes activities that promote their personal and social development
- improve teaching, training and learning through rigorous performance management and appropriate professional development evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement; successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the communities the learners will return to
- external partnerships linked to education and related learning activities are well established and lead to demonstrable benefits for children and young people actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap
- leaders and managers safeguard all learners
- leaders and managers meet the requirements in all related statutory guidance, including Keeping children safe in education 2016³ and Working together to safeguard children 2015⁴

Evaluation criteria: outcomes in education and related learning activities

Please note that the evaluation criteria are for guidance only and should not be used as a checklist.

Outstanding	<p>The judgement is likely to be outstanding if the cumulative requirements for a good and a requires improvement to be good judgement are met or exceeded, and the following applies:</p> <ul style="list-style-type: none"> ■ all other key judgements are outstanding. In exceptional circumstances, a key judgement may be good if there is convincing evidence that the home is improving this area rapidly and securely towards outstanding ■ from their arrival and throughout their time at the secure children's home, children and young people make exceptional progress in all aspects of their education, related learning activities and in their personal conduct ■ teaching, learning and assessment are outstanding ■ highly effective strategies are in place to identify and significantly narrow gaps in progress and achievement of different children and young people
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³ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

⁴ <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

	<ul style="list-style-type: none"> ■ children and young people benefit from a highly responsive and wide range of learning, enrichment and leisure activities, particularly those planned in collaboration with the education provision that reflect the changing population and consistently deliver improved achievement for children and young people.
<p>Good</p>	<p>The judgement is likely to be good if the cumulative requirements for a requires improvement to be good judgement are met or exceeded, and:</p> <ul style="list-style-type: none"> ■ children and young people make good progress in their education, related learning activities and personal conduct from their arrival and throughout their time at the secure children’s home ■ the quality of teaching, learning and assessment is at least good ■ all other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key areas may require improvement, as long as there is convincing evidence that the provider is improving rapidly and securely towards good ■ children and young people benefit from a range of learning and enrichment activities, particularly those planned in collaboration with the education provision, that reflect the changing population and deliver improved achievement for children and young people ■ data on outcomes are used effectively to set demanding targets that lead to improved outcomes for children and young people ■ education and related learning activities actively promote equality and diversity, tackle discrimination and narrow any achievement gaps ■ children and young people benefit from coherent and effective multi-professional collaborative working, leading to significant improvement in outcomes for young people ■ highly individualised interventions, for example restorative justice approaches, are in place, which help children and young people to make significant progress in minimising their risk of re-offending and anti-social behaviour.
<p>Requires improvement to be good</p>	<p>The judgement is likely to be requires improvement to be good if:</p> <ul style="list-style-type: none"> ■ other than in exceptional circumstances, if the provider is judged to require improvement in any of the key judgements, the overall grade will be requires improvement ■ a thorough assessment of the range of needs and challenges presented by each child or young person begins at the point of admission, and is continued and reviewed throughout their stay at the secure children’s home ■ children and young people are engaged fully in an appropriate programme of education and related learning activities that

	<p>meets their identified individual needs and is based on personal development goals</p> <ul style="list-style-type: none"> ■ children and young people enjoy their learning and make progress relative to their prior attainment and potential, including improving English, mathematics and/or language skills ■ children and young people benefit from information, advice and guidance that promote their learning and meet their immediate and longer-term needs ■ children and young people achieve a range of suitable qualifications that supports progression in education or related learning activities ■ children and young people have access to a broad and balanced learning programme that includes education and related learning activities ■ children and young people are involved in reviewing and monitoring their progress towards the achievement of agreed individual learning goals, which include constructive feedback on their progress ■ children and young people, parents or carers and other people significant to the child or young person are invited to contribute to their training plan and are kept informed about progress ■ facilities and resources meet the diverse needs of children and young people and provide safe and effective support for learning. Children and young people know how to and are helped to work safely ■ children and young people attend activities regularly and punctually ■ as part of the broad learning offer, enrichment and leisure programmes include constructive leisure and recreational activities and the opportunity for outside activity each day ■ children and young people participate in programmes that promote their health and development ■ personal, social and health education and citizenship programmes delivered within education enable children and young people to consider the consequences of offending behaviour or other behaviours that cause them or others distress or harm ■ education staff contribute to and participate in training planning meetings and reviews which take place regularly in order to check on the children and young people's well-being, review their progress and revise their targets ■ transition arrangements are in place for the education and related learning activities and identified needs for children and young people prior to their departure from the secure children's
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	home.
Inadequate	The judgement is likely to be inadequate if any of the judgements in the education provision is inadequate.

Guidance on the use of data to support education judgements

Introduction

This guidance provides information on the use of relevant data in formulating judgements for 'outcomes and progress' for children and young people in secure children's homes. It takes no formal account of the other aspects of the inspection process – that is, 'teaching, learning and assessment' and 'leadership and management'. However, observations of teaching, learning and assessment, standards of children and young people's work, children and young people's preparedness for re-integration into the community, further education, training or employment where appropriate; and children and young people's views, will be used as supporting evidence.

Principles of 'outcomes and progress' for children and young people

The big picture – outcomes are about more than achievement of accredited qualifications

Providers should enable children and young people to achieve their potential by supporting them to meet challenging targets set as part of their learning programmes. These targets should take into consideration children and young people's individual starting points.

In order to judge the quality of children and young people's achievement and outcomes inspectors need to know:

- how well they achieve
- the progress they make
- how well their personal, social and, where appropriate, employability skills are developed (including English and mathematics)
- whether their course programmes enable them to progress into, where appropriate, higher-level qualifications or into jobs that meet local and national needs.

Inspectors also need to judge how well specific groups of children and young people achieve, to ensure that one group of children and young people is not performing any less well than another.

The provider's context

To arrive at a judgement on outcomes for children and young people inspectors must take into account a range of other factors about the provider's context. These include trend data over time, for example: prior attainment, high grades (where appropriate), size and volume of provision, average length of stay, age, and level of course. Inspectors will also take into account specific factors such as the number of

children and young people who have a statement of educational need or those who have English as an additional language.

Formative achievement and outcomes for children and young people are developed in a range of settings, not just in the classroom or workshop

Inspectors take into account outcomes that are achieved and/or accredited in a range of settings, such as, for those that are able, the skills and independence children and young people develop through their recreational activities or projects such as the Duke of Edinburgh award. Inspectors will need evidence of how programmes are structured, how they provide support to develop English, mathematics and, where appropriate, employability skills, how well they meet children and young people's needs, and collectively how these enable children and young people to progress. Inspectors will look carefully at the skills and knowledge being developed and how each provider adds value to children and young people's programmes, such as enabling them to follow additional accredited courses as part of their recreational programme, and making use of opportunities such as mobility or release on temporary licence to better prepare them for progression to education, training or employment on release. Inspectors will look for evidence of opportunities to engage in community projects, the benefits of which could include the development of learners' self-confidence and community engagement. They will also look for learning that develops citizenship and independent living skills for children and young people with learning difficulties or disabilities.

Performance measures

Success rates, which measure the proportion of children and young people who start and complete a qualification successfully, remain an important measure of performance. This approach will continue to be applied to most qualifications. However, the concept of what constitutes 'achievement' should be considered more widely. For example, Ofsted will consider positive progressions children and young people make to other programmes or, where relevant, employability. Where learning does not lead to a qualification, inspectors will consider the effectiveness of systems to recognise and record progress and achievement (RARPA) against agreed individualised and challenging targets.

Providers' own data

Ofsted recognises that providers will have their own systems for recording, monitoring and evaluating both in-year and whole-year performance, such as:

- attendance
- value added, including as demonstrated through RARPA evaluation where appropriate
- progression from one level of course to the next within the provider
- number of children and young people successfully supported with their GCSEs and A levels or other external qualifications

- progression from the provider to destinations such as education, further learning or training and, where appropriate, employment.

Inspectors will take account of any 'in-year' data or any other data collected and analysed by the provider.

Providers' own analysis of performance information

It is very important that providers understand their own current and historical data. Inspectors will expect staff to be fully conversant with the strengths and weaknesses of their data, in terms of data quality, integrity and performance.

Some of the critical aspects that providers need to have a detailed understanding of include:

- how well the provision prepares different groups of children and young people for moving back into the community and/or to a higher-level course, higher education or employment
- retention, and success rate data for courses, by level, by age, by subject area and for different groups of children and young people
- trends in performance across previous years
- how children and young people progress relative to their starting points
- how analysis of critical data informs the self-assessment process and improvement action plans
- how staff will respond to detailed questioning on any of the above.

The progress children and young people make compared to their starting points

Some children and young people may have a poor record of attending school or have little evidence of prior attainment. In such instances it is the responsibility of the provider to ascertain, through initial assessment, the individual's starting point for any chosen learning programme. Using this unique analysis of a child or young person's skills, experience and aptitude they will have been set challenging goals and targets. From this starting point inspectors will ascertain the rate of learning and acquisition of skills, the extent to which challenging targets are met, the progress made during learning activities from children and young people's work and over time, and, more generally, the broader skill set acquired.

Children and young people with complex learning needs

It is expected that at pre-entry level and much of foundation level learners will achieve their units. Providers should be able to show progress made against starting points in all aspects of a programme.

Providers must be able to provide full information about the starting point for an individual child or young person and their progress across all aspects of their programme. All areas should be broken down into smaller units that match individual attainment/capability. Clear and challenging targets must be set, and evidence should show the progress made towards their achievement. Rigorous moderation of target-setting and progress is crucial. The provider should also be able to demonstrate progress towards a long-term goal. Where possible the provider should have information about leavers, showing the extent to which they have achieved their long-term goals.

Information requested at the initial meeting at the start of the inspection with the head/manager of education

Education and learning information and data requirements
Position statement (this can take the form of a development plan, a self-evaluation form or a self-assessment report)
Staffing lists (including qualifications) and what they teach/train/support
Number of learners (breakdown/profile of gender, ethnicity and age)
Average length of stay of learners
Timetable for education and learning activities
Range of accreditation; success and progression rates from point of entry (for last academic year and current) including GCSE and post-16 entry level/level 1/level 2 plus other qualifications
Progress-tracking information and specifically evidence of progress in functional English, mathematics and information and communication technology (including literacy and numeracy employability skills)
Details of teaching and learning quality assurance
Partnerships/service level agreements with education services including local authority support and intervention, curriculum enhancement, provision for information, advice and guidance, mobility and transition work
Any issues that inspectors need to take into consideration during the inspection