REINSPECTION REPORT

HMYOI Lancaster Farms Reinspection

16 February 2006

ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

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
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.
- adult information, advice and guidance services (**nextstep**)

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.

REINSPECTION REPORT

HMYOI Lancaster Farms Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMYOI Lancaster Farms (the prison) opened in March 1993 as a remand centre/young offender institution. Two further residential units were built in 1996 and another two in May 2001, when the institution re-rolled and became a young offender and juvenile establishment.

2. Lancaster Farms is a split-site prison. Half of the site is for young people aged 18 to 21 years, and the other half is for juveniles aged 16-18 years. The young offenders are predominantly on remand or awaiting trials, but there are some convicted offenders. The juveniles are either on remand for convicted and serving detention training orders. Activities include education and workshops, which include painting and decorating, the building trades, industrial cleaning, information and communications technology (ICT), catering, waste management, and farms and gardens activities and physical education (PE). Farms and gardens activities and the building trades are not offered to young offenders. The prison also provides a number of offending behaviour groups, which include enhanced thinking groups, short-duration drugs programmes, anger management, alcohol awareness and Welfare to Work.

3. The prison is located in the centre of Lancaster. The prison roll at the time of inspection was 485 offenders, of whom 274 were young offenders. The operational capacity is 526. The minority ethnic population of the prison is approximately 10 per cent. The average length of stay for 23 per cent of the prison population is less than 2 weeks, and 50 per cent of offenders stay for less than 2 months. There are two education blocks, one for young offenders and one for the juveniles.

4. The education provision is subcontracted to Lancaster and Morecambe College. A new education manager took up the post in January 2006. The current head of learning and skills began the job in October 2005.

5. The library service is contracted to Lancashire County Council library service. The library is located in the juvenile department. There is no library service available in the evenings or at weekends.

SCOPE OF PROVISION

Information & communications technology

6. Thirty-five learners are currently on ICT programmes. Twelve learners are taking a level 1 externally accredited course, four are taking a level 2 course, eight are taking a level 2 digital imagery course, and five are taking an entry-level basic information technology (IT) course in the education department. A further six learners are taking an entry-level basic IT course in the vocational training centre workshop. There are three full-time members of staff and four sessional tutors. Most of the tutors work in the juvenile

and young offenders education centre. Courses operate from 9.00 to 11.30 and from 14.00 to 16.30. ICT is not offered on Tuesday, Wednesday and Thursday afternoons, other than for full-time learners in the ICT workshop.

Foundation programmes

7. Fifty-seven learners are currently attending foundation courses, and many of these learners attend three or more courses each week. Nineteen learners are on discrete literacy and numeracy skills programmes and 13 are on literacy and key skills programmes up to level 2. Other social and life skills courses include cookery, healthy living, performing arts, citizenship, parentcraft, art, and driving theory. All the courses are delivered on a two-week cycle and aim for skills for life accreditation, or units of a nationally recognised social and life skills programme. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Literacy, numeracy and language skills are also taught as elements within vocational training courses. Learners can attend on a full- or part-time basis. Education staff also visit learners on the wings and in the hospital block. On entry to the prison, all young offenders receive an induction in the induction wing. An initial assessment of their literacy and numeracy skills is carried out by an information advice and guidance worker on the young offender's first day at the prison.

ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	15
Number of learners interviewed	68
Number of staff interviewed	39
Number of visits	3

OVERALL JUDGEMENT

8. At the previous inspection in January 2004, training in hospitality, sport, leisure and travel was good. Training in construction and ICT was unsatisfactory. The foundation provision was very weak. Leadership and management and the provider's quality assurance arrangements were also unsatisfactory. Equality of opportunity was satisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory. Construction training was not reinspected because it is no longer offered to young offenders. Standards in hospitality, sport, leisure and travel are being maintained.

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Grades awarded at reinspection

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality assurance	3

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT		
- Other government-funded provision	35	3

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy		
- Other government-funded provision	57	3

KEY FINDINGS

Achievement and standards

9. **Learners make good progress in ICT.** They acquire employability skills and gain qualifications within a short period of time. The revised timetable which offers two-weekly blocks of courses has ensured that short-stay learners have a good chance of achievement.

10. In the foundation programme, there has been a significant improvement in learners' achievements of literacy and numeracy qualifications since the previous inspection. In 2005, 400 literacy and numeracy qualifications were achieved. At the previous inspection there had been 128 in one year.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information & communications technology	0	1	2	1	4
Foundation programmes	0	3	4	1	8
Total	**0**	**4**	**6**	**2**	**12**

11. **Particularly good learning support is provided to learners in ICT classes.** Tutors are skilful at dealing with learners' personal and social issues, and involving them in learning

activities.

12. **Learners receive good individual support in foundation programmes.** Learners follow individualised programmes that are effective in meeting the needs of the short-stay learner. Learning support workers provide good support to learners on the wings. There is also access to learning for offenders in the hospital wing. The provision is delivered in two-week blocks, which gives learners the best possible chance of achievement before they move on to another prison, or are released. Some learners' programmes are not planned sufficiently. When tutors visit the wings they are not always clear which learners they will be seeing. Learning is not planned and records of contact with the learners are merely reports of what has been taught, rather than what learning has taken place. Sometimes learners move on at short notice, or are absent from lessons because they are involved in other prison activities.

13. **Literacy and numeracy teaching is contextualised effectively in lessons.** Vocational subjects are used as topics to develop learners' literacy and numeracy skills. For example, learners on the painting and decorating course develop their literacy and numeracy skills through tasks related to this area of work.

14. **Classroom management is good in foundation programmes.** Sensitive, skilful management of the lessons allows for unplanned topics to be discussed. Tutors carefully return to the main topics to ensure that objectives have been met. Relationships between tutors and learners are good, with mutual respect and consideration of each other's views.

15. Teaching in foundation programmes is generally satisfactory. In the better sessions there are clear schemes of work, and lesson plans with specific learning aims. The subject matter chosen by the tutors is relevant and interesting, and learners are motivated and involved.

16. **Learning programmes are not sufficiently challenging in some ICT lessons.** Some learners who have completed their assignments are not given demanding enough tasks to challenge them and allow them to progress to higher levels of work. Disruptions to lessons occur when learners arrive late and wander in and out of classrooms. These disruptions are not challenged and learners are distracted.

17. **The ICT resources are not sufficient to meet the individual needs of learners.** There is an over-reliance on the use of workbooks in ICT lessons. This is not always appropriate for learners who have poor reading skills. There are no screen shields and headphones are not used consistently.

18. **Not enough of the provision focuses on meeting the needs of the small number of English for speakers of other languages (ESOL) learners.** Learners are integrated inappropriately into entry-level literacy and numeracy classes. ESOL learners' need to develop their language skills are not being met in these lessons.

Leadership and management

19. **The prison has a clear strategic direction to improve education and training.** Since the previous inspection, education and training have been given a higher profile. The head of learning and skills reports directly to the governor. Key staff throughout the prison are committed to raising the profile of education and training. Regular, effective meetings involve key personnel and are setting the agenda for improvement and change.

20. **Good partnerships exist with a range of external agencies** which support the resettlement agenda for offenders through education and training. This was a strength at the previous inspection. A number of these agencies are based in the prison. Offenders are introduced to the range and roles of support agencies when they enter the prison. These agencies work in collaboration with the education and training staff to provide advice and guidance about the prison education and training provision. The support agencies provide an effective link to external training opportunities, further education programmes, or work.

21. **There is not enough practical vocational skills training.** At the previous inspection, training in the construction trades was offered to young offenders. Once the nine learners who are currently on the painting and decoration course have completed their training, this facility will be transferred to the juvenile section. An alternative curriculum is under consideration in order to offer more opportunities for training in construction trades, but this is not being offered at the moment. Other than a small number of places in industrial cleaning, waste management and catering, there is no practical vocational work.

22. The prison's arrangements for equality of opportunity are satisfactory. Offenders have equal access to education and training. Their initial assessment results guide tutors in providing learners with appropriate courses. Effective support is provided for learners with additional needs. The prison monitors overall participation rates in education and training. There is not enough monitoring of the achievement and progression rates of different groups of learners by minority ethnic background, age, or disability.

23. **The self-assessment process is currently incomplete.** The process has not produced clear, summary strengths and weaknesses supported by evidence. The outcomes of teaching observations in education have been considered, but the grades awarded are not substantiated by clear evidence. There have been no observations of teaching and learning in the workshops. Data is not used effectively in the self-assessment process. Leadership and management, equality of opportunity, and quality assurance were not included in the self-assessment report until the week before the final phase of the reinspection.

24. **Young offenders do not have sufficient access to the library.** They have to make formal requests to visit the library and rely on wing staff to escort them. Learners in the workshops and the education centre have no access to the library. There is no weekend access.

Leadership and management

Strengths

- strong strategic emphasis to improve learning and skills throughout the prison
- good partnership working to support resettlement through education and training

Weaknesses

- insufficient opportunities for offenders to develop practical, vocational work skills
- insufficient access to the library for young offenders
- incomplete self-assessment process

Information & communications technology

Using IT

Strengths

- good development by learners of employability skills
- particularly good learning support

Weaknesses

- insufficient learning resources to meet individual learners' needs
- insufficiently challenging learning

Foundation programmes

Literacy and numeracy

Strengths

- good support for individual learners
- good contextualised literacy teaching
- good classroom management

Weaknesses

- insufficient opportunities for ESOL learners to develop language skills
- poor access to the library for young offenders

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT   Grade 3

Strengths
- strong strategic emphasis to improve learning and skills throughout the prison
- good partnership working to support resettlement through education and training

Weaknesses
- insufficient opportunities for offenders to develop practical, vocational work skills
- insufficient access to the library for young offenders
- incomplete self-assessment process

25. Since the previous inspection, there has been a strong emphasis on raising the profile of education and training throughout the prison. There is a clear strategic direction for integrating education and training. The head of learning and skills now has a higher profile and reports directly to the governor. They meet on a daily basis together with the education manager. The culture within the prison is to ensure that young offenders make the best possible use of education and training. Detailed statistical information about non-attendance in education and training is shared at daily meetings with the governor. Previous problems of low participation and attendance rates in education and training are being challenged effectively throughout the prison. Prison staff on the residential wings encourage learners to become involved in education and training. Attendance rates in education have improved significantly.

26. A development improvement group has been formed and meets weekly to discuss and plan an appropriate curriculum to meet the needs of the transient population. The education department co-operates with other prison departments to deal with aspects of delivering an appropriate curriculum for the short-stay population. For example, a two-week timetable allows learners to complete short courses and gain accreditation. Examinations are scheduled on a two-weekly basis to give learners ample opportunity to complete a course should they be moved on, or be released. There are regular opportunities for taking examinations and they are arranged in the education centre or on the wings. The reward scheme for offenders is currently under review to give them stronger incentives to take up education.

27. The prison has developed effective partnerships to support learners' resettlement through education and training. Advice and guidance about education and training and resettlement opportunities are available from a range of agencies. Good links exist with local training providers that are used effectively to provide progression opportunities for learners when they leave the prison. The education department and the Connexions service work together to provide a coherent approach and avoid duplication. Connexions has a centrally located office and offers valuable support to a large number

of learners who attend on their own initiative or are referred by education staff. Additional resources are available through Connexions including internet access and a good range of career-related resources. Connexions provides an effective link to outside training opportunities, arranging further education programmes or guiding learners to work-related programmes. The prison has effective links with a local college. Tutors and students visit the prison to provide sessions which give learners an insight into the opportunities that are available to them in further education on their release. The prison has established links with a university to offer higher education to learners. Twenty-seven learners are currently on university courses.

28. Communications are satisfactory in education and training. The head of learning and skills has improved teamworking between the education department, the gymnasium team, and the vocational training centre. Staff meet regularly at formal departmental meetings.

29. The prison now collects data to a satisfactory level. Recently developed data management software is being used to record learner information, including attendance, retention and achievement statistics. The system collates information on reasons for learners' non-attendance in education, as well as the number of accreditations achieved each calendar month. This information is shared with lead co-ordinators and senior managers, who are beginning to use statistical information to analyse performance. However, this process has not been established for long enough to establish trends over time, and is not being used to its full potential in decision-making.

30. The provision for literacy, numeracy, and language support is satisfactory. Initial assessment includes diagnostic screening, and there are sufficient staff to support literacy and numeracy needs. Since the previous inspection, there has been a significant increase in the number of learning support assistants. There are currently no appropriate arrangements to support the small number of learners who need ESOL support, nor is there a strategy to meet this need should there be a change in the profile of the prison population.

31. There are not enough opportunities at the prison for offenders to develop practical work skills. There are only 20 places for vocational training. This includes industrial cleaning and waste management. The construction crafts workshops are no longer available to young offenders. The workshops are now solely for juveniles. Not enough research has been carried out into identifying more realistic and relevant vocational qualifications for short-term offenders. The education and training offered is mainly classroom based. This provides good support to raise poor levels of literacy and numeracy, but does not provide an attractive option for many offenders who want to pursue work in an industry where vocation skills training would be more appropriate. There are plans to offer a part-time curriculum in construction crafts for young offenders.

Equality of opportunity   Contributory grade 3

32. Offenders are given equal access to education and training when they are inducted into the prison. This includes a choice of education, industrial cleaning, waste

management, or painting and decorating. During the prison induction, information, advice and guidance staff establish whether offenders have any previous educational training or work experience that can be developed while at the prison to support resettlement. All offenders are given an initial assessment of their literacy and numeracy skills during the induction. The results of these tests are used to guide offenders towards a suitable learning programme. Learners receive effective and appropriate learning support from learning support assistants and special educational needs co-ordinators. Learners who prefer to be taught on the wings or in the prison hospital are visited by learning support staff.

33. The prison demonstrates equality of opportunity in its treatment of offenders. Appropriate, written policies demonstrate the prison's commitment with regard to disability, and race relations. There is no formal, overall equal opportunities policy to promote the prison's arrangements for equal opportunities. Joint prison and education provider policies are well displayed and are understood by learners. These policies make clear what is expected of those participating in education and training and what learners can expect in return.

34. The prison monitors offenders' participation rates in education and training on a daily basis. When the representation of particular groups of offenders is particularly high or particularly low, an analysis is carried out that is used to direct management action. The prison does not currently analyse the achievement rates of different groups of learners.

35. The prison collects feedback from learners through monthly forum meetings. Eight learners from different residential wings contribute their own and other learners' views at these meetings. Useful feedback is gathered with regard to suggestions for improvements.

36. Staff training in equal opportunities practices and legislation is satisfactory. Diversity training is mandatory for all staff and there are regular updates. The prison meets the requirements of the Disability Discrimination Act 1995.

37. Staff challenge discriminatory language and behaviour appropriately in lessons. Arrangements and adaptations are made to preserve offenders' dignity and reduce bullying 'hot spots'. For example, the new gymnasium has individual cubicles for showering. Discrete gymnasium provision is provided for the less fit and those offenders who are overweight.

38. Young adults do not have enough access to the library. This was also a weakness at the previous inspection. The library is situated adjacent to the juvenile education block and juveniles have access to the library at most times. Young offenders must make a formal request to attend the library and rely on wing staff to escort them to the facility. This arrangement is not successful. Learners in the workshops and in the education centre have no access to the library. A book ordering service is available, and the library retains a good stock of popular books for young offenders. A good range of books is available to meet cultural and religious needs. Books are available or ordered in a range

of different languages. There is no evening or weekend access to the library.

Quality assurance   Contributory grade 3

39. The prison has resolved the quality assurance weaknesses identified in the inspection report. Quality assurance arrangements are satisfactory, and a number of actions to improve aspects of the provision which were identified as less than satisfactory have been successful. In particular, the foundation provision, judged to be very weak at the previous inspection, is now satisfactory, and the ICT provision has improved from unsatisfactory to satisfactory.

40. The education and training department has satisfactory plans to quality assure the provision. The framework covers education, the gymnasium and the vocational training centre, and all aspects of the learners' programmes and the processes which support them. Quarterly audit checks evaluate compliance with key processes and the findings are discussed at quality improvement group meetings. The new head of learning and skills has redefined the terms of reference and purpose of the quality improvement group to focus on evaluation of the provision, rather than act as reporting medium. This framework is however very new and has not been fully established throughout the provision.

41. The observation of teaching and learning is satisfactory. All staff are observed twice each year, and new staff are observed within their first six weeks in the job. The team responsible for lesson observations in education have received training, and an external moderation exercise has been carried out to quality assure the findings of the team. This programme has not been fully established with the vocational training centre team, or in the gymnasium, although plans exist to do so through the quality assurance framework.

42. Feedback is gathered from learners, and many of their comments are displayed around the education building. Due regard is given to the comments and suggestions made by learners and a selection of these is included in the self-assessment report. However, there is no consistent approach to gathering and analysing feedback from education, the vocational training centre and the gymnasium, and using it effectively in evaluating the quality of provision.

43. The internal verification of programmes is satisfactory and there are enough internal verifiers for the programmes provided. Sampling plans exist for all areas, and these plans meet the requirements of the awarding bodies. Reports by external verifiers are mostly positive, although there was concern in construction recently about the sufficiency of evidence in portfolios. This problem has been resolved.

44. The self-assessment process is incomplete. Teams are not effectively evaluating their provision effectively and summarising it clearly into strengths and weaknesses. Although the profile of teaching and learning grades is used in the education department there are some inconsistencies. For example, they do not appear in the vocational training centre's self-assessment report. There is also no detailed supporting evidence about the strengths of the teaching. Data is included in the self-assessment process, but this has

only been collected recently. Trends in performance over time cannot be measured accurately. There is no section in the report to cover leadership and management, equality of opportunity, or quality assurance.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	35	3

Using IT

Strengths

- good development by learners of employability skills
- particularly good learning support

Weaknesses

- insufficient learning resources to meet individual learners' needs
- insufficiently challenging learning

Achievement and standards

45. Many learners who join the ICT course have low levels of ICT, and literacy and numeracy skills. Learners make good progress in the ICT lessons. Most learners are in the prison for only a few weeks and in that time they develop their ICT skills rapidly and gain accreditation. Learners overcome significant obstacles to learning to make effective use of the ICT classes. They build self-confidence and develop the skills required by employers. The changes made to the timetable to offer short courses are meeting the needs of the short-stay offenders effectively. Recent data shows that in January 2006, 14 of the 17 learners on the basic ICT externally accredited course achieved a full certificate. The remaining three learners achieved one or more units of the full qualification. Achievements have been good on the digital imagery course.

46. Learners make good progress from entry-level courses to the externally accredited basic IT course. Learners can opt to take ICT on a part-time or a full-time basis. The full-time course is delivered in the ICT workshop. Learners achieve their planned outcomes in two to three weeks and standards of work are satisfactory. Learners who complete the level 2 course move on to produce leaflets and other marketing materials for the course.

Quality of education and training

47. Tutors provide particularly good individual learning support. Most learners have significant personal and domestic problems and often bring these to the classroom. Tutors treat these learners in a compassionate and supportive way. Tutors demonstrate skills in moving the lessons forward and motivating the learners. Learners are often volatile and tutors provide specialist support when necessary to help learners overcome their problems.

48. The prison's monitoring of learners' attendance and punctuality is good. Attendance in classes has improved since the previous inspection. Most learners arrive on time and quickly get down to work. A minority arrive late. Although this minority of learners arrives in the education centre on time, there is a delay in them getting to their lessons. There is some disruption to classes when learners wander in and out of the ICT class.

49. Overall, teaching is satisfactory. In the better lessons, tutors offer structured teaching through effective practical demonstrations at the computer. Afterwards, learners practise their newly learnt techniques. Tutors regularly check learners' understanding. Searching questions and careful observations of learners' performances check on their progression and level of achievement. Learners are well supported by tutors when they have difficulty reading ICT textbook material. Tutors spend time with the learners reading textbook passages so that they can complete their assignments. However, this sometimes means that other learners who require attention are left waiting for tutors to help them.

50. Initial assessment is satisfactory. Assessment of literacy and numeracy is conducted for all offenders on their first day at the prison. This identifies any literacy and numeracy needs. Learners who choose to take IT are then given a screen test to check their competence levels. Shortfalls in their knowledge are used to form the basis of targets in their individual learning plans. These plans are updated at every lesson. Targets are set and monitored. Some targets are not specific enough and do not focus clearly on the next short-term goal.

51. The prison does not have enough learning resources to meet the needs of individual learners. In the education department, there is an over-reliance on workbooks. Learners spend an excessive amount of time working through assignments. This is not always appropriate for learners who have poor levels of literacy. One learner in the workshop who has dyslexia was struggling through his workbook. There were no extra resources to support him. Headphones are not used consistently. Although they are available, learners are not always encouraged to use them. Screen shields are not available and the scanner in the digital imagery class is out of order. The full-time ICT workshop uses interesting and varied handouts for desktop publishing.

52. Some learners are not challenged sufficiently. Learners begin their basic computer courses on the word-processing module. Normally, they move through the same series of units until they complete their individual learning plans. Learners who have completed level 2 courses are not given further, structured work. Qualifications are only offered up

to level 2. The only course other than basic and intermediate IT is digital imagery. Two learners have already completed all the courses available and have very good computer skills. Tutors give them computer tasks, such as designing new leaflets for the IT suite. However, these learners are not being challenged. Their only target is to further improve the work that they have already developed on leaflets and prospectuses.

Leadership and management

53. Although a vacancy exists for a lead co-ordinator in ICT there are sufficient qualified and experienced staff in ICT. The staff work effectively as a team and internal communications are good. Computer resources have increased, and computers are available in every classroom. There are plans to extend the IT provision. A media centre and other IT qualifications, such as computer engineering drawing, are planned. Data is collected and analysed, and there is evidence of recent good achievements, but there is no historical data to show trends over time. Internal verification is satisfactory. Assessments are sampled regularly and systematically. Observations of teaching and learning have been delayed until a lead co-ordinator is appointed.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy - Other government-funded provision	57	3

Literacy and numeracy

Strengths

- good support for individual learners
- good contextualised literacy teaching
- good classroom management

Weaknesses

- insufficient opportunities for ESOL learners to develop language skills
- poor access to the library for young offenders

Achievement and standards

54. Learners achieve a good level of qualifications. The achievement of skills for life qualifications has improved since the previous inspection, when learners had achieved a total of 128 qualifications. In 2005, 400 literacy and numeracy qualifications were achieved. Eighty-four of these were at entry level, 3,223 were at level 1 and 93 were at level 2. There were a further 47 achievements at entry level 1 and entry level 2. Forty-five learners gained food hygiene qualifications. A number of learners also gained unit accreditation on social and life skills programmes.

55. The course called 'reading for dads' involves learners in a range of activities. This helps them to develop literacy skills that they can use to support their children. Learners have developed worksheets for children. These are provided for use in the visitors' centre, and have been used to good effect. Learners are also involved in a story book reading project, which is organised through the library. Audio tapes or compact discs are produced for learners' children, with sound effects and music included.

56. Learners' successes are celebrated by the presentation of certificates for unit and course completion. Wall displays in the education centre are used to reinforce the successful achievements of learners.

Quality of education and training

57. There is good individual support for learners. The prison offers good opportunities for offenders to become involved in education and training. At the previous inspection there were not enough learning support workers. This situation has improved and a good number of support workers have undergone appropriate skills for life training to work effectively with young offenders. The support workers are available for all skills for life programmes at entry level, and to provide support for learners with additional needs. Offenders are able to access learning in most areas of the prison. Support is offered to learners on the wings and in the hospital. The working relationships between the wing learning support staff and prison officers are good. Officers refer learners to the education staff when these staff visit the wings. Offenders who do not wish to become involved in education or training when they enter the prison are offered other opportunities. Many eventually do take up education on training.

58. There is good contextualization of literacy skills in teaching. For example, painting and decorating learners are gaining literacy skills that are directly related to their course. Learners can clearly appreciate the relevance of the tasks that they do in the classroom to the vocational area. This involves the learners and makes the literacy work more meaningful and interesting. Lessons are taught in classrooms away from the vocational workshops. Strategies exist to improve links with these areas, where it is planned that team-teaching by literacy, numeracy and vocational staff will take place. A two-week programme of learning has been implemented to resolve issues of learners moving to other prisons, which has enabled learners to achieve goals on short-term courses. Basic literacy is being established by the development of courses that span curriculum areas, such as in health and hygiene, where literacy tutors and PE staff work together. An increased range of courses is offered, including social and life skills, parenting skills and a range of creative arts courses.

59. Classroom management is good. Difficult learners with challenging behaviour are treated with respect and their views are considered. Tutors explore unplanned topics of discussion that arise from learners' experiences. Careful management of the lessons ensures that learners still discuss the learning objectives. For example, a session on communication and graphic images led to a discussion on appropriate body language and how such body language can give an implied meaning as powerful as a graphic image.

60. Overall, teaching is satisfactory. The lessons observed were graded good, with only one session graded as unsatisfactory. In the better lessons, the teaching content was relevant to learners' experiences, and they were involved in the subject by the enthusiasm and motivation of the tutor. Learners' questions are given comprehensive replies and learners are encouraged to reflect on their own experiences. All learners are set challenging targets for progression and achievement. Lesson plans are clear and schemes of work have specific learning aims for each lesson. The targets are easily measurable and achievable and understood by learners. Classes have access to IT, which is used effectively in some lessons. It is used with particular effect in reinforcing health and safety for vocational learners in a contextualised literacy and numeracy skills

class, and in reinforcing spoken language with ESOL learners. Tutors were not always sure which learners they would be seeing on the wings, or in the hospital block, before each lesson. There was no evidence of planned learning and learners and tutors could not demonstrate what learning had taken place.

61. The prison is working towards a new prison-wide timetable to avoid learners having to attend other activities and miss their education classes. However, attendance at some classes was low, generally well below the maximum number for the group. In many instances, tutors were not aware of why learners did not attend, or why they were still on the class list, but attending other activities.

62. Initial assessment is carried out with all learners. Individual programmes are negotiated with learners after advice and guidance are given. Individual learning plans are available and contain the outcomes of the initial assessments. Completion dates vary. Some targets are not specific and measurable over a short period of time. Some learning goals were completed retrospectively and were merely a record of work completed rather than targets set.

63. There is no specific provision for ESOL learners. This need is usually catered for in entry-level classes for literacy. Some of the ESOL learners were clearly of higher ability than entry level. The integration of ESOL learners in these classes is inappropriate. ESOL learners do not have sufficient opportunities to develop their language skills.

Leadership and management

64. Learning resources are satisfactory. ICT is available in most classes. Many materials are linked to the national curriculum for literacy and numeracy. Resources for ESOL are restricted and there are no specific ESOL teaching materials. Teaching accommodation is good in the education centre, but the accommodation and resources for teaching on the wings are poor. Lessons on the wings are not sufficiently private and are disrupted by noise and the presence and close proximity of other learners.

65. Young offenders' access to the library is poor. This was a weakness at the previous inspection. Learners have access to library books by request and visits from the librarian, but access to literature to support curriculum delivery and for research is not readily available. The library is situated near to the juvenile education centre and young offenders' access to this area is restricted. Learners on the level 2 literacy course have poor access to novels and poetry. The use of a library to encourage children's learning is part of the 'reading for dads' course, but this aspect of the course cannot be fulfilled.