INSPECTION REPORT

HMP YOI Northallerton

21 October 2005

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 aged 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.

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.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

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

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

INSPECTION REPORT

HMP YOI Northallerton

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP YOI Northallerton (the prison), built in 1783, is a closed young offenders institution located in Northallerton town centre, North Yorkshire. The prison receives young offenders from Yorkshire and Humberside, the Northeast and Northwest regions. It has an operational capacity for 254 young offenders, and had a prison population of 236 on the first day of the inspection. Young offenders are sent to the prison once they are sentenced and serving under two years. The average length of stay for young offenders at the prison is seven weeks and a significant number of the prison population are eligible for home detention curfew. For most young offenders, the prison is the last establishment they will attend before release.

2. Education and training are managed by the head of learning and skills who reports to the governor of the prison. The contract for education services is for 17,500 teaching hours each year and is held by New College Durham. The prison's education department is headed by a full-time manager and a full-time deputy manager. Six other full-time staff and 21 part-time staff are employed within the education department. There are courses in information and communications technology (ICT), a range of social and life skills activities, and literacy and numeracy. The prison provides accredited vocational training in cleaning. Work without accredited training is provided for learners in catering. Some learners work as orderlies in various parts of the prison, carrying out tasks such as wing cleaning. With the exception of cleaning, most jobs do not have training programmes. The library provision is provided by North Yorkshire County Council Library Services. The small library is located on the main corridor near to the education area. There are currently two part-time librarians and two full-time orderlies working in the library. The library has opening hours covering five mornings and four afternoons during the week. There are policies and procedures for equality of opportunity and quality assurance. The prison completed its self-assessment report in April 2005. This was reviewed in September 2005.

OVERALL EFFECTIVENESS   Grade 3

3. **The overall effectiveness of the provision is satisfactory.** Leadership and management are satisfactory, as are the arrangements for equality of opportunity and quality improvement. In health, public services and care, and in preparation for life and work, the provision is good. The quality of provision in ICT is satisfactory.

4. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process at the prison is detailed and thorough and involves contributions from managers, staff and learners. The self-assessment report produced for the inspection represents an accurate account of the provision. The report is judgemental and is consistent with the quality of provision found by inspectors. The prison and sub-contracted college work quickly to identify issues of concern that they highlight through their ongoing self-assessment process.

5. **The provider has demonstrated that it is in a good position to make improvements.**

The prison has improved the quality of the education provision significantly during the 18 months before the inspection. Quality improvement policies and procedures are clearly understood and implemented by staff. All aspects of the training and learning programmes are subject to monitoring and review arrangements. Plans are being considered to further develop the range of vocational training and work opportunities to be made available to learners at the prison.

KEY CHALLENGES FOR HMP YOI NORTHALLERTON:

- further develop the number and range of accredited training and work opportunities at the prison
- develop the range of education courses above level 1
- improve the learning environments
- develop the use of ICT in all education classes
- improve the planning of individual learning
- implement a schedule for the maintenance and repair of ICT equipment
- further develop and integrate the innovative Connecting Youth Culture (CYC) activities into the main education programmes
- maintain and further develop the good links with external support agencies
- continue to place emphasis upon the ongoing development of staff
- continue to provide the good courses in preparation for life and work and in industrial cleaning

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

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

Health, public services and care		2
Contributory areas:	Number of learners	Contributory grade
Cleaning		*2*
Other government-funded provision	12	2

Information and communications technology		3
Contributory areas:	Number of learners	Contributory grade
ICT for users		*3*
Other government-funded provision	30	3

Preparation for life and work		2
Contributory areas:	**Number of learners**	**Contributory grade**
Literacy and numeracy		*2*
Other government-funded provision	148	2

ABOUT THE INSPECTION

6. The areas of ICT, health, public services and care, and preparation for life and work courses were reported upon and graded. Catering and physical education were not reported and graded as there are no accredited programmes currently being offered in these areas. The inspection took place from 17-21 October 2005.

Number of inspectors	4
Number of inspection days	13
Number of learners interviewed	98
Number of staff interviewed	18

KEY FINDINGS

Achievements and standards

7. **Retention and achievement rates are good in industrial cleaning.** In the six-month period from January 2005, 85 per cent of learners who started on the courses successfully achieved the qualification at either level 1 or level 2.

8. **Learners on literacy, numeracy, and life and social skills courses make good progress and achieve well.** There is good achievement of qualifications and learners make significant improvements in confidence, self-esteem and their communication skills.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	0	2	0	0	2
Information and communications technology	0	1	2	0	3
Preparation for life and work	2	4	2	0	8
Total	**2**	**7**	**4**	**0**	**13**

9. **In industrial cleaning, there is good training and development of learners' skills.** Lessons are well planned, contain good demonstrations and explanations and use a variety of teaching techniques to engage learners. Staff give good individual encouragement to raise learners' expectations and self-confidence.

10. **There is good teaching and learning in literacy, numeracy, life and social skills.** Staff plan the work carefully and ensure that all learners are involved and engaged in the lesson. Good attention is paid to giving individual support to learners to help them overcome any difficulties.

11. **Good use is made of innovative learning resources in ICT.** The use of virtual learning packages and learning materials that focus upon the interests of young people help to motivate and engage learners in the subject.

12. **Good innovations take place in the literacy, numeracy, life and social skills curriculum** to captivate the interest of learners and further develop their potential. The CYC project is one example where learners use a range of arts and literature activities to develop their literacy, numeracy and personal development skills.

13. **Good individual support is provided in all curriculum areas** to ensure learners can cope with the demands of their courses and that barriers to making progress are overcome. Staff show a genuine concern for learners and willingly help them with a range of issues.

14. The arrangements for additional literacy and language support are satisfactory. Learners with additional support needs are supported well either in the classroom or through outreach workers assisting learners in their place of work or training.

15. **There are a narrow range of accredited courses and progression opportunities in ICT.** Most courses are at level 1 and are restricted in their scope and breadth of study. Few courses are available above this level to cater for learners who have previous experience of ICT.

16. **In literacy, numeracy, life and social skills, and ICT there is insufficient planning of individual learning.** The interim targets for learners to achieve on their way to progress made by learners is not always recorded and there is insufficient use of targets to help learners measure their development.

17. **There is insufficient use of information learning technology (ILT) in literacy, numeracy, and life and social skills courses** to help learners develop their skills and ability. Learners in these classes have very little access to computers unless they are studying an ICT course.

Leadership and management

18. **Good links are established with a wide range of supporting agencies** to help learners with their personal development, to overcome a range of personal issues, and to help prepare them for release into the community.

19. **Staff development is particularly effective.** Staff take up a wide range of training and development activities to improve their effectiveness in their work with learners.

20. **The self-assessment process is detailed and thorough.** The self-assessment report involves contributions from a range of sources and is judgemental, self-critical and represents a good understanding of the quality of provision. Almost all of the issues highlighted during the inspection had been identified in self-assessment.

21. There is satisfactory management of the identification and support for learners' literacy, numeracy and language needs. Initial assessment identifies individual needs and appropriate help and support is given by qualified staff.

22. The management of resources is satisfactory. Staff are appropriately qualified and experienced and make the best use of generally poor and dated learning accommodation.

23. Equality of opportunity is satisfactory. There is effective promotion of issues related to equality of opportunity and learners display a satisfactory understanding of complaints procedures. There is good concern and action to ensure that learners' welfare is given high priority.

24. **There are insufficient training, work and post-level 1 educational opportunities to meet the needs of the learners.** Significant numbers of learners remain on the accommodation wings during the day with an insufficient range of purposeful activity to occupy them.

Leadership and management

Strengths

- good links with a wide range of supporting agencies
- particularly effective staff development
- detailed and thorough self-assessment processes

Weaknesses

- insufficient training, work and post-level 1 educational opportunities

Health, public services and care

Cleaning *Grade 2*

Strengths

- good retention and achievement rates
- good training and skills development

Weaknesses

- no significant weaknesses identified

Information and communications technology

ICT for users *Grade 3*

Strengths

- good support to meet the needs of individual learners
- innovative learning resources

Weaknesses

- inadequate range of accredited courses and progression opportunities
- insufficient planning and monitoring of individual learning

Preparation for life and work

Literacy and numeracy   *Grade 2*

Strengths

- good achievement of qualifications and personal development
- good teaching and individual support for learners
- good innovations within the curriculum

Weaknesses

- insufficient planning and monitoring of individual learning
- insufficient use of ILT

WHAT LEARNERS LIKE ABOUT HMP YOI NORTHALLERTON:

- gaining certificates for their achievements
- good food
- supportive and approachable staff
- good and enjoyable CYC programme
- useful jobsearch programme
- becoming more confident
- feeling safe
- being treated with respect
- being involved in physical education

WHAT LEARNERS THINK HMP YOI NORTHALLERTON COULD IMPROVE:

- breaks in the education classes - 'make sure they take place'
- access to showers for those in work
- the range of vocational training opportunities
- the arrangements to eat food out of the cells

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 3
Strengths

- good links with a wide range of supporting agencies
- particularly effective staff development
- detailed and thorough self-assessment processes

Weaknesses

- insufficient training, work and post-level 1 educational opportunities

25. Good links are established with a wide range of supporting agencies to help learners with their personal development, to overcome a range of personal issues and to help them prepare for release into the community. The use of external agencies such as Connexions, Jobcentre Plus, North Yorkshire County Council, the Probation Service, social services, universities and a range of health agencies, all help the prison to meet the needs of learners. These external agencies make significant contributions to the curriculum. They give interesting and relevant presentations, and lead discussion groups to help learners improve their understanding of issues that are severe barriers to their development. The prison uses external agencies effectively to help prepare learners for release and to give them greater confidence to cope with life outside of the prison and provide them with strategies to help prevent re-offending.

26. The staff appraisal and development system is particularly effective, a strength identified in the self-assessment process. Formal staff appraisals take place on an annual basis. These are used very effectively to analyse staff performance and identify individual training and development needs. Less formal frequent reviews of staff identify issues of concern at an early stage. Staff are responsible for their own personal action and development plans to monitor their progress and agree with managers appropriate achievable targets to improve personal effectiveness. There is a strong commitment in the prison towards the development of staff to help build a culture of personal improvement and development. Staff are supported through appropriate in-house training or by providing financial assistance or time for employees to attend external courses. Managers ensure that education staff have full access to prison training to help improve their confidence and capability to deal with particular situations specific to a secure environment.

27. Communications in education and training at the prison are satisfactory. The head of learning and skills and the subcontractor's education manager meet monthly to monitor the education contract and discuss relevant issues. Regular planned formal meetings also take place with the full staff team involved in education and training, in addition to those concerning discrete subject teams. In addition, frequent informal meetings and discussions ensure that staff are reasonably well informed of issues and developments.

28. The management and arrangements for supporting learners' literacy and numeracy needs is satisfactory. Learners complete an initial assessment of their basic skills when they first arrive at the prison and appropriate help is provided where a need for support is

identified.

29. Management of resources is satisfactory. Staff are appropriately qualified and experienced and make the best use of generally poor and dated learning accommodation. Learning resources within classrooms are generally satisfactory. Currently there is no maintenance contract in place to service the prison's computers.

30. The management information systems and subsequent data used by the prison are satisfactory. Staff have access to a satisfactory amount of management information to monitor the provision. Performance against contractual key performance targets is made available to staff in the education department and achievements on the respective courses are recorded and monitored. Performance data for vocational training is at an early stage of development.

31. There is insufficient training, work and post-level 1 educational opportunities, a weakness identified in the self-assessment report. Outside of cleaning and working in the kitchen there are few other jobs for learners. There are no industrial training workshops at the prison to develop a suitable range of vocational skills and improve learners' employability following release from prison. There are 48 education places available each morning and afternoon during the week. Large numbers of learners remain in their accommodation cells for long periods of the day. No education takes place in the evenings or at weekends and few courses allow learners to gain qualifications above level 1.

Equality of opportunity

Contributory grade 3

32. Equality of opportunity is satisfactory. Appropriate written equal opportunities policies and procedures are in place that cover a range of issues including harassment, complaints and appeals. Copies are displayed throughout the prison and offenders generally display a sound understanding of them. Appropriate reinforcement of equal opportunities to offenders takes place and builds upon the information and training given during induction sessions. Education and training at the prison takes the issue of bullying seriously and there are a range of strategies and procedures to ensure that offenders are not subjected to intimidation. Complaints made by offenders are considered and their concerns are usually tackled within a reasonable amount of time. Staff have a satisfactory awareness of equal opportunities and diversity issues. Most have completed specific training to develop and reinforce their knowledge and awareness.

33. Learners attending education and training are treated with respect and dignity and are provided with appropriate help and support by staff. Staff show an active interest in the progress made by learners. They provide effective help and guidance to allow learners to overcome barriers to learning. Learners generally display mutual respect for each other to create a positive environment for effective personal development to take place. Education classes often cover topics that encourage consideration and understanding of different cultures. Effective work takes place to prepare learners for release into the community and to encourage a more positive and respectful approach to re-engaging with society.

34. There are insufficient work opportunities and accredited training available to learners who wish to access employment and gain new skills. Learners arriving at the prison with previous qualifications have little provision to further develop their capabilities. Learners are not given enough appropriate activities and spend long periods of time in their accommodation cells. There is insufficient use of data on participation and achievement in

education and training which is related to learner background and profile.

Quality improvement   Contributory grade 3

35. Quality assurance is satisfactory. There is a recorded system for assuring the quality of education and training, with standardised procedures that cover the delivery of all education and training. The subcontracted further education college has its own standardised procedures for its work and this is monitored for the prison by the head of learning and skills. These quality standards are accessible to staff and constitute agenda items at management and staff meetings. The development of these procedures is ongoing and the quality manual and related documentation is reviewed and updated.

36. The self-assessment procedures are particularly detailed and thorough. Self-assessment at the prison is now an established process and forms part of the ongoing quality assurance work. Analysis of all aspects of the education and training programmes has brought about improvements to the provision. The prison produced its most recent self-assessment report in September 2005. All staff involved in the management and delivery of education and training contributed to this process and learners' views were taken into consideration. The report and accompanying development plan highlighted many of the issues identified in the inspection. The report is judgemental and self-critical and indicates that the prison has a good understanding of the quality of the management and structure of the programmes and the experiences of learners.

37. There are satisfactory procedures for the monitoring of the quality of teaching and training given by staff. Staff are regularly observed teaching and their performance is monitored, discussed and recorded. Observation of performance in the classroom is carried out by the education manager and other senior staff, and provides useful feedback to the individual. If a training need is identified, then appropriate development opportunities are considered.

38. Assessment practice is satisfactory. It is planned adequately and monitors learners as they progress towards achieving their qualifications. There are procedures in place for the effective administration of internal verification. All education and vocational training areas have appropriately qualified and competent staff who co-ordinate internal verification activity and liaise with awarding bodies. There is a recorded system to monitor learners' completion of units, and appropriate procedures for the sampling learners' work. Learner surveys in the form of questionnaires and evaluation forms are used to help assess the quality of provision. Feedback is collected on learners' opinions and the information is used to consider improvements to the training programmes.

39. Learners' data is used effectively to satisfy auditing requirements and aid management decisions. Performance data and subsequent targets for learners' achievement are used to help the prison measure progress and implement strategies for improvement.

AREAS OF LEARNING

Health, public services and care   Grade 2

Contributory areas:	Number of learners	Contributory grade
Cleaning		*2*
Other government-funded provision	12	2

40. Training in basic cleaning skills is linked to an externally accredited certificate in industrial cleaning. Twelve learners are currently working towards qualifications at level 1 and 2. Courses are run over a period of three weeks. Learners attend on full-time basis. Two instructors and one outreach tutor supervise, train and assess on the courses and are assisted by one experienced learner who has been trained as an assessor. Training takes place in an adapted workshop used for both practical and theory work. Additional training also takes place on the residential wings and in the prison kitchen. Assessment is carried out in the workshop, on the residential wings and in the kitchen.

Cleaning   *Grade 2*

Strengths

- good retention and achievement rates
- good training and skills development

Weaknesses

- no significant weaknesses identified

Achievement and standards

41. Retention and achievement rates are good, at an average of 85 per cent over the last six months at levels 1 and 2. Learners make good progress to develop their skills when carrying out a variety of cleaning processes. They are able to respond to questions in a positive way and are confident to ask for help from their tutors. Learners maintain their concentration over the long workshop sessions and make good progress in their understanding and practical application. Learners take tests and assessment exercises when they feel ready. Most learners successfully achieve the units of competence at the first or second attempt. Attendance on the courses is good.

42. Learners are able to recall and use safe working practices that they learnt during their induction or early in their training programme. Health and safety issues are frequently referred to by learners during their workshop sessions and when working on the residential wings. Learners have a good awareness of the dangers of using electrical cleaning equipment and are able to demonstrate good working practices. The standard of learners' written work in portfolios is satisfactory.

The quality of provision

43. Training and skills development is good. Tutors are appropriately experienced and competent and have a good understanding of their subject area. Lessons are well planned and have a detailed lesson plan to support teaching. Lesson plans have clearly defined learner objectives that can be effectively measured. Tutors have good relationships with learners and provide effective help and guidance when required. They use a variety of teaching techniques to engage learners and keep them motivated, such as quizzes and interactive games. Tutors give good explanations and demonstrations of key learning points and reinforce aspects of particular importance. They give much individual encouragement in raising learners' expectations and self-confidence. Health and safety issues are given very high priority. A range of images displayed prominently within the workshop ensures that learners have a clear understanding of what they need to do to achieve the qualification.

44. Accommodation for training is satisfactory. The workshop is spacious and is well equipped with a range of teaching and learning resources including audiovisual aids. The workshop has a variety of surfaces on which learners can develop their skills in cleaning. At certain times the workshop can be quite noisy and one learner who was sitting an exam found it difficult to concentrate. Some areas of the workshop are untidy. Learners have access to an appropriate range of personal protective equipment.

45. Induction to the industrial cleaning courses includes useful information on health and safety, and equality of opportunity and diversity. Learners are given good guidance on what to expect from their course and what they need to do to achieve the qualification. The programme provides good progression from level 1 to level 2. Tutors are currently working on producing a range of teaching materials to support the level 3 course which is being introduced in January 2006. Several learners who achieved level 2 have gained their assessor awards. One learner is currently working in the prison's kitchen and assists with training and assessing the competence of others on the courses.

46. Tutors skilfully integrate literacy and numeracy development into the vocational training. Where a learner requires specific individual help with their literacy and numeracy, specialist staff provide good support.

47. There is satisfactory monitoring of the progress and personal development made by learners. Learners fully understand what they need to do and how they are progressing towards achieving the qualification. Learners have a useful progress sheet attached to their portfolio which gives a good visual representation of the progress they have made and what further competences need to be developed.

Leadership and management

48. The cleaning programme is well managed. Tutors meet frequently to share good practice and identify areas for improving the quality of training. Staff appraisal and development is effective in managing the performance of the teaching staff and in identifying and supporting additional learning needs. Staff are encouraged to further their competence as trainers and have been supported in gaining appropriate teaching qualifications. Data on achievement and retention is recorded and analysed to consider course performance and identify reasons why learners may leave before completing their

training programme. Learners' views and opinions on how the training can be improved are frequently obtained. Learners have a satisfactory understanding of a range of equality of opportunity issues such as bullying, harassment and other discriminatory behaviour. The self-assessment report highlighted many of the issues identified during the inspection.

Information and communications technology   **Grade 3**

Contributory areas:	Number of learners	Contributory grade
ICT for users		*3*
Other government-funded provision	30	3

49. There are 30 learners on ICT courses, 18 of whom are working towards an accredited, nationally recognised computer literacy qualification at level 1. Two learners are working on website design. A further 10 learners are developing their keyboard skills through virtual learning software packages. There is a reserve list of learners who fill into courses, when there are authorised absences. Four staff teach on the courses, of whom one is full-time and is responsible for the co-ordination and management of the courses. The other staff are part time. All staff hold or are working towards a teaching qualification and assessment awards. ICT courses are run in the education department during the day, with learners attending either the three-hour morning or afternoon sessions. The sessions are run on a workshop basis, with learners working at their own pace through individual worksheets with support from the teacher.

ICT for users   *Grade 3*

Strengths

- good support to meet the needs of individual learners
- innovative learning resources

Weaknesses

- inadequate range of accredited courses and progression opportunities
- insufficient planning and monitoring of individual learning

Achievement and standards

50. Most learners on accredited courses make satisfactory progress and produce work of a satisfactory standard. Since June 2005, 56 per cent of learners who prepared for the level 1 computer literacy qualification achieved either the complete qualification or several units of it. Many learners gain self-confidence and use their skills to produce personal letters, images and presentations.

51. Prior learning or achievement is not always checked at enrolment. Tutors do not always ask to see certificates or check computer skills when learners enrol. There is no assessment of learners to ensure that they have satisfactory levels of literacy and numeracy before beginning their ICT course.

The quality of provision

52. Good support is provided to meet the needs of individual learners. All staff have been trained to understand and support learners' literacy and numeracy needs. Staff development includes training on diversity, suicide awareness, social and behavioural problems and classroom management. Workshops contain up-to-date computers, printers

and industry-standard software. Health and safety is reinforced at the beginning of programmes with particular attention given to adaptive aids such as footrests and lighting. There is a good learner to teacher ratio. Learners often work through worksheets for long periods of time. They do not benefit from group work or external speakers to further stimulate their learning.

53. Good use is made of innovative learning resources. Worksheets have been prepared with large print and refer to areas of interest for the learners, such as racing cars and motorbikes. Learners are able to progress easily through the worksheets at their own pace, supported by the tutors. Learners have created a wallchart that shows the progression through the level 1 qualification as a racing track, and all learners refer to this when checking their own progress. The prison has worked closely with a software developer to create innovative learning packages to support learners' needs and computer skills. One training package involves learners planning a shopping trip. The learner must draw up a shopping list, set his budget, place money in his wallet and visit the shops to buy products for a meal. The learners must plan, manage a budget and calculate change using the virtual learning package. Learners are also able to work on a variety of creative software packages to develop their literacy and numeracy skills and a better awareness of health and safety. However, none of these are accredited or linked to accredited awards.

54. There is an inadequate range of progression opportunities for learners who have achieved level 1 and level 2 computer literacy qualifications at other prisons and are interested in developing their skills to a higher level. There are few links to employers or external education establishments to develop the learners' awareness of career opportunities or higher-level courses suitable for when they are released. The tutor has supplied one learner with a workbook to design a website. He is working through this independently and supporting another learner to develop website design skills. Entry-level computer literacy qualifications have just been introduced and learners are beginning to be enrolled on this course. Level 2 computer literacy qualifications have been offered in the past, but are not currently part of the provision.

55. There is insufficient planning and monitoring of individual learning. Individual learning plans are not used well to indicate the tasks and competences that learners need to achieve in order to successfully complete the course. Where plans are used, the targets do not indicate short- or long-term milestones towards the final qualification that may help learners monitor their own progress on the course. This weakness was identified in the self-assessment report and some improvements have already been implemented to rectify it.

Leadership and management

56. Staff communications are satisfactory and the approach to developing and improving staff performance is generally good. Some use of learner feedback is carried out to improve the learning experience. The self-assessment report identified most of the strengths and weaknesses found during the inspection, and strategies to improve classroom management are currently being implemented. The promotion of equality of opportunity is satisfactory, with learners generally working in a respectful environment with suitable attention paid to meeting the needs of individual learners. There is no strategy in place to maintain or repair the ICT equipment in the prison.

Preparation for life and work   Grade 2

Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy		*2*
Other government-funded provision	148	2

57. There are 148 learners on the skills for life courses. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Four full-time and 16 part-time staff teach on the courses. Most courses can be completed within three weeks. The skills for life courses involve a range of subjects including money management, personal development, group and teamwork, cookery and essential food hygiene, and preparation for work, in addition to accreditation for the achievement of literacy and numeracy from entry levels through to level 2. A project linked with North Yorkshire County Council, called the CYC course, develops the potential of learners through arts and literature. All learners receive an induction into the education department before starting their course.

Literacy and numeracy   *Grade 2*

Strengths

- good achievement of qualifications and personal development
- good teaching and individual support for learners
- good innovations within the curriculum

Weaknesses

- insufficient planning and monitoring of individual learning
- insufficient use of ILT

Achievement and standards

58. There is good achievement of qualifications and personal development. In 2004-05, 104 learners achieved entry level, 119 learners level 1 and 43 learners level 2 qualifications in literacy and numeracy. From January 2005, learners on CYC courses have achieved 64 accredited units in working for others, 68 units in writing for meaning and 28 units in video film production, all at level 1. The work produced by these learners is of a good standard. Learners make significant progress in developing their communication and personal organisation skills. They improve their levels of confidence and self-esteem. Their aims and ambitions for the future are further developed and many learners develop a more positive outlook for re-integrating back into society on release.

The quality of provision

59. Teaching is good with effective learning taking place, a strength identified in the self-assessment report. The individual support given to learners by staff is also of a high standard. Learners benefit from individual tutor support that is provided in a discrete manner. In the better classes, tutors have the skill and organisation to be able to support a

range of diverse ability levels. Staff are aware of learners' individual needs and abilities and treat them with respect and with sensitivity. Staff provide good explanations and adapt their teaching methods to help learners fully understand the learning activities. Work completed by learners is marked promptly and learners receive useful feedback on their progress. In the better lessons learners are actively involved and are highly motivated towards their work.

60. Good innovations have been implemented to make the curriculum more interesting and to better meet the needs of learners. For example, the CYC course allows learners to undertake a variety of accredited units such as working with others, writing for meaning, and video film production through art, music and team-building activities. Literacy support is provided in all these classes. Learners participate enthusiastically on this course and take great pride in the work they produce.

61. Resources are adequate. Teaching staff are experienced and display good levels of competence. All staff update their teaching qualifications with ongoing staff development activities in addition to attending a range of prison training courses. Most staff are taking additional literacy, and numeracy teaching qualifications. Two staff are currently taking dyslexic awareness training. Teaching accommodation, however, is generally poor. Classrooms are small and do not provide sufficient individual working space for learners.

62. There is satisfactory monitoring and recording of individual learning. Tutors have effective systems to record learners' work on a daily basis. These work records are used by tutors to plan what learners will do in the following session. Learners are given useful feedback to help them improve their work. Internal verification is satisfactory.

63. Additional support needs are identified through the induction process and arrangements to provide literacy and numeracy help are well established and effective. All learners employed in the prison are encouraged to achieve qualifications in working with others and in literacy and numeracy through outreach work that provides support in their place of work.

64. There is insufficient planning and monitoring of individual learning. Initial assessment is used to help write individual learning plans and to identify learners' specific support needs. However, planning of learning is often based on general group objectives. In some lessons, only syllabus aims and objectives are shown and there is little planning for identified individual needs. Some learners are not aware of their individual targets and are sometimes unsure what they need to do to improve their skills.

65. There is insufficient use of ILT to help learners develop their literacy and numeracy. Learning materials in literacy and numeracy have been developed over a period of time and are satisfactory. These are used alongside a good range of textbooks. However, there are no computers in the classrooms and few opportunities for learners to access other computers in the prison.

Leadership and management

66. There is regular and effective communications within the staff team in the form of formal meetings and frequent informal contact and sharing of practice. Good emphasis is placed upon staff development to improve their effectiveness when working with learners. Staff are observed teaching and receive useful feedback on their performance and identify

areas for further improvement and development. These and other staff performance issues are discussed during the established staff appraisal sessions. There is satisfactory use of data and other statistical information to help monitor the performance of the courses and to further develop the provision. Learners' questionnaires and course reviews are frequently carried out to consider ways of improving the learning experience. Co-ordination of the skills for life courses is currently done by a part-time member of staff. This post is to become full time in order to allow sufficient time to manage and develop the programme area.

67. The promotion of equality of opportunity is satisfactory and gives learners the opportunity to develop their potential. Many learning activities promote cultural and racial awareness.