



# Conducting inspections of secure training centres

Guidance for the inspections of secure training centres

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This guidance is designed to assist inspectors from the Office for Standards in Education, Children's Services and Skills (Ofsted), Her Majesty's Inspectorate of Prisons and the Care Quality Commission when conducting inspections of secure training centres. It should be read in conjunction with *Inspections of secure training centres: framework for inspection* and *Inspections of secure training centres: evaluation schedule and grade descriptors*.

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## Introduction

1. This guidance is designed to assist inspectors from the Office for Standards in Education, Children's Services and Skills (Ofsted), Her Majesty's Inspectorate of Prisons (HMIP) and the Care Quality Commission (CQC) when conducting inspections of secure training centres in England. Secure training centre providers can use the guidance to see how inspections are conducted.
2. This guidance should be read in conjunction with *Inspections of secure training centres: framework for inspection*<sup>1</sup> and *Inspections of secure training centres: evaluation schedule and grade descriptors*.<sup>2</sup>

## Scheduling and team deployment

3. The authority for Ofsted to lead and to inspect secure training centres jointly with HMIP and CQC is permitted under the Education and Inspections Act 2006,<sup>3</sup> which enables Her Majesty's Chief Inspector (HMCI) to act jointly with another public authority for the efficient and effective exercise of his/her functions.
4. Individual inspections of secure training centres are commissioned under the terms of a service level agreement between the inspectorates and the Youth Justice Board (YJB). The service level agreement reflects the requirements of the above legislation. All inspections are unannounced.
5. Programmed inspections of secure training centres will take place on an annual basis. However, in circumstances where there is significant concern about the performance of a secure training centre the YJB can request an additional inspection. The details and the focus of additional inspections will be agreed on a bespoke basis between the YJB and Ofsted, HMIP and CQC.
6. All inspections will be led by an Ofsted HMI. The inspection team will comprise an Ofsted social care inspector, two inspectors from HMIP, a specialist Ofsted HMI for learning and skills and an inspector from CQC.
7. Programmed inspections will take place over seven working days spread over two consecutive weeks. During the first week, two HMIP researchers will undertake a survey of all young people. The lead inspector, and on occasions an inspector from HMIP, will also be on site and in addition to carrying out some inspection functions, they will be available to the researchers for advice and guidance. The lead inspector will use the themes emerging from the survey to help plan the focus and content of the inspection activity in the second week.

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<sup>1</sup> *Inspections of secure training centres: framework for inspection* (120173), Ofsted, 2012; <http://www.ofsted.gov.uk/resources/120173>

<sup>2</sup> *Inspections of secure training centres: evaluation schedule and grade descriptors* (120046), Ofsted, 2012; <http://www.ofsted.gov.uk/resources/120046>

<sup>3</sup> Education and Inspections Act 2006, schedule 13, paragraph 7; [www.legislation.gov.uk/ukpga/2006/40/schedule/13](http://www.legislation.gov.uk/ukpga/2006/40/schedule/13).

The evidence gathered in the first week will be incorporated into the summary of evidence and analysis document (the SEA) and will form the inspection briefing to be made available to the inspection team who will carry out the fieldwork phase of the inspection in the second full week.

## Timeframe

8. The timeframe for inspections, including preparation, on-site work and the publication of the inspection report, is as follows in working days.

Day	Inspection activity
1	Lead inspector and HMIP researchers arrive on site
2	Lead inspector and HMIP researchers remain on site
3	Off-site team planning
4–8	Full inspection team on site (afternoon day seven team judgement meeting off site)
9–17	Report drafting
17–24	Draft report sent to HMIP and CQC for quality assurance and return
25	Report sent to secure training centre and YJB for factual accuracy check
30	Factual accuracy comments returned by secure training centre and YJB to Ofsted
31–38	Multi-inspectorate sign-off
39	The final report sent under embargo to the secure training centre and YJB
40	The final report will be published on the Ofsted website

## Pre-inspection activity

9. Inspectors are allocated time to prepare for the inspection. Inspectors will look at the information that the inspectorates already hold about the service, which includes:
- the outcome of the survey of young people
  - findings from other relevant Ofsted inspections
  - relevant data provided by the secure training centre to the YJB
  - information in the public domain, for example Local Safeguarding Children Board minutes.
10. The lead inspector will carry out an analysis of the available evidence and information and provide the inspection team with a pre-inspection briefing

which will be set out in the SEA. It will identify key lines of enquiry, any areas of apparent weakness or significant strength and areas where further evidence needs to be gathered. The focus of the inspection may change during its course as further evidence emerges.

## **Deferrals**

11. Inspections will not normally be deferred. An absence or unavailability of key staff, or accommodation issues such as refurbishment, will not constitute reasons for deferral.
12. Deferrals will only be made where there is a strong reason for supposing that if the inspection went ahead it might place people at risk or if the ability to gather secure evidence is severely restricted. Such conditions might be:
  - serious weather conditions making access to sites for inspectors, young people and staff difficult and/or dangerous
  - a serious incident, where the presence of an inspector would impact adversely on the safety and well-being of young people in the secure training centre.
13. Decisions about deferrals are agreed by the responsible Ofsted director, in consultation with key managers.

## **Gathering views in advance of the inspection**

14. The views of young people are central to inspection. During the inspection, the inspection team will use all available opportunities to spend time meeting with young people in their residential units, in education/school and during activities as a routine part of the inspection. Inspectors will discuss the findings of the inspection survey carried out by the research team during the first two days. The material will be used to formulate lines of enquiry that inspectors will pursue when they meet young people. Inspectors will ensure that any young person with communication difficulties or young people for whom English is not their first language are assisted to complete the survey and contribute to the inspection.
15. The lead inspector will meet with the young people's council and explore with them whether they would like to receive headline feedback at the end of the inspection.
16. Where possible, inspectors will seek the views of parents, youth offending teams and social workers who may be visiting and accessible on site during the inspection.
17. Inspectors will take account of views expressed to them by young people, staff and other stakeholders in forming their judgement about the performance of

the secure training centre or identifying areas for further attention during the inspection.

18. Once the inspection has commenced the secure training centre will notify all young people and other relevant stakeholders of the inspection, and include details of how they may inform the inspectors of their views.

## **Inspection activity**

19. At the start of the inspection the inspectors will confirm their identity by producing their Ofsted, HMIP or CQC identity badge. It is not necessary to carry paper copies of Criminal Records Bureau (CRB) checks. At the earliest opportunity, the lead inspector will notify the YJB monitor of the inspection.
20. The lead inspector will present the request for information at inspection form (Annex A), which provides specific information for the inspection, to the director or the most senior manager. The inspector will ask for it to be completed and returned by the end of day three. The completed form will generate lines of enquiry and inform some inspection findings. The lead inspector will also provide inspection posters which are to be placed throughout the centre where young people, their parents and carers and other visitors to the centre can see them. The lead inspector will provide the centre with an outline plan for the inspection and make arrangements for feedback at the end of the inspection.
21. At the beginning of the inspection, inspectors will ask the director of the secure training centre for details of sensitive or personal issues relating to any of the young people placed. This information could include details of any recent significant incident involving a young person, plans for moving or details of vulnerable or dangerous young people who pose a significant threat to themselves or to others.
22. Inspection activities will include:
  - listening and talking to young people, which will include conducting a survey of all young people's views about their personal experience of the centre
  - observing interactions between staff and young people in their residential units, in education/school or during leisure and meal times
  - observation of key activities such as handovers of information between staff
  - observation of young people's experience at lock down
  - gathering views from partners and stakeholders such as youth offending team workers and social workers
  - case file reading
  - examination of other relevant records, for example medication records
  - examination of all data and analysis relevant to the judgement areas, for example data relating to restraint and single separation and child protection



- discussions with managers and staff.
23. The inspection will specifically focus on gathering evidence and making judgements against the evaluation schedule. The detail of activities undertaken and discussions held will vary depending on the lines of enquiry for each individual inspection.
24. An indicative-only inspection timetable can be seen at Annex B.

## **Listening and talking to young people**

25. The views and experiences of young people resident at the secure training centre are the focus of the inspection and provide key evidence in assessing outcomes against the evaluation schedule. Inspectors will always meet with young people during the inspection. Inspectors must take into account the specific communication needs of the young people.
26. Much of the experience of young people resident at the secure training centre takes place before and after their education/school day, and it is therefore essential that inspectors are present at this time. Inspectors should involve young people in inspection activity wherever they can. Opportunities to gather the views and experiences of young people will be co-ordinated by the lead inspector and may include:
- asking young people to show inspectors around parts of the secure training centre
  - holding structured meetings (as a general guideline, a meeting should not include more than five or six young people)
  - having individual conversations
  - joining in leisure activities such as computer or console games
  - preparing snacks or drinks
  - spending mealtimes with young people
  - outdoor activities.
27. Inspectors will also assess how well the secure training centre consults with young people. The views of young people obtained by the secure training centre will also be taken into account as part of the inspection evidence.
28. Inspectors will demonstrate safe and sensitive practice by:
- the lead inspector producing a health and safety assessment for each inspection and briefing the team accordingly
  - where practical, telling staff where conversations with young people are taking place and who is involved, being sensitive to the fact that some young people may not want to be involved in the inspection; this does not preclude spontaneous conversations

- explaining to young people that they will not include comments that will identify them in the inspection report or in feedback to staff working in the secure training centre
- ensuring that staff are aware of any arranged meetings with groups of young people and that young people may leave the meeting at any time
- where appropriate, explaining to young people that information suggesting that they or another young person is at risk of harm will be passed by the lead inspector to an appropriate person able to take necessary action about that concern.

## **Young people who have recently left the secure training centre**

29. Inspectors will seek the views of young people who have recently left the secure training centre. This will only be possible where young people have consented to be contacted by an inspector. Annex D provides a pro-forma for secure training centres to use in seeking young people's consent to be contacted following their discharge from the centre. This could be completed on admission, at a young person's final review, an exit interview or at a time suitable for the young person.
30. The lead inspector will seek evidence from the centre director on the first day of the inspection to demonstrate that all young people have had equal opportunity to consent to speaking with an inspector. If the young person's written consent has been acquired, an inspector will make arrangements for young people to be telephoned to seek their views on the time spent at the secure training centre.
31. If consent has not been acquired, the lead inspector will ask the director to provide a list of young people who have left the secure training centre in the past three months. The lead inspector will identify a small sample of the young people, including young people who have moved:
  - to live back with their family
  - into or back to local authority care
  - on to some form of independent living
  - to another form of detention.
32. The lead inspector will ask the director to arrange for this sample of young people to be contacted to seek their consent to be contacted by an inspector.

## **Observation of key activities**

33. Inspectors can use the secure training centre's scheduled activities as opportunities for observing and following lines of enquiry. Inspectors will respect the privacy and confidentiality of personal information at all times.

## Gathering views from stakeholders

34. The director will be expected to provide contact details of stakeholders at the beginning of the inspection. Inspectors will consult a selected sample to inform inspection findings. This will usually be through a telephone call during the inspection. This group may include: youth offending workers, social workers, advocates, school staff, local police, the local authority designated officer, monitors from the YJB and independent visitors.
35. Inspectors should always take account of privacy and confidentiality when talking to stakeholders on the telephone during the inspection. Conversations should take place in locations where they cannot be overheard.

## Case file reading

36. Inspectors will examine a sample of young people's case files. This part of the inspection will include discussions about training plans with young people and their key staff. Lines of enquiry will reflect the evaluation schedule and are likely to include whether:
  - young people are kept safe and helped to feel safe
  - young people are treated consistently and fairly, and positive behaviour is promoted
  - unacceptable behaviour is dealt with in an objective and consistent manner
  - restraint is only used as a last resort and, if applied, is used legitimately and safely by trained staff
  - the health and well-being of young people is assessed, promoted and improved during their placement at the secure training centre
  - staff are aware of, and address the diverse needs of, young people in their care, including their physical, emotional, developmental and mental health needs
  - young people's emotional needs, including their psychological vulnerability associated with being away from their homes and families are met
  - all young people are engaged in a programme of education and training that meets their individual needs
  - young people benefit from assessment, education and training that is of a high standard and supports their learning and development
  - planning for a young person's release or transfer starts upon their arrival and continues throughout their time in custody
  - preparation for resettlement is outlined in training plans and progress is monitored as part of the young person's reviews.

37. Where paper or electronic personnel records are maintained at the secure training centre, the inspector may ask to see those records if they are included within the lines of enquiry for the inspection.

## **Examination of policies and procedures**

38. Inspectors will not routinely examine policies and procedures for compliance with statute or The Secure Training Centre Rules 1998. Where inspectors identify any deficiencies in practice or procedure, they will establish the impact of these upon young people and whether the shortcomings are systemic.

## **Interviews with the secure training centre director, managers, staff and volunteers**

39. Individual interviews will be held with the secure training centre director, managers and a number of other permanent and contracted staff and volunteers working in the secure training centre at the time of inspection.
40. In making plans to carry out these interviews, inspectors should be ready to alter arrangements if staff have to attend to the needs of young people within the secure training centre.
41. The interview with the director should include the following elements:
- issues that the inspector wishes to explore that have arisen from pre-inspection planning
  - follow-up on progress in response to previous areas for improvement, which will include establishing the impact upon, and outcomes for, young people
  - the plans for future development of the secure training centre
  - the arrangements for supervision across the staff and management group
  - a summary of the needs of the young people living at the secure training centre, including the management of behaviour and the help on offer to help them to make and sustain attachments with adults
  - any further evidence the director may wish to highlight to the inspector.

## **The use of restraint and other restrictive physical interventions**

42. Inspections address the welfare of vulnerable young people living away from home whose liberty is legitimately restricted by a criminal court. Each inspection will include a rigorous evaluation of behaviour management, the use of restraint, single separations and sanctions. Inspectors will look closely at the use of restraint and in particular consider whether restraint is used as a last resort and, if applied, whether it is used legitimately, proportionately and safely by trained staff.

43. Inspectors must inform the director and the YJB of all cases where they judge that restrictive physical intervention is applied contrary to law, guidance and secure training centre rules. In doing so, the inspector will ensure that any child protection implications are properly followed up.

## **Child protection and safeguarding concerns**

44. If any concerns arise about the safety and protection of young people during the course of the survey, the information will immediately be passed to the lead inspector who will determine whether the matter should be referred to the director for action to be taken. The young person concerned will be informed as soon as practical. Young people will be reminded that they were told before they completed the survey that there are occasions when their comments cannot be kept confidential. In these circumstances, they will be reassured that only information essential to the safety and well-being of themselves and other young people will be shared. The inspection team will always be informed of these events and their outcomes.
45. If serious matters arise in the course of the on-site inspection phase, for example in relation to the failure to follow child protection procedures and/or where a young person is discovered to be at immediate risk of harm, the inspector concerned will always take action necessary to secure the immediate safety of the young person. The lead inspector and the secure training centre director will be notified at the first opportunity. Inspectors should always follow Ofsted's safeguarding policy and procedures.<sup>4</sup> When required, a referral, endorsed in writing, will be made to the appropriate local authority children's services and the YJB will be informed of the action and the reason for it. The director will be expected to provide the inspection team with a full written account of events and any further action at the earliest reasonable opportunity and thereafter as necessary.
46. All researchers and inspectors will be alert to vulnerable young people who are at risk of self-harm or suicide. The inspection team will evaluate the quality of service provided to these young people to identify their particular needs and to provide individual packages of care and support throughout their time in the centre.

## **Recording evidence**

47. Evidence entered into the SEA and recorded in evidence notebooks should be clear, evaluative and sufficient for the purpose of supporting judgements and evidencing the young people's experience within the secure training centre. Inspection reports and evidence records should not identify individual staff, individual young people or family members. Instead, initials, case file numbers

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<sup>4</sup> *Ofsted safeguarding policy and procedures* (100183), Ofsted, 2010; [www.ofsted.gov.uk/resources/ofsted-safeguarding-policy-and-procedures](http://www.ofsted.gov.uk/resources/ofsted-safeguarding-policy-and-procedures).

and job titles should be used. Inspectors can record direct quotes from young people, parents and stakeholders in evidence to support judgements.

48. Guidance on how to use the SEA can be found at Annex C.
49. Evidence will be scrutinised for quality assurance purposes and thereafter considered in the event of any complaint.

## **Inspection findings**

50. The evaluation schedule for the inspection of secure training centres<sup>5</sup> sets out illustrative evidence of an outstanding, good, adequate and inadequate service. Inspectors will use this to formulate their findings and judgements and to prepare verbal feedback to the manager.

## **Inspection feedback**

51. Throughout the inspection, the lead inspector will share with the director emerging findings about the secure training centre's key strengths and weaknesses. Shortfalls that could have an immediate impact on the safety and well-being of young people will be brought to the attention of the director, or senior member of staff on duty, as soon as possible.
52. At the end of the inspection, the lead inspector will give oral feedback on the main findings and provisional judgements to the director or senior member of staff present. The precise detail of who attends feedback will be for the lead inspector to agree with the director.
53. The feedback will:
  - cover the main findings of the inspection against the evaluation schedule, including both strengths and weaknesses
  - indicate likely areas for improvement with a clear agenda for improvement
  - be balanced and include positive comments as well as highlighting any areas for development
  - use the grade descriptors to indicate how the inspection team has arrived at its judgements
  - confirm that the report will be sent to the director (copied to the YJB) in draft for comments on factual accuracy (see 'Timeframe' at paragraph 8 above)
  - confirm that a summary of the report will be sent for the young people alongside the final report.

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<sup>5</sup> *Inspections of secure training centres: evaluation schedule and grade descriptors* (120043), Ofsted, 2012; <http://www.ofsted.gov.uk/resources/120046>

54. Inspectors will not provide a written summary of the inspection or written feedback in advance of the inspection report. The director of the secure training centre and their senior colleagues may choose to take their own notes at feedback.
55. Where possible and agreed at the outset of the inspection, the lead inspector will arrange a brief headline feedback to be given to the young people's council.

## **Writing the report**

56. The lead inspector has overall responsibility for producing a high-quality inspection report. The lead inspector should ensure that the report is free of errors before submitting it. Reports should be written in the present tense. However, specific examples of evidence from the inspection should be written in the past tense.
57. During the inspection, the lead inspector will allocate sections of the report to the team to write. It is the lead inspector's responsibility to collate all the information into a final report following fieldwork. The content of each section of the report must explicitly address each of the evaluation criteria and measure findings and make judgements by applying diligently the grade descriptors for outstanding, good, adequate and inadequate. The judgements will reflect the quality of young people's experiences and the outcomes that have been achieved. Examples drawn from the inspection should be used to provide appropriate illustrative evidence about the quality of service provided by the secure training centre.
58. Reports should be as concise as possible, well-argued and based on robust and triangulated evidence that is documented in the SEA. Unnecessary description should be avoided and they should be written in plain English and be free of jargon. A description of the inspection process is unnecessary as this is detailed in the inspection framework. Each report should convey to the professional and lay reader sufficient evidence about what inspectors found, how they judged the service and what outcomes were being achieved. It is through this clarity that public assurance will be achieved.

## **Areas for improvement**

59. Areas for improvement should be precise, detailed and be focused on outcomes for young people. They must include reference to the areas of performance that are hindering improvement. If appropriate, areas for improvement may also focus on helping secure training centres to maintain and further develop areas of good and outstanding performance. They should be set out against one of the following timeframes: 'immediately', 'within three months', 'within six months'. By doing so, the seriousness of the inspection team's concerns will be reflected and the establishment's managers and staff will understand the priority they are being required to give to each issue. Each area for judgement will be cross-referenced to the appropriate paragraph in the text.

## Overall effectiveness

60. This section should be a brief summary of the outcomes of the inspection and what they mean for the quality of service experienced and outcomes achieved by the young people. It should succinctly and clearly explain the main reasons for the overall effectiveness judgement. It should highlight any outstanding practice and state clearly the secure training centre's strengths in achieving good outcomes for young people. It must include specific, brief reference to each area for improvement. Where a secure training centre is judged inadequate in terms of overall effectiveness, the YJB will be informed so that the Secretary of State for Education can take this into account in determining the commissioning and contracting arrangements for the secure training centre.

## Young person-friendly summaries

61. The lead inspector will allocate the task of completing a young person-friendly summary to one team member following every inspection of a secure training centre. The summary should inform young people about the inspection outcomes in clear and simple language.
62. Young people can read the summaries themselves but they are also intended for staff in secure training centres to use as a vehicle to use in talking to young people about the outcomes of the inspection. In addition to individual discussions, it is expected that young persons' summaries will be discussed in the first suitable unit meeting following the inspection. Lead inspectors will make this clear to staff in the secure training centre while on inspection. It is also stated in the letter that is sent with the inspection report.
63. Young person-friendly summaries:
  - include the main findings of the inspection as reflected in the inspection report
  - reflect both strengths and weaknesses consistently in line with the overall judgement
  - include short paragraphs using evaluative sentences which focus upon the outcomes for young people
  - are written in a consistent style, for example 'we found' or 'the inspector found'
  - may include quotes from young people.

## Quality assurance

64. Quality assurance is undertaken to ensure that an inspection is of the quality needed and expected by users, providers and Ofsted, CQC and HMIP. As part of this, inspectors will be suitably experienced in the areas they are inspecting and



quality assurance managers will be sufficiently experienced and skilled to undertake this aspect of work.

65. All inspectors are expected to undertake quality assurance of their own and other inspectors' work during inspections. The lead inspector has overall responsibility for ensuring that all the evidence gathered is robust, reliable and secure. Therefore, all judgements reached by the inspection team will be supported by the available and triangulated evidence.
66. Inspection teams will be usually visited by an Ofsted and HMIP manager allocated to act in a quality assurance role. They will support the quality assurance processes and will discuss the inspection with the lead inspector, inspection team members, managers and other staff, and, where possible, users and other stakeholders. They will also attend any inspection team meetings taking place during their visit. The quality assurance managers will always seek views from the secure training centre and/or partners on the conduct of the inspection, and scrutinise the way that evidence has been gathered and used by reviewing the SEA and, where necessary, inspectors' individual evidence notebooks. The quality assurance managers will also be present throughout the judgement meeting. By matching the text of the proposed feedback to the evidence contained in the SEA and evidence notebooks, they will ensure the integrity of the inspection findings and preliminary judgements.
67. After the draft report has been produced, each of the partner inspectorates will clear the reports for factual accuracy checking and final publication. It is anticipated that on most occasions this process will be completed without difficulty. However, in the event of a failure to agree and as part of an escalation process, each of the three inspectorates will appoint a suitably qualified manager to enable resolution to be achieved. This process should not avoidably delay the publication timeline.
68. Within three weeks of the fieldwork phase of each inspection finishing, Ofsted, on behalf of all inspectorates, will ask the secure training centre to complete a short but focused post-inspection survey, which will be used to improve the quality of inspections.

## Concerns

69. Inspections are carried out in accordance with the principles of inspection and code of conduct set out in the framework for the inspection of secure training centres<sup>6</sup> and it is anticipated that the great majority of inspections will be completed without any concerns on the part of the secure training centre.

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<sup>6</sup> *Inspections of secure training centres: framework for inspection* (120173), Ofsted, 2012; <http://www.ofsted.gov.uk/resources/120173>

70. During an inspection, those with concerns are strongly encouraged to raise issues with the lead inspector as soon as they arise, so that they can be resolved as quickly as possible while the inspection is taking place.
71. If resolution of the concerns is not possible, or the person expressing the concern does not feel that adequate weight is being given to the concerns, or an independent view is sought, then the person raising the concern, or someone acting on her or his behalf, should contact the Ofsted helpline on 0300 123 4666.

## Complaints

72. If it has not been possible to resolve concerns then individuals or the secure training centre may decide to lodge a formal complaint. In the first instance complaints will be made to Ofsted, which will maintain oversight of the response even if the matter is passed to a partner inspectorate to resolve. Complaints about the conduct of an individual inspector will always be passed to the inspectorate that employs them. Normally, a complaint can be made at any stage during an inspection or up to 30 calendar days from the date of publication of any report. Complaints should normally be made in writing by post or email. However, Ofsted will also accept complaints by telephone; where we accept complaints in this way we will not normally take any formal action until we have agreed a written account of the complaint with the complainant.
73. The complaints procedure, which sets out how providers or users can complain about their inspection and what will happen to their complaint, is available on Ofsted's website.<sup>7</sup>
74. Lodging a complaint will not normally delay the publication of the final inspection report.
75. Complaints can be made in writing to:

The National Complaints Team  
Ofsted National Business Unit  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

or emailed to us at: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
or made by telephone: 0300 123 4666.

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<sup>7</sup> *Raising concerns and making complaints about Ofsted* (070080), Ofsted, 2010;  
[www.ofsted.gov.uk/resources/complaints-procedure-raising-concerns-and-making-complaints-about-ofsted](http://www.ofsted.gov.uk/resources/complaints-procedure-raising-concerns-and-making-complaints-about-ofsted).

## Annex A. Request for information at inspection<sup>8</sup>

**Name of secure training centre:**

**Signature/name of person completing the form:**

**Designation:**

**Date:**

	<b>Information since last inspection</b>
1	Progress against areas for development since last inspection.
2	Number of complaints from young people and number of young people involved.
3	Number and type of allegations made against staff and number of young people involved.
4	Number and type of referrals to local authority children's services.
5	Number and type of referrals to local authority designated officers.
6	Number of staff who have left since the last inspection. State if any were dismissed.
7	Number of new staff since last inspection and staff sickness rates.
8	Total number of staff employed and contracted, details of staff vacancies and turnover rate in both categories.
9	Number of current disciplinary actions, including the number and details of any suspended staff.

	<b>Information about the secure training centre</b>
10	Current organisation structure of secure training centre, giving names of service managers and heads of departments.
11	Population of centre by age, gender, ethnicity, legal status, sentence type and duration (including date of release) and home area.
12	Timetable of significant events during inspection, to include details of planning meetings and reviews, child protection meetings and conferences, planned admissions and details of any family or professional visits scheduled during the period of the inspection.

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<sup>8</sup> Information required since the last inspection.

	<b>Education and training data requirements</b>
12	Position statement (this can take the form of a business plan, a self-evaluation form or a self-assessment report).
13	Staffing lists and what they teach/train.
14	Timetables for education and training.
15	Units of accreditation.
16	Complete programme/course accreditation.
17	Any issues that we need to take into consideration during the inspection.

## Annex B. indicative-only inspection timetable

Week 1					Week 2					Week 3							
Day	LI	R1	R2		Day	LI	T1	T2	T3	T4	Day	LI	T1	T2	T3	T4	
<b>Monday</b>					<b>Monday</b>						<b>Monday</b>						
9.00	Planning				7.00						9.00	Report writing and complete recording evidence					
12.00					9.00	Travel	Travel	Travel	Travel	Travel	11.00						
14.00					11.30	Meeting with STC leadership team					11.30						
16.00					12.30						16.00						
17.00					13.00						17.00						
					14.00	File reading and time on units (incl beh mgt & comps records)				Evaluate Education							
					15.00												
					16.30	Team meeting											
					17.30	Recording evidence											
					18.00												
					18.30												
<b>Tuesday</b>					<b>Tuesday</b>						<b>Tuesday</b>						
7.00	Travel	Travel	Travel		8.30	KIT	KIT				9.00	Report writing					
9.00					9.00	File reading and time on units (incl beh mgt & comps records)				Evaluate Education	12.00	Report writing					
11.00					12.00						14.00	Report writing					
14.00	onsite	Surveying Young People	Surveying Young People		13.00						16.00						
16.00					14.00						17.00						
17.00					16.00	Team meeting											
19.00					17.30	Observing activity up to lock up											
					18.00												
					19.00												
					20.00												
					21.00												
					21.30												
					22.00												
<b>Wednesday</b>					<b>Wednesday</b>						<b>Wednesday</b>						
9.00	Planning onsite	Surveying Young People	Surveying Young People		7.00	Observing early morning in units				Evaluate Education	9.00	Report writing					
12.00					8.30	KIT	KIT				12.00	Report writing					
14.00					9.00	Key stakeholder interviews				Evaluate Education	14.00	Report writing					
15.00	Travel	Travel	Travel		12.00	Staff supervisor docs & records				Evaluate Education	16.00	Send to QA					
17.00					13.00	All other mop up											
					14.00	Team meeting											
					16.00	Recording evidence											
					17.30												
					18.00												
					18.30												
<b>Thursday</b>					<b>Thursday</b>						<b>Thursday</b>						
9.00	Drafting	Analysis	Analysis		8.30	KIT					8.30	Preparing and drafting feedback					
12.00	PIB				9.00	Staff & manager interviews					11.30	Respond to QA					
14.00					12.00						12.00						
16.00	Add CYP data	Send analysis to LI			13.00	Judgement and collation meeting											
17.00					14.00												
17.30	Send PIB				17.00	Recording evidence											
					18.00												
					18.30												
					19.00												
<b>Friday</b>					<b>Friday</b>						<b>Friday</b>						
9.00	Planning	Reading and prep	Reading and prep	Reading and prep	8.30	Preparing and drafting feedback					9.00	Respond to QA					
12.00					11.30	Feedback					11.30						
14.00					12.00						12.00						
16.00					13.00												
17.00					16.00	Travel	Travel	Travel	Travel	Travel							
					17.00												

**SECURE TRAINING CENTRE**  
**Summary of evidence and analysis (SEA) flowchart**

**Pre-inspection**

**SEA 1:** Pre-inspection briefing by lead inspector (LI) in form of SEA 1. LI sends SEA 1 and data to team members and quality assurance manager (QAM).

**SEA 2:** Document reading by LI and team inspectors. Each team member completes summaries and sends to LI who collates into SEA 2 and sends to team members.

**On inspection**

**Fieldwork week**

**SEA 3, 4, etc:** SEA updated at agreed intervals by LI/leads for judgements with summaries by LI and team members. New or amended lines of enquiry also to be incorporated into emerging SEA (in red) and discussed in daily keeping-in-touch (KIT) meetings.

**End of fieldwork week**

**Final SEA:** Final update by team, leads for judgement areas work with LI and team to write up emerging SEA which is discussed and agreed by LI, team members and QAM.

**Final feedback**

**Final SEA:** Used as basis for feedback – points for feedback outlined/highlighted.

## **Guidance**

### **Implications for pre-inspection planning**

The SEA model recognises that the secure training centre environment and the model of inspection require inspectors to be flexible in timetabling their activity. However, the lead inspector should ensure that individual inspectors programme sufficient time to maintain up-to-date records that are submitted for inclusion in the SEA. This is so that they can be used on a daily basis to inform understanding about the progress of the inspection and emerging findings. Where necessary, the lead inspector will take the required action to prevent inspectors from working excessive hours.

### **Pre-inspection stage**

The lead inspector will analyse and use the available data and additional material to complete the pre-inspection briefing. This will be presented in the SEA format and designated as SEA 1.

The lead inspector will send SEA 1 and a copy of the data to all team members and the quality assurance manager.

The lead inspector and team members will undertake agreed document reading and complete summaries on the preparation day. Each inspector will return their summaries on a Word document to the lead inspector, cross-referenced to the relevant section paragraph in the SEA. The lead inspector will collate this, update the emerging SEA and produce SEA 2 prior to the inspection. They will circulate SEA 2 to all team members.

Each individual summary in the SEA will identify clearly areas/issues for exploration/lines of enquiry in red typeface. These will be deleted when the team is satisfied that they have been explored.

The lead inspector will decide who will 'hold' the SEAs while on site, one for each judgement. Usually the SEA will be held by the team members responsible for coordinating/leading on these areas.

The lead inspector will allocate responsibility for updating the emerging part of the SEA, for example the lead inspector might decide to be responsible for updating the emerging SEA for one judgement, while the HMI from a learning and skills background would be usually be responsible for the emerging SEA on all the judgements where learning is relevant.

### **On site week one**

Inspectors will complete a summary which succinctly analyses and evaluates each inspection activity, for example at the end of reading case files or an interview or focus group. This should be written directly into evidence notebooks or can be typed up directly into a Word document. The SEA holders for each judgement can type

directly into the SEA. Areas/issues for follow up need to be included and recorded in red typeface. If two or more inspectors are undertaking the same activity, for example reading case files, then they should discuss their findings and agree a composite summary/summaries for insertion into the SEA.

This should be completed at the end of each inspection activity. Inspection timetables need to allow sufficient time between activities for this to be done.

At the end/beginning of the day, inspectors will share their summaries and analyses with colleagues at team meetings. The lead inspector will note the key points in their evidence notebook. This will form the basis for feedback in keeping in touch (KIT) meetings with the secure training centre director or nominated senior manager.

Team inspectors will email, or share by secure data stick, their summaries of each individual inspection episode on a daily basis to the lead inspector or judgement lead. These should be set out against the relevant judgement area and include in brackets the title of the activity, the date and the inspector's initials (for example, quality assurance meeting meeting 14/02/2011 FD). Where appropriate, the inspector should identify where they want a colleague to explore a particular point by inserting that colleague's initials. Areas/issues for follow-up should be in red.

The lead inspector/leads for judgements will cut and paste summaries into the new SEA at agreed intervals under the individual SEA sections. Time for this needs to be allocated in the timetable. The new SEA will be sent to all team members.

The final SEA at the end of the fieldwork week will be edited and agreed by the team. In line with allocated responsibilities, the SEA holders and colleagues will develop and modify the emerging SEA to reflect the inspection findings. The lead inspector will decide the best way to do this, taking account of the skills and experience of the team.

The final emerging SEA at the end of fieldwork will form the basis for final feedback at the end of the inspection. The lead inspector, in conjunction with the quality assurance manager, will decide how and what to feed back but at a minimum all judgement grades and a summary of supporting evidence will be given.

### **Storage of SEAs**

SEAs will form part of the evidence for the inspection. The lead inspector will send copies of the final SEAs to the inspection support team for retention.

### **Points to remember**

Summaries prepared by inspectors for inclusion in the SEA need to be outcome-focused and evaluative. They should be succinct and include clear judgements based on the evidence available at that time.

Anything that an individual inspector thinks needs to be in the final report also needs to be in the individual and emerging SEA. This includes any relevant quantitative



information/data (for example on the achievement of detainees). Summaries should clearly identify areas/issues for further enquiry in red. As these issues are explored and resolved, the red text can be deleted. The SEA is not a record of evidence – the record of evidence is contained in the evidence notebooks. The SEA is a summary and analysis of the evidence.

## **Annex C. Summary of evidence and analysis (SEA) – secure training centres**

If the navigation pane is not showing on the left-hand side of your screen, select 'View' on the toolbar then either 'Navigation Pane' (if using Word 2010) or 'Document Map' (if using earlier version of Word).

### **Overall effectiveness**

<b>Grade:</b>	
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### **Emerging SEA**

--

The extent to which:

### **Individual evaluative summaries**

--

## The safety of young people

<b>Grade:</b>	
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### Emerging SEA

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The extent to which:

- young people are transported in a timely way to and from court and between other secure facilities and travel in safe, decent conditions that meet their individual needs
- young people are kept, and helped to feel, safe on their reception and induction to the secure training centre, particularly during the first 24 hours
- young people feel safe and are safe from harm, abuse and unfair treatment
- young people live in a safe and appropriately secure environment that takes account of their needs
- young people are kept safe through appropriate, risk-assessed searching practice
- young people at risk of self-harm or suicide are identified at an early stage and provided with individual care and support throughout their time in the secure training centre through to their release/transfer
- young people are safeguarded through robust assessment, including risk assessment
- all aspects of safeguarding of young people are the subject of routine monitoring, quality assurance and performance management and independent scrutiny.

### Individual evaluative summaries

--

## The behaviour of young people

Grade:

### Emerging SEA

The extent to which:

- young people are treated consistently and fairly, positive behaviour is promoted and unacceptable behaviour is dealt with in an objective and consistent manner
- young people are well supported to modify behaviour that gets them into trouble or causes offence to others and impedes their or others' progress
- a safe, well-ordered and constructive environment is maintained through the promotion and reward of good behaviour
- governance arrangements for restraint and separation are effective
- restraint is used only as a last resort and if applied is used legitimately and safely by trained staff
- the relationships between young people, staff and peers are based on mutual respect.

### Individual evaluative summaries

## The well-being of young people

**Grade:**

### Emerging SEA

The extent to which:

- the health and well-being of young people are assessed, promoted and improved during their placement at the secure training centre
- staff are aware of and address the diverse needs of young people in their care, including their physical, emotional, developmental and mental health needs
- young people's emotional needs and vulnerability associated with being away from home and family are met
- young people's views are routinely sought and used to inform the development of services
- young people are treated as individuals by all staff, and are expected, encouraged and enabled to take responsibility for their own actions and decisions
- young people are supported and listened to by key workers and case managers who are able to relate to them, are well-informed about their needs, are able to provide the support they need and have the appropriate skills and expertise
- young people are treated equitably and fairly and diversity is recognised, valued and promoted
- young people have confidence in an effective complaints system.

### Individual evaluative summaries

## The achievements of young people

<b>Grade:</b>	
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### Emerging SEA

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The extent to which:

- young people enjoy happy, useful and productive lives and their personal development is enhanced through a range of suitable activities and interventions
- all young people are engaged in a programme of education and training that meets their individual needs
- young people benefit from assessment, education and training that is of a high standard and supports their learning and development
- young people achieve learning goals and qualifications that are sufficiently challenging, support personal development and enable them to progress to further education, training or employment on release
- opportunities for young people to extend their knowledge, skills and understanding through leisure and enrichment activities are effective
- young people address their offending behaviour, or other behaviours that cause them or others distress or harm.

### Individual evaluative summaries

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## The resettlement of young people

Grade:

### Emerging SEA

The extent to which:

- planning for a young person's release or transfer starts upon their arrival and continues throughout their time in custody
- preparation for resettlement is outlined in training plans and progress is monitored as part of the young person's reviews
- good resettlement planning, including inputs from external community partners, ensures a seamless transition to the community or to another establishment
- the centre takes account of evidence-based practice and what is known to reduce the likelihood of re-offending.

### Individual evaluative summaries

## Annex D. Inspection contact consent form



### Inspection contact consent form

This form is to ask a young person who is shortly to leave a secure training centre to agree that the centre can pass their contact details to an inspector at the next inspection, so the inspector can contact the young person to ask about their views about their experience while staying at the secure training centre.

<b>secure training centre:</b>	
<b>Young person:</b>	
<b>Young person's contact details:</b> (phone, mobile and/or email)	
<b>Date of discharge/move-on:</b>	
<b>STC YOS practitioner:</b>	
<b>Local authority YOS practitioner:</b>	
<b>Local authority YOS practitioner: contact details</b>	
<b>Chair of final review:</b>	
<p>I understand and consent to the details contained in this form being passed to an inspector the next time this secure training centre is inspected. I am happy for an inspector to contact me by phone, text or email to hear my views about my experience while I was staying at this secure training centre. I understand that these personal details will be destroyed once the inspector has contacted me. I understand that I can later choose not to talk to an inspector.</p>	
<b>Young person's signature</b>	<b>Signature of STC staff member requesting consent on behalf of the inspectorates</b>