

INSPECTION REPORT

HMYOI Lancaster Farms

16 January 2004



ADULT LEARNING
INSPECTORATE

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

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HMYOI Lancaster Farms

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMYOI Lancaster Farms (the prison) opened in 1993 as a young adult and juvenile remand centre. The prison is located in the city of Lancaster. The establishment has four accommodation blocks: two for juveniles and two for young adults. The operational capacity is 526 and the prison currently has 484 remand and sentenced young prisoners. Of these, 273 are young adults aged 18 to 21 years old and 211 are juveniles. Fifty-six per cent of the prisoners are aged over 18. The minority ethnic population of the prison is approximately 10 per cent. In total, the average length of stay for 45 per cent of inmates is less than one month, and for 75 per cent, less than three months.

2. The responsibilities of the head of learning and skills include the education department, library, gymnasium and training workshops throughout the prison. Education provision is contracted to a local college of further education. The education department is managed by an acting education manager who is jointly responsible with the acting deputy education manager for 17 full-time tutors, 21 part-time tutors and 16 learning support assistants. Six administrators support the department. There are currently vacancies for seven full-time staff and nine learning support assistants.

3. There are two education blocks within the prison, one for juveniles the other for young adults. The education department offers young adults 67 places and juveniles 118 places each week over five days. Teaching sessions take place in the morning and afternoons. There is no evening provision of education. Many of the daily sessions taught are literacy and numeracy through a foundation course. Courses include information technology (IT), drama, art and Welfare to Work.

4. The training workshops are the direct responsibility of the workshop manager. There are nine workshops within the prison. The workshops are staffed by four officer instructors and 14 instructional officers. Courses include plumbing, plastering, painting and decorating, catering and IT.

5. The local library authority has a service level agreement to provide library facilities to the prison. The library is located within the juvenile education department and is accessible to young adults between 0830 and 1700. There is no evening or weekend availability.

SCOPE OF PROVISION

Construction

6. Construction training is carried out in three workshops. Learners can join the programme at any time and work towards nationally recognised qualifications in painting and decorating, plastering and plumbing. Learners can also achieve credits towards a further education award. They receive a general induction to the prison and an induction

to the construction workshops. Learners attend workshop training for four and a half days each week and literacy and numeracy support sessions for half a day each week. There are 10 learners on each programme. Training and assessment is carried out by prison officers.

Information & communications technology

7. IT courses are carried out in the educational unit and the vocational unit. The vocational unit has one workshop and 12 stand-alone personal computers. Most of the activity is in the education unit that provides places for 50 learners and is equipped with five IT rooms. Ten learners are on a waiting list for IT courses in the educational unit. Learners can also choose to follow individual units of the course. Learners can join the courses at different levels to suit their ability. Courses range from entry level 2 and 3, through to level 1 and level 2. Entry level courses are desktop publishing, word processing and personal computer navigation. Learners gain certificates with individual awarding bodies and also achieve education credits towards a further education qualification. A web page design course takes place on a Thursday evening.

Hospitality, sport, leisure & travel

8. Nine learners are working towards a national vocational qualification (NVQ) at level 1 in food preparation and cooking. They complete 28 hours training a week. There are 10 places available to young adults and there is a short waiting list to join the catering programme. Learners can start the course at any time and there are no fixed start and end dates.

9. A wide range of short courses is provided in the gymnasium including basic and leader awards in weightlifting, football training awards, kinetic lifting and handling, emergency aid and heart-start training. Of the prison's total population there is an average attendance of 75 per cent on these courses. Learners receive their induction to the gymnasium the day after arriving at the prison and have access to the gymnasium on a daily basis in the morning, afternoon, evening and at weekends.

Foundation programmes

10. Foundation programmes are subcontracted to a local college. There are 39 learners currently attending foundation courses. Courses include Welfare to Work, which is a six-week programme of literacy, numeracy and IT up to level 2 and a basic food hygiene certificate. Further courses include skills for life, English, mathematics, IT, music, art, cookery and drama. Learners can attend on a full- or part-time basis. On entry to the prison all young adults have an induction in the accommodation block and a basic skills assessment carried out by an administrator.

ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	30
Number of learner interviews	64
Number of staff interviews	43

OVERALL JUDGEMENT

11. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management, and its quality assurance arrangements, are unsatisfactory. Its approach to equality of opportunity is satisfactory. The quality of training in hospitality, sport leisure and travel is good. Construction and information and communications technology (ICT) programmes are unsatisfactory and foundation programmes are very weak.

KEY FINDINGS

Achievement and standards

12. **On construction programmes achievement rates for the main qualifications are very poor.** In the 12 months up to November 2003, only 7 per cent of learners who started a learning programme achieved a construction qualification and 26 per cent achieved part of their qualification. However, recent and effective action-planning to improve the awarding of short course achievements is having a direct impact on partial achievement. Since October 2003, 29 learners have achieved the award. Learners produce a satisfactory standard of practical work and demonstrate correct techniques when carrying out tasks and activities in the workshops. **There is a good range of portfolio evidence.**

13. In the past year there have been 483 nationally recognised awards accredited to learners on ICT programmes. This achievement is recorded but data are not kept on the education database to show cohort analysis. Managers and staff do not routinely evaluate these data to measure retention and achievement rates on different courses. The standard of learners' work is satisfactory. However, some learners have poor keyboarding skills.

14. **Learners on the hospitality programme gain good practical skills at NVQ level 1 in food preparation and cooking.** Learners produce a very good standard of work. They have a good understanding of cooking methods and their portfolios are of a high standard. Learners who remain in the prison for a reasonable amount of time usually complete their qualification.

15. In 2002-03, over 4,000 awards were achieved by learners in physical education

(PE). Records are kept on the key performance targets but without the numbers of starters and leavers managers are unable to assess the level of success of the programmes. The qualifications gained help learners prepare for employment.

16. On foundation programmes there is good achievement of qualifications on Welfare to Work programmes. In the last full academic year, 190 learners attended the programme and achieved a total of 282 qualifications. For literacy and numeracy qualifications there were 28 awarded at entry level 2, 28 at entry level 3, 92 at level 1 and 28 at level 2. A further seven computer literacy and IT qualifications and 99 food hygiene certificates were also awarded. There is evidence of achievement on other foundation programmes, but data accumulated and recorded for individual achievement are not attributed to learner groups. Data are not evaluated to establish retention and achievement rates.

Quality of education and training

17. Construction learners receive satisfactory training in practical workshop sessions. They receive effective instruction, support and feedback from training staff. However, insufficient questioning is used to test and reinforce learners' knowledge and understanding. Individual learning plans are not used effectively to plan learning or to set achievement targets.

18. Literacy and numeracy support for construction learners is inadequate. Initial literacy and numeracy assessment results are not routinely passed to instructional staff. Staff do not know what level or type of support learners require. There are no arrangements for literacy and numeracy support in workshops, and literacy and numeracy sessions carried out in the education block are not occupationally relevant.

19. ICT tutors provide good support. Learners receive effective guidance from appropriately experienced and qualified tutors. Learning is carried out through small discreet assignments to build learners' self-confidence. Class management is good and learners are encouraged to progress from basic IT skills up to level 2.

20. There is satisfactory support for ICT learners' literacy and numeracy needs. Learners complete an initial assessment of their basic skills needs, and the results are recorded on a personal learning plan. However, learners are not placed in ability groups. Some tutors find it difficult to meet the individual needs of the range of learners in their classes.

21. The catering and sports courses provide very good training and learning. Sessions in both PE and catering are well planned, structured, demanding and motivating. Tutors work well with learners, use effectively appropriate teaching strategies and provide good support. The lessons encourage teamwork and effectively develop learners' social skills and self-confidence. Lessons are well-managed and the induction in both areas is particularly effective.

22. PE and catering staff have poor links with the education department. Although learners attend literacy and numeracy sessions for half a day each week, these sessions are not integrated well with catering or PE qualifications. Learners do not fully

understand the relevance of literacy had numeracy training to their main qualification.

23. On foundation programmes 75 per cent of observed sessions were satisfactory or better. In most sessions behaviour management is good. Tutors plan lessons to broadly cover topics rather than specific learning aims and outcomes. In the sessions graded less than satisfactory, tutors use an inadequate range of teaching styles and learning activities.

24. **Resources for foundation programmes are poor.** No learning support assistants are assigned to young adults in education. There are not enough teaching staff and some new staff do not have teaching qualifications. **There is a poor range of courses** and the provision does not meet learners' needs.

25. **Planning and co-ordination of foundation programmes is poor.** Learners take an initial assessment of their literacy and numeracy skills on entry, but no further assessments take place. Individual learning plans and the results of initial assessments are not held by tutors and they are not able to develop learning programmes to meet learners' specific needs.

Leadership and management

26. **There are effective partnership arrangements with external agencies.** The partners provide effective advice and guidance to support learning and skills development in the establishment and also through resettlement. The partners meet regularly to share good practice and develop the provision. The Connexions centre provides additional resources including internet access and a good range of careers-related resources.

27. **There are good initiatives to improve learners' achievements.** The establishment has introduced a newly developed accredited award scheme to acknowledge learning and skills achieved by young adults, most of whom spend less than three months in the establishment. In the first three months of the scheme, 110 half credits have been awarded.

28. **Working arrangements to improve quality assurance are good.** The head of learning and skills was appointed in February 2003. The recent establishment of a quality assurance improvement group is supported well by all staff.

29. The prison has recently developed an effective management information system to ensure young adults are allocated to one of their employment choices. Each young adult completes a personal learning plan that includes employment security clearance, a Connexions action plan, results of a basic skills assessment and employment aims.

30. **There is insufficient emphasis on the importance of learning and skills.** The learning and skills development plan is not yet used to aid the business-planning processes across the prison. The senior management group has not formally reviewed either the learning and skills development plan or the prison's self-assessment report.

31. **Progress in tackling education department staffing issues is slow.** Difficulties in the recruitment and retention of teaching staff in the education department have not been resolved. The current head of education is a temporary appointment. A new manager is due to start in February. There are currently seven tutors and nine classroom assistant posts unfilled. Education lessons for young adults are often cancelled, with priority given to juveniles.

32. **Data are not adequately used.** Insufficient demanding and achievable targets are set for staff. Targets have not been set to improve teaching and learning, or attendance, retention and achievement rates. The education department does not produce management information and analysis as evidence of progress towards achievement of indicators described in their contract.

33. Equality of opportunity is satisfactory. The prison has an appropriate, written equal opportunities policy, a disability policy, an anti-bullying policy and a race relations policy. Copies are displayed throughout the prison and learners have a satisfactory understanding of them. Each department in education and training has its own personalised policy for equality of opportunity linked specifically to education and training.

34. **Effective initiatives are in place to widen participation of young adults in community projects.** Learners take part in activities both inside and outside the prison and are set appropriate targets for personal development, caring skills, acceptance and respect for others, knowledge of people with disabilities, and social and personal skills.

35. **There is insufficient quality assurance of education and training.** The subcontractor does not meet the requirements of the education contract. The subcontractor does not adequately monitor the effectiveness of the quality assurance arrangements. There are no teaching and learning observations in construction. There is no lead internal verifier in the prison. Sharing of good practice is inconsistent and there is not enough use of learners' feedback.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- effective partnership arrangements with external agencies
- effective initiatives to improve learners' achievements
- good working arrangements to improve quality assurance
- good initiatives to widen participation in the community projects
- good range of library books to meet cultural and religious needs

Weaknesses

- insufficient emphasis on learning and skills
- slow progress in tackling education department staff issues
- inadequate use of data
- insufficient access to library facilities
- insufficient quality assurance of education and training

Construction

Strengths

- good range of portfolio evidence
- effective action-planning to accredit partial achievements

Weaknesses

- inadequate arrangements for literacy and numeracy
- inadequate quality assurance arrangements
- poor achievement of full qualification

Information & communications technology

Strengths

- good learner support and guidance from tutors
- good progression routes

Weaknesses

- insufficient resources
- no IT strategy

Hospitality, sport, leisure & travel

Strengths

- good practical skills gained at NVQ level 1 in food preparation and cooking
- very good teaching and learning
- good accommodation and resources
- particularly effective induction programme
- very effective PE learning programmes
- very good learner support

Weaknesses

- no use of data or learners' feedback to review progress
- poor links between education department, catering and PE workshops

Foundation programmes

Strengths

- good achievement of qualifications on the Welfare to Work programme

Weaknesses

- poor resources
- poor range of courses
- poor planning and co-ordination of learning programmes

WHAT LEARNERS LIKE ABOUT HMYOI LANCASTER FARMS:

- the support provided by the tutors
- 'being treated with respect'
- 'going to the gym'
- the Welfare to Work course
- the catering workshop
- the support available to help studies when released from prison
- working towards a qualification

WHAT LEARNERS THINK HMYOI LANCASTER FARMS COULD IMPROVE:

- the range of courses available
- prison movement near the end of a course
- the number of employment-related courses
- more graphics and photo media applications

KEY CHALLENGES FOR HMYOI LANCASTER FARMS:

- clarify the role and responsibility of the head of learning and skills
- work with the subcontractor to improve the management of the education department
- improve the recruitment and retention of education staff
- implement quality assurance practices for assessing the teaching and learning arrangements
- collect and analyse learners' retention and achievement data for education and training
- improve the range and availability of courses
- improve the arrangements for learners to use the library facilities

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

36. The leadership and management of education and training is unsatisfactory as is quality assurance. Equality of opportunity is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- effective partnership arrangements with external agencies
- effective initiatives to improve learners' achievements
- good working arrangements to improve quality assurance
- good initiatives to widen participation in the community projects
- good range of library books to meet cultural and religious needs

Weaknesses

- insufficient emphasis on learning and skills
- slow progress in tackling education department staff issues
- inadequate use of data
- insufficient access to library facilities
- insufficient quality assurance of education and training

37. There are effective partnership arrangements with agencies including Connexions, YMCA and Jobcentre Plus. The partners provide effective advice and guidance service to support learning and skills development in the establishment and also through resettlement. Recently introduced arrangements for partners to meet regularly have enabled the partners to raise awareness of their role, share good practice, explain their development plans and bring a more co-ordinated approach to the development of learning and skills. These arrangements ensure young adults have more realistic expectations of the support, advice and guidance each partner can provide. The Connexions centre is centrally located providing additional resources including internet access and a very good range of careers-related resources. Although Connexions, provides its support on a voluntary basis, it is not able to meet the demand for its service.

38. There are good initiatives to improve learners' achievements. Forty-five per cent of all young people stay for less than one month in the establishment and 75 per cent stay for less than three months. The establishment has introduced a newly developed accredited award scheme that is specifically designed to acknowledge learning and skills achieved by young adults in this short timescale. This award scheme is co-ordinated by

the YMCA. In the first three months of the scheme, 110 half credits have been awarded. Existing certificated short courses are available for learners in ICT and PE. Although not yet implemented, the prison has successfully secured funding to make improvements to the library, introduce a talking book project, train staff to manage challenging behaviour, introduce new NVQs in the kitchen and provide weekend and evening learning on the residential blocks.

39. The prison has recently developed an effective management information system to ensure young adults are allocated to one of their employment choices. The system also monitors the employment, education and training movements of learners. An effective, innovative part of this system involves the completion of a personal learning plan for each young adult that includes employment security clearance, a Connexions action plan, results of a basic skills assessment and employment aims. As each learner completes a programme of learning or skills development, an additional individual learning or education plan is added to their records. Completed records are forwarded with each young adult when they leave the prison.

40. Performance management of staff is satisfactory. Staff appraisal involves setting objectives based on key work to be done. These targets are reviewed every three months. Training and developmental needs are identified during each appraisal. There is an annual staff learning plan.

41. The management of literacy, numeracy and language support is weak. Initial assessment does not include diagnostic assessments. Individual learning plans that identify the support needed are not made available to tutors and reviews of progress are inadequate. The provision of the support is not yet integrated with the vocational activities of the learners. Staff shortages are significantly affecting the provision of basic skills support.

42. There is insufficient emphasis on the importance of the learning and skills which impact on the experiences of young adults. The head of learning and skills is not directly accountable to the governor. The learning and skills development plan is not yet used to aid the development of the business-planning processes across the prison, but it is to be included within the resettlement business plan. The senior management group has not formally reviewed either the learning and skills development plan or the prison's self-assessment report. Young adults are not provided with sufficient activity to develop new learning and skills in the range of available settings. For example, young adults do not have enough access to the library facilities.

43. Progress in tackling education department staffing issues is slow. Difficulties in the recruitment and retention of teaching staff in the education department have not been resolved. In December 2002, the education department provided only 361 of 1,075 teaching hours ordered for young adults. In December 2003, this rose to 655 of 874 hours ordered. There have been three education managers in the past 18 months. The current head of education is a temporary appointment. A new manager is due to start in February. There are currently unfilled posts for seven tutors and nine classroom assistants. When staff shortages occur priority is given to the education of juveniles.

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Lessons for young adults are often cancelled. At one time during December 2003 only one programme was available in the education department. The prison opened the young adult education block in October 2003, providing 80 learning places in eight classrooms. On the first day of inspection only 23 learners were attending the education department.

44. Data are not adequately used. Insufficiently demanding and achievable targets are set for staff. Although the prison works to achieve a number of key performance targets, demanding targets have not been set to improve the teaching and learning or attendance, retention and achievement rates. The education department does not produce management information and analysis as evidence of progress towards achievement of indicators described in their contract.

Equality of opportunity

45. Equality of opportunity is satisfactory. The prison has an appropriate, written equal opportunities policy, a disability policy, an anti-bullying policy and a race relations policy. Copies are displayed throughout the prison and learners have a satisfactory understanding of them. Each department in education and training has its own personalised policy for equality of opportunity linked specifically to education and training.

46. Initiatives are good in widening participation of young adults in community projects. A range of initiatives is used that introduce them to activities both inside and outside the prison. Once a week, learners in the gymnasium can provide help and support to people with disabilities from the local community. Learners are encouraged to provide group and individual support on a range of PE activities. Young adults have been involved in supporting and assisting people with disabilities on residential outdoor activities. During these activities, learners are set appropriate targets for personal development, caring skills, acceptance and respect for others, knowledge of people with disabilities and social and personal skills. A range of local community projects has enabled young adults to improve facilities in nearby parks and gardens.

47. There is a good range of library books to meet cultural and religious needs. The library is small but well laid out and books are well presented with popular titles displayed prominently. A wide range of books is available covering many religions. Staff are knowledgeable and sensitive to religious beliefs and display this material in an appropriate manner. There are novels and manuals in many languages including Kurdish, Urdu, and Chinese. Prison regulation books are displayed in a wide range of languages.

48. Equality of opportunity training for staff is satisfactory. All new staff receive diversity training on induction. Training in diversity is made available to all instructors and education staff.

49. Learners attending education and training are given satisfactory support and guidance by tutors and instructors. Training facilities provide a safe and suitable environment for learners to develop their occupational skills. Learners in the hospital

and secure unit are provided with tutors and have access to learning materials. For example, learners on the hospital wing took part in a well-prepared art session. They work at their own pace and are given good individual support by the tutor. Learners in the secure unit have the use of a well-equipped sports room and are able to continue PE during their stay on the unit.

50. The complaints procedure is satisfactory. Learners are fully aware of the procedure and understand how to use it. Complaint forms are freely available on the accommodation blocks. All prisoners are provided with clear information on how to make requests or complaints. Information books for prisoners are available outlining life in prison and visiting arrangements. These are also available on audio tape.

51. Information on the population profile of young adults is collected centrally by the prison. These data are detailed and thorough and include length of sentence, length of stay, age, nationality, ethnicity and religion. However, this information is not used in education and training programmes and no evaluation or comparison is carried out of young adults taking part in the activities.

52. Young adults have insufficient access to library facilities. The library is centrally located on the ground floor of the juvenile education block and juveniles use the facilities as a drop-in centre during opening hours. There is no evening or weekend availability. Although activities in the library are timetabled to meet the needs of the prison's population, the arrangements are not managed adequately. Young adults located on the wings are allowed access to the facilities during the day, only when wing staff are available to escort them to the facility. Learners in the workshops and education block have no access to the library at any time.

Quality assurance

53. Working arrangements to improve quality assurance are good. The head of learning and skills was appointed in February 2003. The recent establishment of a quality assurance improvement group is supported well by all staff who are all fully committed to quality assurance improvements, developing good practice and creating a secure college for young adults. There was good involvement of prison staff in the latest self-assessment report that was completed in October 2003.

54. There is insufficient quality assurance of education and training. The education contract requires the subcontractor to provide education to a detailed set of quality assurance standards and procedures, using performance indicators such as success rates, value-added measures and assessments of the teaching and learning. The subcontractor does not meet these requirements. For example, learners' feedback is not used to improve the provision, policies and procedures. The subcontractor does not adequately monitor the quality assurance arrangements. The subcontractor has not responded to concerns raised by the prison. Inspectors agreed with many of the strengths and weaknesses in the subcontractor self-assessment report, but found additional weaknesses. Many of the actions in the associated development plan have not been completed within the timescales described. The report is not cross-referenced effectively

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to contract quality assure criteria. A system is not yet in place to enable the prison to accurately validate the self-assessment process or other quality assurance arrangements.

55. Although teaching and learning observations in catering and PE take place through good working partnership arrangements, they do not occur in construction. There is no lead internal verifier in the prison. Sharing of good practice is inconsistent across vocational training. There is not enough use of learners' feedback. Where feedback is used, the findings are not shared or used systematically to improve the learners' experience. New arrangements are currently being introduced.

56. The prison's self-assessment report is well structured but is not yet sufficiently thorough or comprehensive. Inspectors agreed with many of the weaknesses identified in the report, but considered many of the identified strengths to be no more than satisfactory practice. The associated development plans are detailed any many of the actions have been completed.

AREAS OF LEARNING

Construction

57. Training in construction is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good range of portfolio evidence
- effective action-planning to accredit partial achievements

Weaknesses

- inadequate arrangements for literacy and numeracy
- inadequate quality assurance arrangements
- poor achievement of full qualification

Achievement and standards

58. Learners produce a satisfactory standard of practical work. They demonstrate correct techniques when carrying out tasks such as hanging wallpaper, burning off paint and applying first coat and finishing plaster to walls. All tasks are carried out safely.

59. The good range of evidence in learners' portfolios exceeds the requirements of the qualification. Learners routinely complete daily diaries, which encourages them to review tasks they have carried out, including the tools and materials used. There is good use of photographic evidence. Photographs are taken at key stages in practical tasks to demonstrate progression. Learners are able to refer to the photographs when completing daily diaries. Photographs also provide learners with validated evidence of training. This is particularly useful for learners who have to leave the programme early.

60. There is effective action-planning to accredit partial achievements. The prison's status as a remand prison affects the average length of stay in learning and the subsequent achievement rates. The prison has recently introduced a further education award to acknowledge learners' partial achievements. Since October 2003, 29 learners have achieved the award. For this award there is an effective review process that sets clear and measurable short-term targets for learners. Action plans target the development of both key skills and practical skills. Learners are encouraged to review their own performance and identify areas for improvement. They fully understand what they are expected to achieve between each action plan and progress review. However, progress reviews in relation to the main construction qualification are inadequate. They are not routinely carried out and learners are not set targets.

61. There is poor achievement of the full qualifications. In the 12 months up to November 2003, only 7 per cent of learners who started a learning programme achieved a construction qualification. Twenty learners achieved part of their qualification.

Quality of education and training

62. Teaching is satisfactory in practical workshop sessions. Learners receive effective instruction and support from instructors. All learners are fully engaged and work well on individual project work. They receive good verbal and written feedback from instructors. Instructors provide good individual support and have good working relationships with learners. Most learners make satisfactory progress and acquire new skills. However, insufficient questioning is used to test and reinforce learners' knowledge and understanding. For example, no questions were asked of a learner during the assessment of a training task.

63. Resources are satisfactory. All instructors have vocational experience and two have a teaching qualification. One instructor has recently completed an instructional techniques course and is soon to start an assessor-training course. The standard of workshop equipment and hand tools is satisfactory and there is an adequate supply of consumable materials. Workshops are well maintained. Workshops do not have adequate classroom accommodation or resources to provide background knowledge sessions. Ventilation is poor in the plastering workshop.

64. Individual learning plans are not used effectively to plan learning or to set achievement targets. Initial assessment results and learner support arrangements are not recorded on plans.

65. Literacy and numeracy arrangements are inadequate. Learners receive initial literacy and numeracy assessment on arrival at the institution. However, the results are not routinely passed to instructional staff who are unclear as to the type and level of specialist support learners require. There are no arrangements for literacy and numeracy tutors to support learners in workshops. Literacy and numeracy sessions carried out in the education block for construction learners are not occupationally relevant and there is insufficient differentiation. Learners do not understand the relevance of these sessions to their main qualification. Most learners are making unsatisfactory progress with literacy and numeracy and there is insufficient evidence of learners' own work in their portfolios. There are not enough literacy and numeracy tutors in the education department. Up until November 2003, there was a gap of six months in literacy and numeracy provision.

Leadership and management

66. Construction programmes are managed unsatisfactorily. Communication between the manager and instructors, although frequent, is informal. Meetings are held twice a week but are not minuted. Formal links with the education department are weak. Staff development is satisfactory. Staff receive an annual appraisal during which targets are

set. Staff have attended a number of training courses during the past 12 months including diversity, and literacy and numeracy training. However, occupational development is poor. Staff have not attended important awarding body updating sessions.

67. Quality assurance arrangements are inadequate. There is no systematic or formal system to quality assure the training in construction workshops. Observations of teaching and learning are not carried out. There is insufficient internal verification. Painting and decorating and plastering programmes have only been internally verified twice during the past 10 months. No meetings have been held between the internal verifier and assessors to discuss assessment practices and identify actions for improvement. There is insufficient sharing of good practice between staff. There are significant differences in the quality of activities carried out by instructors, such as learners' induction and progress reviews. Learners' feedback is not collected. All instructors were involved in the development of the self-assessment report. However, the report did not identify key weaknesses. Many of the strengths in the report were judged to be no more than normal practice.

Information & communications technology

68. ICT learning is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good learner support and guidance from tutors
- good progression routes

Weaknesses

- insufficient resources
- no IT strategy

Achievement and standards

69. Learners work towards one or more units of word processing, desktop publishing and new computer literacy and technology courses. The standard of learners' work is satisfactory. Some learners have poor keyboarding skills. In one group, learners with good previous IT experience are making good progress through their assignments.

70. In the past year there have been 483 nationally recognised IT awards accredited to learners. This achievement is recorded, but data are not kept on the education database for analysis. Managers and staff do not routinely evaluate these data to measure retention and achievement rates on different courses. Sentenced learners can achieve a level 2 qualification.

Quality of education and training

71. Tutors provide good learner support and guidance. Learners receive effective guidance from knowledgeable tutors, most with many years of teaching. Tutors have very good subject knowledge and skilfully communicate this to learners. The resource-based learning is carried out in small discreet assignments, helping to build learners' self-confidence, using an accumulation of small examples of work, and then linking the knowledge. Handouts and examples are of a good standard. There is good class management and peer involvement.

72. There are good progression routes. The course programmes are designed to cover basic IT skills up to level 2. A combination of different courses from different awarding bodies provides small discreet steps in IT. Learners can join the courses at an appropriate point in line with their initial assessment results. They can achieve a nationally recognised certificate for partial achievement if they are transferred from the

prison before completing their studies.

73. Teaching and learning are satisfactory. Tutors provide useful advice on assignments and how to use computers. Assignments are reinforced with individual exercises to improve skills. There is satisfactory use of continuous assessment and feedback to reinforce learning. Knowledge and understanding of computing, including hardware theory, is taught thoroughly. Learners have a good understanding of the concepts involved. There is encouragement for peer group support. Tutors make good use of learners' home and personal interests when selecting assignments.

74. Learners receive satisfactory support for literacy and numeracy needs, which is organised by education staff. Initial assessment consists of a basic skills test and identifies any literacy and numeracy needs such as spelling, punctuation or numeracy. These needs are recorded on a personal learning plan. Learners receive good pastoral support and well-structured support in IT to meet their individual needs. However, learners are placed in groups that do not relate to their ability level. Some tutors do not differentiate activities adequately during lessons.

75. There are insufficient resources. There are not enough IT teaching staff with too few vacancies for staff. Higher level IT courses for young adults are often suspended when IT staff give priority to teaching juveniles. Learners are not provided with adequate time to develop their IT skills. No time is provided to release staff to carry out professional training across all of the programme areas. They are not able to keep up to date with the knowledge and understanding of the changes in IT and are unable to use current applications in information learning technology. For example, the department has equipment for digital whiteboards, photo media techniques, wireless, and musical applications, but staff are unable to train or practise in the use of these facilities. There are insufficient networked resources in the education centre. Tutors have no central storage media for learners' work. Their work is stored on removable disks and work is insecure and often lost.

Leadership and management

76. Overall the management of the IT provision is satisfactory. Staff work effectively as a team. Internal communications are good. Staff share progress and problems relating to learners both formally and informally. Staff qualifications and experience are satisfactory. Staff ensure learners' work is well presented. The recent introduction of a nationally recognised qualification to accredit partial qualification is well planned. For this award there is an effective action-planning and review process. Learners are able to plan and achieve short-term milestones. Action plans target the development of key skills and practical skills.

77. There is no IT strategy for programme improvement. There are a number of plans and development projects but no individual IT strategy plan. Needs analysis is not carried out against projected educational requirements or the needs of potential employers. Individual budgets and development plans are not prepared for hardware, software development and maintenance contracts. There is no strategic link to

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commercial work potential outside the prison.

78. The self-assessment report identifies most of the weaknesses found by inspectors during the inspection. However, it does not contain sufficient detail to support effective action-planning.

Hospitality, sport, leisure & travel

79. Training in hospitality and PE is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good practical skills gained at NVQ level 1 in food preparation and cooking
- very good teaching and learning
- good accommodation and resources
- particularly effective induction programme
- very effective PE learning programmes
- very good learner support

Weaknesses

- no use of data or learners' feedback to review progress
- poor links between education department, catering and PE workshops

Achievement and standards

80. Learners gain good practical skills at level 1 NVQ in food preparation and cooking. The standard of learners' work in these sessions is very good. Learners' knowledge of cooking methods is good and their portfolios are well presented. They use a good range of evidence such as photographs, workbooks and a detailed evidence diary. In a recent seven-month period, 49 awards were made on cookery and food hygiene programmes.

81. In 2002-03 on the PE department, over 4,000 awards were achieved by learners. Records are kept on the key performance targets, but there are no recorded numbers of starters and leavers and it is difficult for managers to assess the level of success of the programmes. Most learners achieve a good range of short-course qualifications. Training in both areas includes elements of personal development and confidence-building. The qualifications gained help learners to prepare effectively for employment.

Quality of education and training

82. Teaching and learning are very good. Lessons in both PE and catering are well planned, structured, demanding and motivating. For example, during the third session of a weightlifting leader course, learners were confidently teaching each other techniques of lifting free weights. In catering, learners are given a list of dishes they need to complete. Before each session they choose which dish they would like to prepare. At the end of each session they taste each other's dishes and provide feedback. In both areas, tutors

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work well with learners and ensure a good learning experience through the effective use of appropriate teaching strategies. The lessons encourage teamwork and develop effectively social skills and self-confidence. The lessons and learners' behaviour are managed well.

83. Accommodation and resources are good. The vocational training kitchen is spacious and clean and contains appropriate equipment. A variety of cookery books are provided in the kitchen and are available to the learners to take back to their cells. The workbooks and menu sheets are clearly written and are well illustrated. Gymnasium resources are good, with two playing fields, one of which is astro turf, a large sports hall and another one under construction. There are two weights rooms with free weights, controlled weights and cardiovascular machines. The gymnasium has a large screen with cinema seating where training videos are used to demonstrate rugby and football tactics. There is good use of appropriate health and safety displays in the changing rooms. All staff are well qualified and have an excellent range of experience.

84. Assessment and verification are satisfactory. All staff are qualified assessors and verifiers. In the gymnasium the assessing and verifying is shared among the staff. In the catering workshop the verification is shared with a catering instructional officer at a local adult prison who also completes lesson observations.

85. The induction in both areas is particularly effective. In catering it covers a four-week period. Learners are given an introduction to the kitchen and are trained in basic skills such as cleaning, hygiene and knife skills. They also complete their basic food hygiene certificate. They are then given a list of dishes to produce over the coming weeks. This allows the tutor to assess the level of support and training the learner is going to need. Once the learner is registered on the NVQ, the tutor has sufficient evidence to plan the training to suit their needs. The gymnasium induction is well structured and learners complete certificates in heart start, kinetic lifting and handling, emergency aid and weight-lifting techniques. Instructors are able to assess the learners' capabilities and guide them to the right courses and activities. Both inductions develop confidence and provide them with appropriate skills to work competently in catering or PE.

86. The PE programmes are very effective. There is a wide range of courses in PE covering many different activities including athletics, rugby, football, badminton, volleyball, climbing and trampolining. Most of these courses are accredited and where they are not, the PE department has its own internal certificates to acknowledge achievements. There is an effective innovative approach to developing new programmes. Staff run different sample sessions for new activities to assess their popularity and feasibility, such as gymnastics and step classes. These sample sessions are used to develop new courses. For example, staff have researched an accredited qualification for mountain biking and plans are well advanced to start the course. Once a week, learners can work with people with disabilities from the local community. They provide group and individual support on range of activities for those attending the prison to participate in PE.

87. Learner support is very good. Staff have a strong commitment to meeting learners'

needs. Staff are fully committed to providing their learners with the best possible training route to help them find employment when they are released. Individual learning needs are met and adapted to on a daily basis. Training is flexible and fits in with prison life. Welfare issues are tackled and resolved effectively. All achievements are identified and records, including incomplete qualifications, are transferred with learners on exit from the prison. Staff work well to find college places for learners to enable them to continue working towards completion of their qualifications.

Leadership and management

88. Although training is well managed by individual departments, the quality assurance arrangements are insufficient. New systems are in place but are not yet complete or understood by all staff.

89. There is no use of data or learners' feedback to review progress. Some data are collected but there is no record of numbers of learners who have started qualifications or those who have left without achieving their individual learning plan. Records are kept on the key performance targets, but without the numbers of starts and leavers it is difficult for managers to assess the level of success of the programmes. Formal progress reviews take place in catering and learners' feedback is collected. This detailed information is not used by management to set targets or monitor progress. The PE department collects information for the prison service on gymnasium usage and certificates achieved in monthly periods. However, data are not used to review the success of the programmes.

90. There are poor links between the education department and the catering and PE workshops. Learners attend literacy and numeracy sessions for half a day each week in education. Activities in these sessions are not integrated effectively with catering or PE qualifications. Learners do not fully understand the relevance of the basic literacy and numeracy sessions to their main qualification.

Foundation programmes

91. The foundation programmes are very weak.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement of qualifications on the Welfare to Work programme

Weaknesses

- poor resources
- poor range of courses
- poor planning and co-ordination of learning programmes

Achievement and standards

92. There is good achievement of qualifications on the Welfare to Work programme. In the last full academic year, 190 learners attended the programme and achieved a total of 282 qualifications. For literacy and numeracy qualifications there were 28 achieved at entry level 2, 28 at entry level 3, 92 at level 1 and 28 at level 2. A further seven computer literacy and IT qualifications were achieved as well as 99 food hygiene certificates. There is evidence of achievement on other foundation programmes but data are accumulated and recorded for individual achievement and not attributed to learners' groups. Data are not evaluated to measure success through retention and achievement rates.

Quality of education and training

93. Seventy-five per cent of observed sessions were satisfactory or better. In most sessions there is good management of learners' behaviour. Tutors use appropriate schemes of work for the programmes and individual lesson plans. Tutors have no knowledge of previous class attendance lists. They plan lessons that broadly cover topics rather than specific learning aims and outcomes. Most groups are of mixed ability. In the sessions graded less than satisfactory, tutors use an inadequate range of teaching styles and learning activities. There is too much use of handouts and workbooks.

94. Assessment is satisfactory. Work is marked and assessed during lessons and is recorded in portfolios for accreditation. Learners who are transferred from the prison and are unable to complete their qualification are awarded credits that are transferred onto their personal learning plan. The completed personal learning plan file is forwarded with the learner to their destination.

95. Learners receive satisfactory personal support from tutors and other staff. Tutors fully understand learners' needs and working relationships are good. Young adults receive good advice and guidance from Connexions staff who are based centrally in the education block.

96. Resources are poor. There are no learning support assistants assigned to young adults in education. There are not enough teaching staff and some new staff do not have teaching qualifications. There has been some recent staff training in the use of new technology, such as the interactive whiteboard, but tutors do not have access to this type of equipment in the young adults' education block. Accommodation is in a new building that is assigned specifically to young adults. The rooms are well decorated and all the furniture is new, but the classrooms used for practical activities, such as art and drama, have no tables or equipment available for learners to produce artwork. Displays of learners' work are poor, some of which is not marked by tutors or is inappropriate. There is no ICT equipment in most classrooms and new technology is not used to support learning. Handouts and workbooks are poor and some textbooks are out of date. Musical instruments comprise only electronic keyboards. There is no use of audio equipment in music lessons.

97. There is a poor range of courses available in the new education block. This significantly differs from the curriculum offered in previous years. There are now insufficient course options for learners. For young adults, 35 classes were cancelled out of a possible total of 85 timetabled during the inspection period. These included nine drama, nine art, 10 social and life skills and seven ICT classes. There were no evening or weekend classes. There are not enough full-time education places. At the time of inspection there were 12 learners on Welfare to Work and only six full-time and 21 part-time learners on other education courses. One young adult had chosen full-time art as purposeful activity and was only able to attend the single afternoon art session. Sessions in English, mathematics and ICT were used to fill the learner's timetable.

Leadership and management

98. Planning and co-ordination of foundation programmes is poor. The management of learning on foundation programmes was very weak. Learning is poorly planned and co-ordinated. An administrator carries out assessment of learners' literacy and numeracy levels on entry. There are no further diagnostic assessments to identify strengths, weaknesses, learning styles or learning difficulties and disabilities such as dyslexia. The results of initial assessment and the choices of courses made by young adults are recorded on their personal learning plan by student support officers. Achievement of full- and part-qualifications is monitored and recorded in the learner's plan. This information is used to enable young adults who transfer or leave the prison to continue their education and training in another establishment. However, individual learning plans and the results of initial assessments are not held by tutors to develop programmes of learning that meet the specific needs of learners. There is an inconsistent approach to progress reviews. Learners do not have copies of their progress review sheets and progress is not systematically reviewed by teaching staff. Learners do not have a clear

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understanding of their planned learning. There is no separate induction onto education courses. Equality and diversity within the prison's regime are satisfactory and young adults have a clear understanding of their rights and responsibilities.

99. The management of staffing levels and course availability has been poorly managed by the subcontractor. There are seven vacancies for full-time staff, nine learning support assistants and one part-time administrator. In addition there have been 140 staff days lost from sickness and absence in the past six months. There are not enough staff to cover teaching and staff are not able to attend training. There is a high staff turnover and poor retention of teaching staff. Newly appointed staff are waiting for training and there is no classroom support for young adults. Part-time staff who miss meetings may not always receive the information and are unclear about college strategies, plans or developments.

100. There is evidence of achievement on foundation programmes but data are accumulated and recorded for individual achievement and are not attributed to groups of learners. Staff are unable to monitor the success of foundation programmes and are unable to provide achievement and retention rates.

101. There is a very a detailed and thorough self-assessment report compiled by the previous head of department. This accurately identified the strengths and weaknesses found during the inspection. There is also a detailed and thorough development plan with named responsibility and clear target dates. However, many of the objectives have not been met within the stated timeframe.