

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: *Conducting inspections of children's homes* and *Inspection of children's homes: framework for inspection*. This will apply to annual inspections of secure children's homes from September 2013.

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It must be read in conjunction with: *Conducting inspections of children's homes*¹ and *Inspection of children's homes: framework for inspection*.²

This guidance applies to annual inspections from September 2013.

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

Introduction

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

Making judgements and using the grade descriptors to evaluate outcomes in education and related learning activities for children and young people in secure children's homes

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

The descriptors are hierarchical; outstanding must meet the descriptors for an outstanding, good and an adequate service, and a good service should also meet the descriptors for an adequate service.

To make their judgement, 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, taking into account, where appropriate, their starting point at the time of placement within the secure children's home.

¹ *Conducting inspections of children's homes* (100194), Ofsted, 2013;

<http://www.ofsted.gov.uk/resources/conducting-inspections-of-childrens-homes-0>

² *Inspection of children's homes: framework for inspection* (100195), Ofsted, 2013;

<http://www.ofsted.gov.uk/resources/inspection-of-childrens-homes-framework-for-inspection>

Overall outcomes in education and related learning activities

Inspectors will consider evidence and judgements from across this separate evaluation schedule before arriving at the overall judgement on outcomes in education and related learning activities. They will take into account the extent to which the secure children's home is meeting children and young people's needs across five key education and learning aspects.

Please note: 'leadership and management' is no longer a separate aspect within the education criteria but is a key aspect in the children's homes framework and evaluation schedule. It will therefore be necessary to make reference to the quality of leadership and management within education throughout this section of the report (and specifically under key aspects 1 to 3) relating to the following criterion from the children's homes evaluation schedule:

- Managers can demonstrate the impact and value that living at the home has had on children and young people's lives and how their life chances have improved over time.

The overall judgment on outcomes in education and related learning activities will contribute to the overarching judgement of the full inspection of the secure children's home.

Key aspect 1: Outcomes and progress

Children and young people achieve learning goals and qualifications that are sufficiently challenging to support their personal development and enable them to progress to further learning.

To make this judgement, inspectors will 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.
- 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 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.

Key aspect 2: Teaching and learning

Children and young people benefit from assessment, education and related learning activities of a high standard that support their learning and personal development.

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

- Leaders and managers ensure that children and young people receive a high standard of teaching, learning and assessment which inspires, challenges and enables them to extend their knowledge and skills.
- Consistent high-quality teaching ensures learners make rapid and sustained progress in their education, related learning activities and personal and social development.
- Children and young people's individual needs, including in English, mathematics and any special educational requirements, are used well to inform the planning of teaching and learning.
- Children and young people are involved in setting, reviewing and monitoring their progress towards the achievement of clearly defined individual learning and personal and social development goals.
- Children and young people receive timely and constructive feedback on their work and their progress which gives them a clear understanding of how they can improve.
- The views of children and young people form an effective part of the review and future planning of provision.
- Learning, teaching, training and assessment promote equality and diversity.

Key aspect 3: Curriculum

All children and young people are engaged in a programme of education and related learning activities that meets their individual learning needs.

To make this judgement, inspectors will 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.
- 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.
- Children and young people know how to and do work safely.

- 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.

Key aspect 4: Enrichment and other interventions

Opportunities for children and young people to build their knowledge, skills, understanding and personal development through leisure and enrichment activities, with specific regard to those which are planned in collaboration with the education provision, are effective.

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

- Children and young people engage in a range of leisure and enrichment activities that they enjoy and appropriately extend their knowledge and understanding.
- Children and young people receive good-quality information, advice and guidance to meet their immediate and longer-term needs.
- 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 home.
- Through leisure and enrichment activities children and young people improve their personal skills and develop positive relationships.
- External partnerships linked to education and related learning activities are well developed and lead to demonstrable benefits for children and young people.

Key aspect 5: Behaviour and safeguarding in relation to education and learning

A wide range of learning and personal development activities help children modify behaviours that cause them or others distress or harm.

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

- Children and young people behave appropriately and poor behaviour is managed effectively to develop positive relationships to enable full and active engagement in learning activities.
- Children and young people attend activities both regularly and punctually in accordance with their individual timetable.
- 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.

Grade characteristics: outcomes in education and related learning activities

Please note that grade characteristics 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 an adequate judgement are met or exceeded, and the following applies:</p> <ul style="list-style-type: none"> ■ Children and young people make exceptional progress in all aspects of their education, related learning activities and personal conduct from their arrival and throughout their time at the secure children's home. ■ Much of teaching, learning and assessment is outstanding and never less than consistently good. ■ Very effective strategies are in place to identify and significantly narrow gaps in progress and achievement of different children and young people. ■ 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.
Good	<p>The judgement is likely to be good if the cumulative requirements for an adequate judgement are met or exceeded, and the following applies:</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. ■ 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.

	<ul style="list-style-type: none"> ■ 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.
Adequate	<p>The judgement is likely to be adequate if:</p> <ul style="list-style-type: none"> ■ 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 meets their identified individual needs and is based on personal development goals. ■ 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

	<p>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.</p> <ul style="list-style-type: none"> ■ 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 home.
Inadequate	<p>The judgement is likely to be inadequate if the education provision fails to meet the requirements for an adequate judgement and, as a result, the achievement of children and young people is inadequate.</p>

Guidance on the use of data to support education judgements on 'outcomes and progress' for children and young people in secure children's homes

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. Success rates have a place in judging performance. However, they are only one measure as they indicate how many children and young people have reached a minimum standard – that is, how many remained on their courses and passed.

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); and 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 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' will 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
- retention
- 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
- 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: rate of learning and acquisition of skills; extent to which challenging targets are met; 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 that may be requested in the pre-inspection meeting 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.
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).
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.