

HMP Lindholme

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Preparation for life and work programmes:
 - employability training
 - literacy, numeracy and English for speakers of other languages
 - personal development and social integration

Description of the provider

1. HMP Lindholme is a split-site prison consisting of a Category C Training establishment for male convicted offenders and an immigration removal centre which was not included as part of this inspection. The prison is located 10 miles north of Doncaster. The category C prison has an operational capacity of 990, of which 100 are life sentenced offenders. At the time of inspection the prison population was 918. Most offenders stay at the prison for at least six months. Around 64% of offenders return to the Yorkshire and Humberside region on release.
2. Previously an RAF base in the Second World War the sprawling 240 acre site was purchased by the Home Office from the Ministry of Defence in the mid 1980s and has been occupied as a prison since 1985. The category C site has nine accommodation wings with another being constructed which will open shortly.
3. Over recent years the prison has expanded its accommodation and population, with the learning and skills provision delivered by City College Manchester being increased from 15,000 teaching hours in 2004 to 90,000 teaching hours in 2007. The education contractor provides, in addition to the courses available in education, a range of accredited vocational qualifications which include qualifications in catering, hairdressing and industrial cleaning. Qualifications in construction are delivered by East Riding College. The prison also delivers accredited courses in lift truck driving and in physical education (PE). Training is also available in an employer-based project which takes place in the prison and is linked to the railway maintenance industry. Approximately 48% of offenders access education or training.
4. The learning and skills provision is located in 10 zones around the prison. The zones consist of a range of accommodation including traditional classrooms, vocational training workshops, computer suites and a learning support unit. K Wing also has four classrooms delivering skills for life and information and communication technology (ICT) programmes. The overall responsibility for learning and skills within the prison lies with the head of learning and skills. The education contract is administered by a manager supported by a deputy manager. There are five curriculum specific assistant managers, 50 full-time lecturers and trainers and 45 part-time sessional staff in addition to 10 business support staff. Information, advice and guidance are provided by a team of three located on J Wing and this is available during the daytime. No evening or weekend provision is available.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Good: Grade 2
Employability training	Contributory grade: Good: Grade 2
Literacy, numeracy and English for speakers of other languages	Contributory grade: Good: Grade 2
Personal development and social integration	Contributory grade: Satisfactory: Grade 3
Quality of provision	Good: Grade 2
Employability training	Contributory grade: Good: Grade 2
Literacy, numeracy and English for speakers of other languages	Contributory grade: Good: Grade 2
Personal development and social integration	Contributory grade: Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

5. The overall effectiveness of the provision is satisfactory. Achievement and standards and the quality of the provision are good overall. Leadership and management and equality of opportunity are satisfactory. More specifically, achievement and standards in employability training and in literacy, numeracy and English for speakers of other languages (ESOL) are good. Achievement and standards in personal development and social integration are satisfactory. The quality of provision is good in employability training, and literacy, numeracy and ESOL, and satisfactory in personal development and social integration.

Capacity to improve

Satisfactory: Grade 3

6. The prison has significantly increased the volume of learning and skills training taking place over the last three years. Most of the vocational training has been transferred to the education provider. During this period the prison has worked hard to identify areas for improvement and numerous aspects of the programme have been improved. The curriculum has been significantly changed, improved and developed to better meet the needs of the changing prison population. Quality assurance systems are in place, and include a system for the observation of teaching and learning. The self-assessment process is part of the prison's quality improvement system. Most staff were involved in the process and recognise how it links to quality improvement. The resulting report is critical and identifies many of the areas for improvement found at inspection. However, some of the key areas for improvement were not successfully identified. Prison surveys and course evaluations contributed to the report, but data on learner achievement and progression was not analysed effectively to evidence and support judgements.

Key strengths

- Good recognition and innovative development of actions to increase employability
- Particularly good peer partner development and use across the prison
- Good standard of learners work
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Key areas for improvement

- Insufficient places in education and vocational training for the prison population
- Insufficient analysis of data
- Insufficient promotion and use of library as a learning resource

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

7. Learners achieve high standards of work within all areas. In vocational areas such as construction, railway maintenance, industrial cleaning and catering, learners work at a good commercial standard. In ICT learners use the software with confidence and some skill after a relatively short period of time. The learners in PE achieve well and many have sufficient expertise to advise others on their programme of exercise. In barbering, learners develop high levels of skills although emphasis on the customer service aspect of the programme is insufficient. Offenders who work in the prison's hospitality suite demonstrate a professional approach to their work. Learners are developing good communication skills and can recognise how their increased confidence will help with employment on release.
8. Data held by the prison is not sufficiently analysed to identify the overall levels of achievement on programmes and courses. In some individual areas such as PE and ICT data recording is better developed but still fails to provide accurate information on achievement. However, current learners are making good progress and most learners completing courses achieve their qualifications.

Quality of provision

Contributory grade: Good: Grade 2

9. Teaching and training is conducted in a professional atmosphere. The working relationships between learners and trainers is productive and good use is made of peer partners. Peer partners are valued by offenders who recognise the support they are given to help them progress. Trainers advise learners on the production of their portfolios, which are well structured with clear evidence recording competence. Learners are proud of them and take pride in their work. All portfolios are produced to a standard format which learners find easy to understand. Those in PE use a different, but equally effective format. In construction a second portfolio is produced containing authenticated photographs of the learners' work which can then be taken to a prospective employer on release.
10. Resources for employability training are particularly good. Construction facilities are outstanding although at the time of the inspection these were not fully operational due to a temporary closure for repair work and improvement. However, the prison has been very effective in providing alternative accommodation to enable courses to continue. Accommodation in other areas is good. For example, ICT classrooms are bright, pleasant rooms with good industry standard equipment. Kitchens used for teaching and the bakery are well designed and of a professional standard. The facilities in the gym are particularly good with a wide range of equipment and a large sports hall. Learning materials in all areas are well written to meet the needs of offenders and are particularly good for the industrial cleaning course.
11. The range of the provision within the prison is good with a strong focus on offenders developing skills to enhance their opportunities for employment on release. The provision is good at meeting the individual needs of offenders across a range of activities and

courses. However, the prison is aware that insufficient course places are available for the number of offenders wishing to access them and most courses have waiting lists.

12. Offenders who express an interest in construction or bakery training have the opportunity to work in the area for either 14 or 28 days to determine if they are suited to this type of work. This has proved very effective in ensuring that learners are enrolled on courses which meet their needs and long-term goals. Offenders can identify how this helped them to make their decision and how it has improved their motivation to achieve. The prison plans to extend this opportunity for offenders to sample courses across all vocational areas.
13. The range of courses in ICT is narrow. Programmes are restricted to courses from entry level to level 2 for end-users. A business administration course and one in graphic design are also offered but, because of the awarding bodies' requirement for online assessment, learners could not achieve the qualification. No technical courses are currently offered. However, a new assistant education manager has made good progress over the last two months to widen the range of courses. Plans are well advanced for the introduction of a level 3 course for end-users in mid November. A range of equipment has been ordered for a course in PC maintenance, planned to start at the end of 2007. An accredited qualification is about to be offered to offenders working in the workshop which produces large print books for people with a visual impairment.

Literacy, numeracy and English for speakers of other languages

Achievement and standards

Contributory grade: Good: Grade 2

14. Most learners who start their courses complete successfully. Learners on current courses are making good progress and levels of attainment are good. However, class numbers and attendance are often low.
15. Learners' standards of work are good. They work conscientiously in lessons to complete set tasks. Progression and development of skills is good and learners have a clear understanding of their work when questioned. Learners are developing good communication skills. Learners' course files contain well presented work. Some learners develop a good understanding of particular aspects of literacy or numeracy. This includes the rules for punctuation and syntax and different methods for calculating percentages. ESOL learners increase their vocabulary and improve their understanding of grammar. Learners can identify how their levels of confidence and self-esteem are improving.

Quality of provision

Contributory grade: Good: Grade 2

16. Teaching and learning are good. Learners are actively engaged working independently and in groups and have clearly differentiated activities. Lessons are fun and good use is made of a wide range of learning resources. This includes well produced in-house worksheets and handouts. Games are often used well to reinforce learning. Staff are well qualified and lessons are generally well planned. However, some lesson plans do not clearly identify individual learning objectives, even in classes where learners are working on individual tasks. The environment in the learning centres is particularly welcoming. Classrooms and other learning areas are spacious, bright and well-equipped, with colourful displays and useful prompts to promote learning.

17. Learners receive excellent individual support in learning sessions. Well trained peer partners are used particularly effectively to support learners in literacy, language and numeracy classes. Teachers also provide good support and are skilled at identifying the individual needs of the learner. Learners speak highly of the support they receive. ESOL learners are well supported. They are encouraged to develop their listening and speaking skills and good help is given to ensure they have a clear understanding of sentence structure.
18. The range of provision for literacy and numeracy across the prison is good. Good support is provided for learners on the wings, in the construction workshops, the gym, and in the learning support unit. Facilities and resources in these areas are good.
19. Advice and guidance are comprehensive. Initial assessment is thorough and readily identifies learners' additional needs. However, this information is not always transferred onto learning plans. Achievement and progression targets are unclear in most individual learning plans. Many learning plans are not signed or dated.

Personal development and social integration

Achievement and standards

Contributory grade: Satisfactory: Grade 3

20. Achievement and standards are satisfactory. All programmes are accredited and most offenders who complete programmes achieve. However, the data on success rates is unreliable. The skills development by learners in art is particularly good. Learners were skilled in a range of media including three dimensional work. Attendance is satisfactory but timekeeping is poor. Peer partners who are working towards, or have achieved the learning support assistance qualification, effectively develop their self-esteem and confidence in working with people. The standard of work and personal development within social skills courses is satisfactory.

Quality of provision

Contributory grade: Satisfactory: Grade 3

21. Teaching and learning are satisfactory. Offenders are encouraged to work independently and at a pace to suit them. Good use is made of peer partners to support teaching and learning. Regular observation of peer partners takes place to ensure that the competences developed on the learning support assistant programme are maintained.
22. Courses meet the needs of offenders and support the development of employment skills such as personal financial management and business start up. The chaplaincy provides opportunities to worship in a range of faiths and offer courses aimed at personal development. However, a number of planned courses in personal development could not be delivered because some tutor posts were vacant and staff were not always available to cover staff absenteeism.
23. Since January 2007 information, advice and guidance given on the learning opportunities available has been developed considerably. The guidance is effectively linked to sentence planning, training and realistic job opportunities on release. Guidance is reviewed at six

monthly intervals or more often where relevant. HMP Lindholme has a strong focus on developing the personal skills of offenders in preparation for resettlement. However, the pre-release course is currently not available. This is recognised by the prison and plans are in place to address this.

24. The library is not effectively promoted as a learning resource and provides insufficient opportunities for personal development. Library usage is poor. From April 2006 to March 2007 only 8,030 books were issued, which was a decrease from the previous year. No monitoring of attendance is undertaken. Education programmes do not routinely use the library to support learning. The main library is only open for two evenings a week, for a total of one and half hours and those on the wings for one evening per week for an hour. In reality the opening hours are often less. The library is timetabled for different learning activities during the day but the majority did not take place during the inspection.

Leadership and management

Satisfactory: Grade 3

25. The prison has a good strategic direction for learning and skills that is linked to the overall prison strategy. Senior staff have a clear vision for the way learning and skills is to be developed to meet individual learners' needs and extend the range of vocational opportunities available. The learning and skills strategy has clear links to the resettlement objectives of the prison and the reducing re-offending strategy. Learning and skills are seen as central to helping the prison achieve its overall objectives. An action plan is in place for the development of learning and skills which links with the overall strategic objectives of the resettlement function of the prison.
26. The prison has worked hard at developing good links with employers. The prison has successfully engaged with a range of employers in projects that improve the opportunities for offenders to become employed. Employers have been invited to the prison to discuss their employment needs and identify what skills will be required to gain employment. The prison has a good understanding of the skills shortages in areas in which offenders are to be released and has developed courses to meet these needs. The prison has good links to the rail repair, construction and bakery industries. Two employer engagement workers have been employed to work with innovative employer based projects within the prison. These enable offenders to develop good employability skills, linked to real employment opportunities upon release. The employer engagement workers have been successful at finding sustainable employment for offenders within the construction, bakery and railway industries linked directly to these projects. Offenders can clearly identify how their training links to employment, and that this is a good incentive to complete the course. Feedback from employers was used well to develop and adapt courses to meet the skills requirements of employers, enhancing opportunities for offenders to gain employment on release.
27. The prison has worked well with the education provider in developing the provision to meet the overall needs of offenders. Good links have been developed between the information, advice and guidance provided by the education contractor and the resettlement function of the prison. Information, advice and guidance workers have access to the offenders' administration system to identify the correct course on which to place offenders. The education provider has worked well with the prison to ensure that

vocational training within the prison has a strong employment focus. The range of activities gives offenders good opportunities to develop skills to improve their employability. Workshops are well run and replicate commercial workshops. Links between the head of learning and skills and the education manager are good with both formal and informal meetings taking place frequently to monitor the progress of learners. The prison, along with City College Manchester, has responded well to develop comprehensive arrangements for the teaching of literacy, language and numeracy. A clearly written skills for life strategy is in place.

28. The prison has insufficient activities available to support the development of employability skills for all of the current prison population. The prison is aware of this and plans have been developed to introduce additional vocational workshops. However, on some courses arrangements to cover staff absence are not in place, and some vacant tutor posts have not yet been filled. Some planned courses have not taken place and some classes have been cancelled at short notice. Waiting lists are in place for most courses, particularly the most popular courses such as construction. Data is collected about many aspects of the offenders who attend education and vocational training. However, much of the information is based on contract compliance. Data is not used effectively to plan the curriculum or to routinely analyse and assess the levels of participation in education and training by the prison population overall. Tutors have a satisfactory system to monitor individual learners' progress, but analysis of data to provide overall achievement does not routinely take place.

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

29. Equality of opportunity is satisfactory. Classrooms and workshops provide safe and suitable learning environments for learners to focus on their work. Learners and staff demonstrate mutual respect, creating a positive learning atmosphere and achieving effective personal development. Staff are sensitive to learners needs and are skilful at promoting a harmonious environment. Offenders receive good information, advice and guidance on what is available within the prison and how this links to employment opportunities on release. Employer engagement staff work hard in supporting offenders upon release into employment.
30. Events are held to promote social inclusion. For example, during diversity week displays celebrating different cultures were arranged. However, these events were not promoted well throughout the prison and attendance was poor.
31. An appropriate equality of opportunity and diversity policy is in place for learning and skills. It gives clear information on how the education contractor interprets anti-discrimination legislation. A complaints procedure is in place for learning and skills, though offenders who feel the need to complain mainly use the prison system. Complaints are responded to in an appropriate way.
32. Accommodation is generally satisfactory. For wheelchair users or learners with restricted mobility access to classrooms situated on the first floor is restricted but plans are in place to make similar classes available on the ground floor. Equipment is available to support learners with specific needs such as visual impairment, and modified desks are available to accommodate wheelchair users. However, hearing loops are not available for learners with hearing difficulties. Teaching materials are available to support learners who are dyslexic and a member of staff has recently been appointed as a dyslexia champion.

Access to education is available on the wings and to vulnerable offenders on an individual basis. Literacy and numeracy support is made available throughout the workshops. Allocation to activities is equitable and the pay structure does not disadvantage learners accessing education. Some offenders only have access to the small library situated on the wing which has a limited range of texts available.

33. Learners receive good support and help from peer mentors. They help those who would not otherwise access education courses to gain confidence and overcome barriers to learning.

What learners like:

- The good opportunities to develop new skills
- The friendly staff
- The opportunities to develop employment skills
- The opportunity to give something back
- 'The responsibility I am given for my training'
- The work related skills

What learners think could improve:

- Access to the library
- Slow arrival of certificates
- The long wait to get on to training programmes
- The opportunity to take learning materials to the cell