

# South Yorkshire Probation Trust

## Inspection report

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| <b>Unique reference number:</b> | 53979                                      |
| <b>Name of lead inspector:</b>  | Julia Horsman HMI                          |
| <b>Last day of inspection:</b>  | 4 May 2012                                 |
| <b>Type of provider:</b>        | Probation Trust                            |
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The Office for Standards in Education, Children's Services and Skills (Ofsted) works in partnership with Her Majesty's Inspectorates of Prison and Probation and inspects the management and provision of learning and skills for offenders across the whole range of custodial establishments and probation areas. Inspections may include those serving whole or part of their sentence in the community.

Inspectors judge the quality of the provision against the *Common Inspection Framework* for further education and skills 2009 (*Common Inspection Framework* 2009) and contribute to the inspection frameworks of Her Majesty's Inspectorates of Prisons and Probation.

## **Information about the South Yorkshire probation area**

South Yorkshire probation trust (the trust) manages nearly 7,000 offenders. Around 70% are managed in the community, either on a community order or on licence following their release from prison. The trust employs 600 staff in four local delivery units (LDUs) located in Sheffield, Barnsley, Rotherham and Doncaster, the area's prisons, courts and in three approved premises.

South Yorkshire has a population of nearly 1,500,000. It is one of the least prosperous areas in Western Europe, unemployment is rising and unemployment rates for 18-24 year olds have doubled over recent years. The trust's offender needs analysis in 2011, indicated 52% of assessed offenders had an education, training and/or employment (ETE) need.

The trust is in a transition period following the 2011 Skills Funding Agency (SFA) changes when the contracted-out referral and advice service ceased as did much of its discrete learning provision. ETE advice is now provided by the trust's staff with four lead advisers, or by offenders accessing mainstream services such as Nextstep. European Social Fund (ESF) discretionary access funding provides accredited vocational training in unpaid work projects.

In 2012/13, ESF funded social enterprises include placements in hospitality and catering, wood recycling and housing grounds and property maintenance. National Offender Management Service (NOMS) funding is used to target 'hard-to-reach' offenders with complex needs and aims to generate employment for them through social enterprise projects, and through the trust's partnership with 'Together Women' offers women offenders individualised support.

The trust was last inspection by HMI Probation, including Ofsted in January 2009.

### **Information about the offender learning and employability providers:**

| <b>Lead providers and their subcontractors</b>          | <b>Number of learners on discrete provision</b> | <b>Types of provision</b>   |
|---|---|---|
| South Yorkshire probation trust case managers           | 121 a year / 4 a day                            | Disclosure advice, motivational work skills assessment, action planning, information, advice and guidance, signposting, employer engagement, interview set-up |
| CHASE: contracted provision                             | 70 a year / 2 a day                             | Level 2 C&G horticulture  |
| Fareshare, Rotherham: contracted provision              | 30 a year / 1 a day                             | National vocational qualification (NVQ) level 1 warehousing   |
| Brinsworth Academy of Engineering: contracted provision | 12 a year / 4 a day                             | Introduction to engineering   |

|  |                           |   |
|--|---------------------------|---|
| Barnsley Adult Learning  | 24 a year / 8 a day       | Level 1 cooking skills  |
| Rotherham College & Action Housing                                     | 48 a year / 4 a day       | Gardening and horticulture skills   |
| Doncaster College  | 30 places a year          | Level 1 food preparation  |
| Together Women, Sheffield  | 90 places a year          | Various input, including literacy and numeracy                                      |
|  |                           |   |
| <b>Other providers</b>   | <b>Number of learners</b> | <b>Types of provision</b>   |
| Kier & Sheffield City Council  | 20 a week                 | Unpaid work placements: refurbishing council tenancies                              |
| St Leger Homes – Doncaster ALMO  | 40 a week                 | Unpaid work placements: grounds and gardens maintenance                             |
| Charity shops, community centres, lunch clubs, RSPCA: Heeley City Farm | 192 a week                | Single unpaid work placements: various, including retail, cooking, animal care      |
| Open Door Adult Learning   | as referred               | Literacy and numeracy   |
| Manor Training   | as referred               | Literacy and numeracy   |
| CTS  | as referred               | Literacy and numeracy   |
| Archer Project   | as referred               | Literacy and numeracy   |
| ECO Training   | as referred               | CSCS card training, Dumper truck and roller training, new road and street works act |
| Bentley Training Centre  | as referred               | Bricklaying, joinery, CSCS card, horticulture                                       |
| Dearne Valley College  | as referred               | Skills for work – various courses   |
| ETL Training   | as referred               | Fork lift truck driving   |
| Nord Anglia  | as referred               | Careers service provision   |
| Learn Direct: systems training   | as referred               | CSCS card, driving licence theory, preparation for work                             |
| Sheffield Wednesday Football Club community programme                  | as referred               | Sports leadership   |
| Sheaf Training   | as referred               | Hospitality and catering, food hygiene, cleaning                                    |
| Red Tape   | as referred               | Information technology (IT) and music technology, performance skills                |
| Prince's Trust   | as referred               | Enterprise Programme  |
| Handsworth Community Forum   | as referred               | CSCS, food hygiene  |
| The Source   | as referred               | NOCN retail awards  |
| Women in construction  | as referred: women only   | Bricklaying, plumbing, plastering   |
| Gleadless Valley   | as referred               | Information technology  |
| A4e  | as referred               | Vocational training course  |

|                              |   |  |
|------------------------------|---|--|
| Job Centre Plus              | as referred on Job Seekers Allowance, but not work programmes | Administration / IT, first aid, customer service, cleaning and many others |
| Opportunity Centre           | as referred   | Curriculum vitae and interview preparation                                 |
| CTS                          | as referred   | Employability programme  |
| Construction & Design Centre | as referred   | Construction   |
|                              |   |  |

The following text is Ofsted's contribution to Her Majesty's Inspectorate of Probation's offender management inspection.

## Summary report

|  |                            |
|--|----------------------------|
| <b>Overall effectiveness of provision</b>                              | <b>Grade:</b> satisfactory |
| <b>Capacity to improve</b>   | <b>Grade:</b> satisfactory |
|  | <b>Grade descriptor</b>    |
| Quality of provision   | satisfactory               |
| Assessment and sentence planning                                       |                            |
| Implementation of interventions  |                            |
| Achieving and sustaining outcomes                                      | satisfactory               |
| Leadership and management  | satisfactory               |
| Equality and diversity including arrangements to support vulnerability | good                       |

### Overall effectiveness, including capacity to improve

The quality of teaching and learning was good. The trust's ETE advisers provided particularly good information, advice and guidance (IAG) to women offenders and those hard-to-reach offenders with complex needs. Community IAG providers were also used but they had limited experience of offence related issues, such as disclosure.

A good range of unpaid work placements were effectively managed and offered good community payback activities as at the previous inspection. Beneficial accredited learning was now commissioned by the trust and starting to be offered in some placements. New links with employers and training providers were being made aimed at offering employment with training, including apprenticeships.

Following funding changes in 2011, very little literacy, numeracy and language provision had been delivered at probation offices. Offenders were referred to mainstream provision, although many did not attend. Qualification success rates had declined over the last two years and far fewer literacy and numeracy awards were gained in 2011/12.

The trust had clear strategic planning and effective use of match funding and projects to enhance the provision. Managers used research effectively to identify good quality prospective partner/provider organisations. Training and development for the trust's unpaid work supervisors was good. Equality and diversity were promoted well, including in learning sessions. Self-assessment to inform effective action planning was under-developed.

## **What does South Yorkshire probation trust need to do to improve further?**

- Improve qualification achievement rates by better planning with offenders and tracking of progress to ensure they are well prepared and motivated to succeed.
- Better promote ETE to all offenders by visually stimulating wall displays in probation offices' waiting rooms and provide easy to read information leaflets for reference.
- Implement self-assessment arrangements involving all ETE staff and action plan with realistic and measurable targets to aid effective reviews of progress.

## **Offenders' perspective - learning and employability as confirmed by inspectors**

As part of the inspection process 41 offenders were interviewed either individually or in small groups. They spoke highly of the trust's staff and the way they were treated well. They were pleased when their community payback benefitted local communities. They appreciated the flexibility to attend around employment and/or family commitments. Having placement supervisors who were skilled and knowledgeable was considered a bonus in enabling them to learn new vocational skills quickly. Many felt the offer of gaining qualifications relating to new skills was beneficial for them in looking for employment. Offenders preferred it when they could have more than one session, activity and/or appointment on the same day as it was more time and money efficient for them. They had liked it prior to the 2011 changes when literacy and numeracy sessions were delivered at probation offices on the same day as seeing their case manager. Offenders missed not having IAG support from the specialist providers, SOVA and Catch22 who had understood their offence related concerns and who had the experience to advise them how best to write applications and approach job interviews. They were generally not keen to use mainstream community advisers without judicial related experience.

## **Employers' perspective - as confirmed by inspectors**

Employers were positive about the information, guidance and support given by the trust's staff in recruiting and employing offenders. They were highly complimentary about the offenders' work ethics, and offenders were fully integrated into the workforce. Employers' preferred approach was to have all training and assessment taking place on the employers' premises with college and learning providers' staff visiting regularly.

## **Main inspection report**

### **The quality of provision**

Assessment and sentence planning

**Grade:** satisfactory

The trust's staff were focused on making effective links between sentence planning and the planning of interventions to support offenders. Lists of ETE providers were used by case managers in discussing learning opportunities with offenders to best sequence activities. Since starting to provide ETE guidance in 2011, the case managers were gradually learning about the local providers, but quality and key attributes of these had not yet been fully evaluated to ensure the best referrals for offenders' individual needs were being made.

Insufficient use was made of trust offices' waiting areas to promote in visually stimulating ways, the wide range of ETE provision available and its proximity and ease of access to encourage participation. Materials used were overly textual and photographs and visual recordings were not used to re-enforce messages through a variety of senses.

Good support was provided for the proportionately small numbers of women and hardest-to-help offenders with complex needs. For women offenders, the recognition and value of a holistic approach offered at the Together Women Project in Sheffield, enabled offenders to move through their sentences, into mainstream provision and out of the criminal justice system. Good flexible support was provided for offenders with dependent care needs and specific learning difficulties when for example, times of sessions were adjusted and/or childcare paid for. Tracking of other offenders' participation in ETE was less effective and information was not systematically recorded especially if offenders organised ETE for themselves.

As part of the ESF project, ETE advisers brokered a range of useful support services such as drug and alcohol services, accommodation, training and employment for offenders who were the hardest to help and with complex needs. Frequent contact, target setting and reviews of progress were aimed at encouraging offenders to stay engaged and make steady progress towards their goals. However, this varied in effectiveness and only a minority of this target group participated.

Information, advice and guidance for the majority of offenders were more mixed since the OLASS contracts finished in 2011 for Catch22 and SOVA. The trust's case managers were learning on-the-job the best ETE referrals to make to support offenders' individual needs. However, there was insufficient access to information, advice and guidance for many mainstream offenders in the community. Referrals to information, advice and guidance providers in the community were used as appropriate, but these did not always have the experience and skills in dealing with the very specific needs of offenders, particularly in helping them to apply for jobs and formulate disclosure of offences' letters to support ETE applications.

## Implementation of interventions

Teaching and learning sessions were mostly good. Offenders benefitted from supportive tutors who were skilful in responding to their needs and maintaining their engagement

in learning. Offenders responded well to questions and readily gave opinions and made comments relevant to the session topics. Sessions were lively with offenders sharing their knowledge and related personal experiences. Assessments sampled were thorough and closely linked to offenders' personal goals and included monitoring progress towards achieving milestones.

The range of unpaid work placements and beneficiaries for community payback was wide. Around 750 offenders, 23% who were employed, participated each week. The Lifewise centre in Maltby was a good example of innovative community safety training provision. Here offenders had helped construct a range of training rooms, offices and practical training environments.

A range of individual/single placements were used to accommodate the most vulnerable offenders in the community. Community based social enterprise organisations had supportive supervisors who were experienced and skilled at working with offenders in the community. Accredited training was starting to be offered on community payback placements, for example in catering (food safety) health and safety, money management and horticulture. The horticultural community pay back project offered accredited training at level 1 and achievement was high, although less than 50% took-up the offer. Appropriate use was made of the 20% rule for accredited learning.

Partnership working was starting to be developed by the trust with social enterprises to offer a wider range of sustainable opportunities for offenders. An emphasis was being focused on environmental sustainability. The more established food recycling provision by Fairshare had started to offer offenders qualifications in warehousing and lift truck driving.

Links with independent learning providers were being developed, aimed at offering training for sustainable employment. The two-week introduction into engineering course offered by Brinsworth Engineering in Rotherham only had five offenders as recruitment had been surprisingly low. The trust was also proud of its link made with Evenort engineering who had recruited eight apprentices through the effective support of the trust's employer-link officer.

Good specialist, bespoke provision to meet the needs of women offenders at Together Women included the co-location of offender managers creating a 'one stop shop' and limited 'no shows'.

## **Achieving and sustaining outcomes**

**Grade:** satisfactory

The development of employability skills through bespoke training for women offenders was good. The employability course had been well received by women offenders, many of whom had been out of the labour market for many years. The course had reintroduced them to the requirements of employers, expectations for punctuality and good attendance, team working, career development and skills requirements. Some of the group had made applications to local colleges to attend training courses to enhance their job prospects.



Offenders felt safe and enjoyed their learning. Their development of vocational skills and confidence was good, and 218 vocational awards had been gained in 2011/12 compared to 150 in the previous year. Offenders found their placements interesting and reported developing new skills in occupations they had not previously considered. They gained in confidence through contact with the public in customer service roles, for example at Busters Café, and obtained new skills in for example, the woodworking shop.

A good contribution was made to the community through community-based projects. The range of projects used as part of the community payback provision enabled offenders to make a positive contribution to the community, supporting other volunteers in their work with older people, the public and children and young people who were the beneficiaries of many of the organisations the offenders were placed with.

The availability of literacy, numeracy and language skills training for offenders in the community was still insufficient, and had been a concern at the previous inspection. Offenders accessed literacy, numeracy and language support through mainstream provision however, once referred by probation staff, many did not attend. Few sessions were on probation office sites or provided through discrete provision at times when offenders were visiting their offender managers or other appointments on probation premises. The need to develop offenders' literacy, numeracy and language skills was high, yet qualification success rates had declined over the last two years. Only 20 awards had been achieved in 2011/12, far fewer than the 202 in the previous year.

## **Leadership and management**

**Grade:** satisfactory

The trust had clear strategic planning. Managers used research effectively to identify good quality prospective partner/provider organisations. The offender skills and employment partnership group had been active since April 2011, aimed at providing a smooth transition process relating to funding and contracting changes, so having minimal negative impact on offenders.

Community pay back provision was well managed with good communication between supervisors, their managers and the beneficiaries. Training and development for unpaid work supervisors were good. They were particularly well qualified and/or commercially experienced and many had recently gained teaching awards.

Data and management information were used well by the Together Women project to evaluate the success and effectiveness of the provision. Records kept by the ESF project for education, training and employment were helpful in evaluating the success and overall effectiveness of the support given to hard to help offenders. Trust staff used the comprehensive computerised performance management system (PROMS), which had extensive capabilities which were gradually being implemented. Self-assessment, including data interrogation and feedback were not established processes to inform effective action planning with measurable targets for quality improvement.

Equality and diversity were good and safeguarding arrangements to support offenders as vulnerable adults were satisfactory. Good staff training had taken place with advisers and community payback supervisors to ensure they were clear about how to recognise vulnerable offenders and the course of action they needed to take. Good examples were considered to explore appropriate responses to difficult safeguarding issues.

The trust's staff promotion of equality and diversity was good. The strong focus on equality and diversity at women's projects was captured through the effective collation and use of data identifying the success of different groups of women. In learning sessions promotion of equality and diversity was good. Sessions were well planned and good consideration was given to promote social and cultural inclusion. Careful planning and research resulted in stimulating and topical examples being used, such as offenders completing the food safety qualification discussing food poisoning potential at popular festivals with examples from across a range of culturally diverse foods.

### Information about the inspection

1. Two of Her Majesty's Inspectors (HMI), assisted by the South Yorkshire probation trust's Head of Interventions and Business Development as co-ordinator, carried out the inspection. Inspectors also took account of the trust's most recent position statement and other relevant documents, comments from its partners and providers used by offenders, previous inspection reports and data on offenders and their achievement since the previous inspection.
2. Inspectors use a range of methods to gather the views of offenders including group and individual interviews, telephone calls and emails. They looked at offender feedback on the provision. They also visited learning activities, assessments or progress reviews. Inspectors collected evidence from their visits to education, training and employment interventions.

| <b>Record of Main Findings (RMF) in the context of inspections in probation areas to provide evidence which is used to inform Her Majesty's Chief Inspector's annual report.</b>   |                 |                      |        |
|--|-----------------|----------------------|--------|
| <b>Provider Name:</b>  | South Yorkshire | <b>Inspection No</b> | 388388 |
| <b>Learning types: 14 – 16:</b> Young apprenticeships; Diplomas; <b>16-18 Learner responsive:</b> FE full-time and part-time courses, Foundation learning tier, including E2E); <b>19+ responsive:</b> FE full- and part-time courses; <b>Employer responsive:</b> Train to Gain, apprenticeships <b>Blank Column:</b> insert Judicial Services or Nextstep as appropriate |                 |                      |        |

|  |                |  |  |  |  |  |
|--|----------------|--|--|--|--|--|
| Grades <b>using the 4 point scale</b><br>1: Outstanding; 2: Good;<br>3: Satisfactory; 4: Inadequate                                  | <b>Overall</b> |  |  |  |  |  |
| <b>Approximate number of enrolled learners</b>   | 6935           |  |  |  |  |  |
| <b>Overall effectiveness</b>   | <b>3</b>       |  |  |  |  |  |
| <b>Capacity to improve</b>   | <b>3</b>       |  |  |  |  |  |
| <b>A. Outcomes for learners</b>  | <b>3</b>       |  |  |  |  |  |
| A1. How well do learners achieve and enjoy their learning?   | 3              |  |  |  |  |  |
| A1.a) How well do learners attain their learning goals?  | 4              |  |  |  |  |  |
| A1.b) How well do learners progress?   | 3              |  |  |  |  |  |
| A2. How well do learners improve their economic and social well-being through learning and development?                              | 2              |  |  |  |  |  |
| A3. How safe do learners feel?   | 2              |  |  |  |  |  |
| A4. <i>Are learners able to make informed choices about their own health and well being?*</i>  |                |  |  |  |  |  |
| A5. <i>How well do learners make a positive contribution to the community?*</i>  | 2              |  |  |  |  |  |
| <b>B. Quality of provision</b>   | <b>3</b>       |  |  |  |  |  |
| B1. How effectively do teaching, training and assessment support learning and development?   | 2              |  |  |  |  |  |
| B2. How effectively does the provision meet the needs and interests of users?  | 3              |  |  |  |  |  |
| B3. How well partnerships with schools, employers, community groups and others lead to benefits for learners?                        | 2              |  |  |  |  |  |
| B4. How effective are the care, guidance and support learners receive in helping them to achieve?                                    | 3              |  |  |  |  |  |
| <b>C. Leadership and management</b>  | <b>3</b>       |  |  |  |  |  |
| C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?                     | 3              |  |  |  |  |  |
| C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>                         | -              |  |  |  |  |  |
| C3. How effectively does the provider promote the safeguarding of learners?  | 3              |  |  |  |  |  |
| C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap? | 2              |  |  |  |  |  |
| C3/4. Combined grade   | 2              |  |  |  |  |  |
| C5. How effectively does the provider engage with users to support and promote improvement?  | 3              |  |  |  |  |  |
| C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?                             | 4              |  |  |  |  |  |
| C7. How efficiently and effectively does the provider use its available resources to secure value for money?                         | 3              |  |  |  |  |  |

\*where applicable to the type of provision

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