

# INSPECTION REPORT

## **HMP and YOI Parc**

**13 January 2006**



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
- **learnirect** 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.

### 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 and YOI Parc

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Her Majesty's Prison and Young Offenders Institute Parc (the prison) is a Category B local prison for convicted male adults, convicted and remand male young offenders and, in a separate unit, male juveniles who are convicted or on remand. It is situated on the outskirts of Bridgend in South Wales. At the time of the inspection, there were 584 adult offenders 356 young offenders and 32 juveniles. The prison's operational capacity is 1,036.
2. The prison's learning and skills department provides mainly part-time education and training in literacy and numeracy, information and communications technology (ICT), art design and ceramics, and physical education (PE). This provision is based in the amenities building.
3. The department offers vocational training in industrial cleaning, performing mechanical operations and production. Vocational training is also available in painting and decorating, electrical installations and horticulture. This provision is based in the workshop building, where seven production workshops provide training to external contract standards. Classrooms in this building house support provision for ICT and literacy and numeracy.
4. There are education classes, a Braille production workshop and production workshops in the vulnerable adult prisoners unit. Education is provided for learners in the segregation and healthcare units. Across the prison are 20 computer workstations where learners work towards ICT qualifications. They are sited in residential units and the library. Some learners follow courses in their cells using self-directed learning packages.
5. In May 2005, the prison took over responsibility for all education and training from a local college subcontractor. The head of learning and skills has held management responsibility for the learning and skills department since June 2005 and includes education, industrial production and training, physical education and the library. There is a learning and skills co-ordinator, a vocational training co-ordinator, a PE co-ordinator and an e-learning manager. A team of 40 full-time and eight part-time learning and skills staff provide teaching and training. Learning and skills programmes operate for 52 weeks each year.
6. The library is on the first floor of the amenities building and is run by the local borough council (the council). It is open for 44.5 hours a week. It is staffed by two librarians, one full time and one part time, who are supported by two prison orderlies.
7. The prison was inspected in September 2002, and reinspected in September 2004. Inspectors judged provision to be inadequate to meet the reasonable needs of those receiving it at both inspections. Since the reinspection, the prison has received support from the Adult Learning Inspectorate's provider development unit.

**OVERALL EFFECTIVENESS****Grade 4**

8. **The overall effectiveness of the provision is inadequate.** The prison's leadership and management are inadequate, as is its approach to equality of opportunity and quality improvement. Training is satisfactory in health, public services and care, ICT, leisure, travel and tourism and arts, media and publishing. Training in engineering and manufacturing technologies and preparation for life and work is inadequate.

9. **The inspection team had some confidence in the reliability of the self-assessment process.** The prison produced its first self-assessment report in December 2005. An appropriate range of staff contributed to the report but none of the learners were involved. The report is generally critical and evaluative. It identified some of the strengths and weaknesses noted by inspectors, some of which have a significant effect on learners. The report does not effectively use data to support judgements. There is insufficient textual evidence to support the strengths and weaknesses.

10. **The provider has demonstrated that it has sufficient capacity to make improvements.** Following the previous inspection, the prison has made progress in introducing a range of strategies to improve the quality of the provision. The co-ordination of quality assurance across the prison has improved. The head of learning and skills is now responsible for quality improvement initiatives. Tutors have a better understanding of their role in improving the provision.

**KEY CHALLENGES FOR HMP AND YOI PARC:**

- increase significantly the amount of work available in the workshops
- extend the range of accredited vocational training in work and sport and recreation
- improve accommodation, facilities and equipment where they are unsatisfactory
- greatly improve the collection and use of data to assist monitoring and improvement
- develop and implement effective quality improvement policies and procedures
- improve the promotion and implementation of equality of opportunity for learners

**GRADES**

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

<b>Leadership and management</b>	<b>4</b>
Contributory grades:	
Equality of opportunity	4
Quality improvement	4

<b>Health, public services and care</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<i>Cleaning</i>		<b>3</b>
Other government-funded provision	23	3
<b>Engineering and manufacturing technologies</b>		<b>4</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<i>Manufacturing technologies</i>		<b>4</b>
Other government-funded provision	69	4
<b>Information and communications technology</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<i>ICT for users</i>		<b>3</b>
Other government-funded provision	93	3
<b>Leisure, travel and tourism</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<i>Sport, leisure and recreation</i>		<b>3</b>
Adult and community learning	10	3
<b>Arts, media and publishing</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<i>Fine arts</i>		<b>3</b>
Other government-funded provision	77	3
<b>Preparation for life and work</b>		<b>4</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<i>Literacy and numeracy</i>		<b>4</b>
Other government-funded provision	110	4

## ABOUT THE INSPECTION

11. Inspectors reported on and graded industrial cleaning, manufacturing, ICT, leisure sports and recreation, art, and preparation for life and work. The quality of the other programmes was considered as part of the leadership and management. Inspection activity took place within a single week. Learning and skills provision for juveniles is the subject of a separate report by Estyn.

Number of inspectors	7
Number of inspection days	29
Number of learners interviewed	150
Number of staff interviewed	60
Number of subcontractors interviewed	2
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	1

## KEY FINDINGS

### Achievements and standards

12. **ICT learners achieve good standards of computing skills.** They confidently carry out a wide range of basic operations and use industry-standard software effectively.

13. **Standards of learners' work in art are good.** Most learners who submit their artwork for accreditation achieve their qualifications. Learners confidently experiment with unfamiliar media.

14. **Learners on literacy and numeracy programmes take pride in their achievements,** speak positively of the progress they are making and their prospects of moving to the next level of study.

15. **Learners on programmes in manufacturing technologies are enthusiastic and participate in learning actively.** Some have achieved health and safety qualifications. Learners who work in the fabrication and welding workshop gain a good range of practical skills.

16. **Learners in industrial cleaning achieve accredited qualifications.** Learners who gain supervisor awards demonstrate good levels of skill when supervising and supporting other learners.

17. **Learners on the exercise and fitness course at level 1 develop appropriate competences and understanding.** Most learners who complete the course achieve the qualification. Achievement of short course qualifications is satisfactory, as is the development of fitness and health by learners in the recreational sport and recreation programme.



## The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	0	3	0	0	3
Information and communications technology	0	1	7	0	8
Leisure, travel and tourism	1	0	2	0	3
Arts, media and publishing	0	4	2	0	6
Preparation for life and work	0	2	7	1	10
<b>Total</b>	<b>1</b>	<b>10</b>	<b>18</b>	<b>1</b>	<b>30</b>

**18. In art learners develop a good understanding of the topics covered during lessons.**

They discuss and evaluate their work effectively with their tutors. Learners keep good sketchbooks which they annotate thoroughly.

**19. Engagement in learning is good in preparation for life and work programmes.** In literacy and numeracy classes, learners work at a good pace. In social and life skills sessions, learners contribute at length to discussion.

**20. The use of learner assessors in industrial cleaning is good.** Learners who have achieved a supervisor award routinely assist with the assessment and training process.

**21. Engineering workshop facilities are good.** Workshops have appropriate resources for the activities that take place there. The industrial cleaning training workshop is well resourced.

**22. Participation in a range of sports activities is good.** Overall, 60 per cent of offenders attend sport and recreation activities each week.

**23. Action to develop the sport and recreation provision is effective.** The number of short courses leading to accreditation and the number of learners they cater for has increased significantly. The department is increasing its capacity to offer training leading to accreditation.

**24. Innovative enrichment activities promote art education well to potential learners.** Volunteer learners who do not attend art classes participate well in imaginative projects.

**25. Engineering learners participate well in learning support.** Half of all engineering workshop learners attend literacy, numeracy and/or ICT classes. In other areas, arrangements to support learners' literacy and numeracy needs are generally satisfactory.

**26. ICT learners receive particularly effective support in classes from peer partners and tutors.** Peer partners provide effective help with ICT learning and at times with personal problems. Tutors use their own time well to give support to learners who need extra help.

27. Support for individual learners is satisfactory in all other areas. Working relationships between staff and learners are productive.

**28. In industrial cleaning, the operational management of training is good.** Adherence to health and safety requirements is strict. Monitoring and recording of progress towards

full qualifications is systematic.

29. **The art curriculum is well structured.** A modular programme at level 1 and level 2 caters well for the needs of short- and long-term learners. Progression to general certificates of secondary (GCSE) and AS level is available.

30. Teaching and learning are mostly satisfactory. All but one of the learning sessions observed during the inspection was satisfactory or better.

31. **The range of teaching and learning activities for literacy and numeracy in discrete provision is not sufficient.** Activity is often narrowly confined to the completion of worksheets and exercises in booklets.

32. **The range of assessment contexts for industrial cleaning is narrow.** Assessment practice does not fully use the varied contexts within the prison where learners work after they have qualified.

33. **In ICT, learning resources are not sufficient to meet learners' needs.**

34. **Some indoor and outdoor sports and recreation accommodation and facilities are poor.**

35. **Classrooms for art are inadequately furnished.**

36. **The availability of work in engineering is poor for many learners.** Learners fill their time reading newspapers and playing cards and other games.

37. **The introduction of accreditation for training in engineering is slow.** The range of full qualifications offered is narrow and recent. Fewer than half the learners in the workshops are following these.

38. **The range of accredited sports and recreation courses is insufficient to meet the needs of longer serving prisoners.** Currently only one substantial accredited course is available.

39. **Arrangements for allocating learners to literacy and numeracy courses are unsatisfactory.** Learners who have different levels of attainment in literacy and numeracy work towards goals at the same level. Staff often place learners who speak English as an additional language inappropriately in entry-level literacy and numeracy classes. The organisation and timetabling of courses is insufficiently flexible.

40. **In ICT, management of the curriculum is not sufficient.** Practice in the three areas of the curriculum is inconsistent. Arrangements for staff to share good practice and expertise are inadequate.

41. **The art department does not use the outcomes of observations sufficiently to improve the quality of teaching and learning.** It does not routinely use the outcomes of observations as a basis for developing and sharing good practice.

## Leadership and management

42. **The prison has recently introduced effective initiatives to improve the leadership and management of learning and skills provision.** Senior management have set and communicated a clear vision. Management of the recent change from subcontractor arrangements to direct delivery of education has been largely effective.

43. **The head of learning and skills has made good use of action plans to develop and improve the learners' experience.** Action plans focus effectively on improving operational management of education and training.

44. Staff development is satisfactory. The prison ensures that education and skills staff receive an appropriate range of professional updating through in-house and externally provided courses or qualifications. Most teachers and trainers have now taken part in a performance appraisal.

45. Advice and guidance to learners is adequate. Learners have access to a sufficient range of information to help their decision-making. However, links with employers are not sufficient.

46. The management of literacy and numeracy support for learners is satisfactory. Support is available in specialist classes or through individual help from peer mentors or tutors. Arrangements to identify language support needs rest too heavily on self-referral.

47. Since the previous inspection, there has been an improvement in communication. Meetings to review performance at different levels are now regular and scheduled. Actions identified at meetings are not always followed up at subsequent meetings.

48. The prison has secured some additional funding to improve resources for learners. Some useful developments have taken place **but deficiencies remain in most areas.**

49. **The use of data is inadequate.** Insufficient data is available to establish retention and achievement rates in areas of learning. Managers do not use data adequately to contribute to planning and decision-making or to assist with monitoring and improvement of programme performance.

50. **Education and training provision is not sufficient to meet offenders' needs.** The range of work activities is narrow. Many learners attend workshops but have no work to do. The range of accredited courses in PE and other vocational areas is not sufficient.

51. **Since the previous inspection, effective actions have reduced the high staff absence rate.** However, cover arrangements for absent staff are not fully effective in some areas.

52. **The co-ordination of quality assurance across the prison has improved.** Tutors have a better understanding of their role in quality improvement.

53. Verification and assessment practices are satisfactory and meet the requirements of awarding bodies.

54. **The prison's new arrangements to assure and improve the learners' experience are**

**insufficiently established.** Implementation of a new cycle of quality assurance activity is not yet thorough.

55. A team of trained managers now carry out observations to assess the quality of learning sessions. **However, observations do not sufficiently focus on the learners' experiences.**

56. The prison has recently started to collect and analyse feedback from learners through questionnaires. **Managers have yet to use the information to identify areas for improvement.**

57. **The prison does not have an up-to-date quality improvement policy.** Informal processes are not effective enough to assure quality. Current quality improvement arrangements do not cover the most important aspects of training, and are not recorded. The prison does not review courses to help raise standards. The use of data to monitor progress against targets is inadequate.

58. The prison has a wide range of equal opportunities policies and procedures, including well-established measures to deal with bullying and offenders' complaints. Learning and skills staff treat learners with dignity and respect.

59. **Promotion and implementation of equality of opportunity is not sufficient.** Diversity training for education staff does not directly deal with working in a learning and skills environment. The equal opportunities policy is difficult for some learners to understand. Allocation of education and skills training for new arrivals is poorly co-ordinated. The point at which new arrivals can enter the provision are restricted.

60. **The range of work and education available to vulnerable offenders is narrower than for others.** The prison offers very few evening or weekend classes to cater for the needs of those in work.

61. **Bonus payments for offenders in work discriminate against those following education programmes.** Not all young offenders receive their entitlement of a weekly visit to the library.

## Leadership and management

### Strengths

- effective initiatives to improve leadership and management
- good use of action-planning

### Weaknesses

- inadequate use of data
- insufficient accredited education and training provision to meet offenders' needs
- insufficiently established arrangements to improve quality
- insufficient promotion and implementation of equality of opportunity

## **Health, public services and care**

### ***Cleaning***

**Grade 3**

#### *Strengths*

- good use of learner assessors
- good management of training
- well-resourced training workshops

#### *Weaknesses*

- narrow range of assessment contexts
- unsatisfactory availability and use of data

## **Engineering and manufacturing technologies**

### ***Manufacturing technologies***

**Grade 4**

#### *Strengths*

- good workshop facilities
- good participation in learning support

#### *Weaknesses*

- very poor availability of work for many learners
- slow introduction of accredited qualifications

## **Information and communications technology**

### ***ICT for users***

**Grade 3**

#### *Strengths*

- good standards of computer skills
- particularly effective learner support in ICT classes

#### *Weaknesses*

- insufficient resources to meet learners' needs
- insufficient curriculum management

## **Leisure, travel and tourism**

### ***Sport, leisure and recreation***

**Grade 3**

#### *Strengths*

- good participation in a range of sports activities
- effective action to develop the sports and recreational provision

#### *Weaknesses*

- some poor accommodation and facilities
- insufficient range of courses for longer-serving offenders

## **Arts, media and publishing**

### ***Fine arts***

**Grade 3**

#### *Strengths*

- good standard of work
- good development of learners' understanding
- innovative enrichment activities

#### *Weaknesses*

- inadequately refurbished teaching rooms
- insufficient use of observation to improve the quality of teaching and learning
- insufficient collation and analysis of data

## **Preparation for life and work**

### ***Literacy and numeracy***

**Grade 4**

#### *Strengths*

- good engagement in learning

#### *Weaknesses*

- insufficient range of teaching and learning activities
- unsatisfactory arrangements for course allocation

## **WHAT LEARNERS LIKE ABOUT HMP AND YOI PARC:**

- the supportive and helpful staff in the workshops and the residential unit for vulnerable prisoners
- the pay in the workshops - good compared with other prisons
- attending PE
- the help they receive from peer partners

## **WHAT LEARNERS THINK HMP AND YOI PARC COULD IMPROVE:**

- the availability of vocational training - they would like a range of construction trades such as plumbing, and in areas such as motor vehicle maintenance
- work in the workshops - more needed
- the opportunity to gain qualifications - more needed, especially for longer-term offenders
- the size of the gymnasium and the range of equipment there
- induction 'there is a lack of information and they (prison staff) appear to make up the rules as they go along'
- the quality of resettlement courses
- the quality of sentence planning

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 4

#### Strengths

- effective initiatives to improve leadership and management
- good use of action-planning

#### Weaknesses

- inadequate use of data
- insufficient accredited education and training provision to meet offenders' needs
- insufficiently established arrangements to improve quality
- insufficient promotion and implementation of equality of opportunity

62. The prison has recently introduced effective initiatives to improve the leadership and management of learning and skills provision. Since joining the management team in October 2005, the deputy director, who is responsible for education and training, has set and communicated a clear vision which emphasises improvement through the development of key areas that influence the learners' experience. This vision is widely shared by staff. Management have clarified staff roles and responsibilities. New staff appointments effectively cover many education and training functions. Other appointments are imminent. Management of the recent change from subcontractor arrangements to direct delivery of education is largely effective. The head of learning and skills has co-ordinated the timing of changes efficiently to minimise disruption to learners. Careful targeting of resources has made some improvements.

63. The head of learning and skills has made good use of action plans to develop and improve the learners' experience. Action plans effectively focus on improving operational management of education and training. These plans link clearly to short- and long-term actions in the three-year development plan. Information from skills shortage surveys are integrated into the action plans and contribute well to appropriate development of the curriculum. Many of the planned short-term actions are complete. More learners in ICT and horticulture follow accredited programmes since the previous inspection. Prison workshops now offer some training leading to accreditation in performing manufacturing operations. First-level ICT training takes place in the workshops. Programmes leading to qualifications in carpentry, electrical installation, painting and decorating have started or are imminent.

64. Staff development is satisfactory. The prison ensures that education and skills staff receive an appropriate range of professional updating through in-house and externally provided courses or qualifications. Most teachers and trainers have, or are working towards, a recognised teaching qualification. Most have now taken part in a performance appraisal which clearly identifies their personal and professional training needs. Actions to meet their training needs have been timely.

65. Advice and guidance to learners is adequate. The prison receives a free careers



guidance service from Careers Wales. Learners have access to a sufficient range of information to help their decision-making. The prison has well-developed plans to improve this further. Offenders routinely attend a careers event where a range of external organisations, including Jobcentre Plus, take part. However, links with employers are not sufficient. The prison recognises that improving these links is a priority. The prison does not effectively monitor the quality of the advice and guidance offenders receive. Promotion of careers in learning areas is not sufficient.

66. Arrangements to provide literacy and numeracy support for learners are satisfactory. Most learners receive an appropriate initial assessment. Where these identify support needs, provision is available in specialist classes, in the workshops or through individual help in class by peer mentors or tutors. All peer mentors are currently working towards an appropriate national qualification which is relevant to their role. Arrangements to identify language support needs rest too heavily on self-referral. Support arrangements are not well developed. Plans to introduce initial assessment to identify learners who have dyslexia are well advanced, but not yet implemented.

67. Since the previous inspection there has been an improvement in communication. Meetings to review performance at different levels are now regular and scheduled. All meetings have agendas and minutes circulated to all staff. However, the minutes do not always clearly identify who should carry out agreed actions and by when. Actions identified at meetings are not always followed up at subsequent meetings. Some staff do not have access to the prison intranet.

68. The prison has secured some additional funding to improve resources for learners. Some useful developments have taken place, including the introduction of computers for ICT study in residential units. However, resources in ICT classrooms, and some PE and art resources are not sufficient. The library does not have an adequate number of books to supplement education classes and workshops. The range of books in languages other than English is limited. The library does not provide newspapers and magazines in foreign languages.

69. The use of data is inadequate. Historically, collection and use of relevant data is poor and the prison has recognised this. It has very recently started to collect an appropriate range of data. However, data on retention and achievement is not yet available. Managers do not use data adequately to contribute to planning and decision-making. The prison does not routinely produce data and associated reports and use these as management tools. Managers do not use data effectively to set targets at programme level to help with the monitoring and improvement of performance.

70. Education and training provision is not sufficient to meet offenders' needs. The range of work activities is narrow. Many learners attend workshops but have no work to do. Plans to use the prison's catering facilities for training purposes are hampered by operational restrictions. The range of accredited courses in PE is not sufficient for offenders serving longer terms. Provision of programmes in ICT at level 3 and above is insufficient. Since the previous inspection, effective actions have reduced the high staff absence rate. However, cover arrangements for absent staff are not fully effective in some areas.

### **Equality of opportunity**

### **Contributory grade 4**

71. The prison has a wide range of equal opportunities policies and procedures, including

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well-established measures to deal with bullying and offenders' complaints. Learning and skills staff treat learners with dignity and respect. The learning and skills department has carried out a number of recent initiatives to encourage an understanding of diversity, including a Black history week. Texts which encourage a greater understanding of diversity form part of the literacy curriculum for some learners.

72. The availability of books in the library written in Welsh is appropriate. However Welsh language and culture is not well integrated with the curriculum in the prison.

73. Across the learning and skills department, promotion and implementation of equality of opportunity is not sufficient. Education staff have recently received useful prison service diversity training. However, it does not directly deal with specific matters concerned with working in a learning and skills environment. A recently produced equal opportunities policy for education and skills is on display in most learning areas, but the formal language is difficult for some learners to understand. Very few images or displays promote equality and respect or celebrate diversity in learning areas. The prison has recently developed electronic systems for gathering data on participation in learning and work by different groups. Routine analysis of this data is not yet fully in place. Analysis and use of data to compare the achievement and retention of different groups is insufficient.

74. Allocation of education and skills training for new arrivals is poorly co-ordinated. Staff who are responsible for allocating education or work routinely receive information on learners' preferences, but this is often poorly recorded. Sentence planning documents often arrive too late for the allocation staff to act on the priorities for learning or work. A new system for timetabling education in blocks of several weeks at a time restricts the points at which new arrivals can enter the provision. At the time of inspection, 26 young offenders were on a waiting list for education provision with no planned date for their start. The prison has acknowledged weaknesses in allocation of learning and skills and has plans to improve them significantly.

75. Access to education and work varies across the prison. The range available to vulnerable offenders is narrower than for others. Although the recent introduction of drop-in classes in ICT and literacy and numeracy in the workshop block has widened access to support, the prison offers very few evening or weekend classes. Learners appreciate the new computer workstations in some residential areas, but their use is generally limited to those working towards an ICT qualification. Payments to offenders discriminate against those on education programmes. While basic pay rates for participation in work and education are the same, income from bonus payments for those in work are significantly higher. This is under review.

76. The arrangements to ensure that all adults and young offenders have at least one visit a week to the library is insufficient. Arrangements for adult offenders are satisfactory, but the times for young offenders are often poorly advertised, and where these are at weekends, prison staff deployment changes frequently lead to cancellation of visits. The prison has well-developed plans to alter the way it deploys such staff to eliminate these problems.

### Quality improvement

### Contributory grade 4

77. Following the previous inspection, the prison has made progress in introducing a range of strategies to improve the quality of the provision. The co-ordination of quality assurance across the prison has improved. The head of learning and skills is now responsible for

quality improvement initiatives and communication has improved. Tutors have a better understanding of their role in improving the provision.

78. Since the termination of the contract with the local college subcontractor, the prison has introduced some of its own arrangements to assure and improve the learners' experience. However, these arrangements are insufficiently established to improve the provision. A quality improvement group has recently started to meet regularly, but the group's remit is unclear. Implementation of a new cycle of quality assurance activity is not yet thorough.

79. A team of trained managers carry out observations to assess the quality of learning sessions. Although implementation is very recent, managers have observed most of the staff. Observers make detailed records and provide tutors with feedback. Where sessions are unsatisfactory, managers agree a programme of support for improvement. Information from observations is now used in appraisals to identify training and development needs. However, observations do not sufficiently focus on the learners' experience. Learners' views are not considered when making judgements on the quality of observed sessions. Sessions are not graded and the outcomes of the observations are not subject to a moderation process.

80. The prison has recently started to collect and analyse feedback from learners through questionnaires, but rates of return are low. Managers have collated responses, but have not organised or used the information to identify further areas for improvement. The feedback questionnaire does not adequately cover all major aspects of a learner's programme. Areas of learning have introduced additional feedback processes, but these do not link systematically with other quality improvement processes. The prison recognises the need to better co-ordinate and develop its collection and use of learner feedback.

81. The prison does not have an up-to-date quality improvement policy. Informal processes are not effective enough to assure quality. Current quality improvement arrangements do not cover all the most important aspects of training. None of the current procedures ensure that staff carry out key education and training processes effectively. For example, the prison does not carry out an effective internal audit of documents to identify errors and remedial action. There is no use of course reviews to help raise standards. Use of data to monitor progress against targets is inadequate. This weakness was noted at the previous inspection and in the self-assessment report.

82. Internal verification for performing manufacturing operations is carried out by a subcontractor. A contractual agreement between the prison and contractor has recently been signed, but monitoring of its effectiveness has yet to start. Verification and assessment practices are satisfactory and meet the requirements of awarding bodies.

## AREAS OF LEARNING

### Health, public services and care

Grade 3

Contributory areas:	Number of learners	Contributory grade
<b>Cleaning</b>		<b>3</b>
Other government-funded provision	23	3

83. Industrial cleaning training courses cater for 23 part-time learners, of whom 12 are young offenders. Training takes place in a dedicated workshop in the industrial building which also houses other workshops. Twelve learners are working towards internal prison qualification which makes them eligible to work as wing cleaners. Another 11 learners work towards nationally recognised qualifications in industrial cleaning at levels 1, 2 and 3. Learners are trained in the use of a range of industrial cleaning equipment and materials. They attend the workshop for half-day sessions, five days a week. The area also offers training to gain qualifications as assessors and trainers in industrial cleaning.

### **Cleaning**

Grade 3

#### *Strengths*

- good use of learner assessors
- good management of training
- well-resourced training workshops

#### *Weaknesses*

- narrow range of assessment contexts
- unsatisfactory availability and use of data

### **Achievement and standards**

84. Learners achieve accredited industrial cleaning qualifications following their training. In 2005, learners achieved 47 qualifications at level 1, 28 qualifications at level 2 and 21 qualifications at level 3. Four learners achieved the industrial cleaning supervisor award which qualifies them to assess other learners' work. These learners are skilled at supervising and supporting other learners in training.

### **The quality of provision**

85. The use of learner assessors is good. Learners who have achieved a supervisor award routinely assist with the assessment and training process. They use the understanding and skills they have gained well. Learner assessors give comprehensive demonstrations and clear explanations of specific operations. They demonstrate a high degree of confidence. Some give helpful feedback to other learners about their performance. Learners who have already achieved their level 2 qualification help staff who are training other learners.

86. The training workshop is well resourced. Learners routinely use the good selection of

hand and power tools in the workshop. They practise cleaning skills on different surfaces on a good range of flooring, including tiles, wood and carpet. A toilet, shower cubicle and small kitchen provide suitable settings for the assessors to carry out assessments in the centre. The experienced and qualified trainer uses their expertise well.

87. Arrangements to support learners' literacy and numeracy needs are satisfactory. Cleaning programmes are part time and scheduling permits learners to follow discrete part-time literacy and numeracy classes.

88. The range of assessment contexts is narrow. Assessments are thorough, well planned and routinely recorded, but assessments are only carried out in the workshop and at one residential unit. Assessment practice does not make full use of the varied contexts in the prison. Learners do not gain experience of the different techniques involved, for example, in working in more public areas of the prison.

### **Leadership and management**

89. The operational management of training is good. Staff and learners take pride in the training workshop. Housekeeping is good at all times and adherence to health and safety requirements is strict. Labelling of cleaning equipment and chemicals is clear and their storage is good. Staff write learning materials and other documents in language that learners understand easily. Monitoring and recording of progress towards full qualifications is systematic. Assessments fully meet awarding body requirements. The supervisor has a good working relationship with staff in other workshops and uses some of these areas for training.

90. The availability and use of data on achievement is poor. Managers do not have accessible data to accurately identify achievement or progression. They do not analyse data to identify trends in retention, achievement or progression towards any of the qualifications, nor do they set targets for improvement.

**Engineering and manufacturing technologies****Grade 4**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Manufacturing technologies</b>		<b>4</b>
Other government-funded provision	69	4

91. The prison offers vocational training in fabrication and welding, and assembly and packing, to 69 full-time learners, of whom eight are young offenders. Of these, 24 work towards vocational qualifications in performing mechanical operations and production at entry level and levels 1 and 2. Activity takes place in engineering and manufacturing training workshops in one industrial building. All learners take part in an induction which includes an initial assessment of their literacy and numeracy levels. Currently 35 learners receive ICT, literacy and/or numeracy support as part of their programme.

**Manufacturing technologies****Grade 4***Strengths*

- good workshop facilities
- good participation in learning support

*Weaknesses*

- very poor availability of work for many learners
- slow introduction of accredited qualifications

**Achievement and standards**

92. The prison has only recently introduced programmes which lead to vocational qualifications, and none of the learners have yet completed them. Learners are enthusiastic and participate fully. Some have achieved health and safety qualifications. Since September 2005, six learners have achieved a foundation certificate in health and safety in the workshop, 18 learners have achieved a principles of control of substances hazardous to health certificate and 13 learners have achieved an intermediate certificate in supervising health and safety.

93. Learners in the fabrication and welding workshop gain a good range of practical skills. They demonstrate good levels of competence in the use of hand and power tools. Learners produce a wide range of products to a good standard, including steel gates, fencing and garden furniture. The fabrication and welding section has recently secured a large contract to produce security window frames for the prison.

94. Learners gain a worthwhile range of personal and work skills during their time in the workshops. When carrying out production work, learners demonstrate the ability to work as part of a team and to work to deadlines and targets. Some learners are promoted and act as mentors and carry out a supervisory role in the workshops. Mentors demonstrate their skills when supporting other learners and ensure the smooth running of the workshop. However, staff and learners do not always recognise the importance of these skills and

learners do not receive accreditation for them.

### **The quality of provision**

95. Workshop facilities are good. The fabrication and welding workshop contains a good range of hand and power tools including drills, saws and a variety of welding apparatus. The stores in all workshops are well managed and housekeeping is good. Workshops are tidy, well decorated, and maintained to a good standard. However, they are not well adapted to accommodate whole-group training sessions.

96. Participation in learning support is good. Half of all engineering workshop learners attend literacy, numeracy and/or ICT classes. Learning support classrooms are conveniently located in the workshop. Classrooms are attractively decorated and suitably equipped. However, literacy and numeracy are not fully integrated with the vocational learning programmes.

97. Teaching and learning are satisfactory. Instruction mainly takes place in small groups or on an individual basis. In the fabrication and welding workshop, learners practise tasks which are appropriate to their level of competence and experience. Supervisors make good use of the more skilled learners to assist with training. Supervisors have a suitable range of experience from industry and they work well with learners. Adherence to health and safety practice is good. Supervisors ensure that all learners wear suitable protective clothing and equipment in the workshops.

98. Learners receive satisfactory support during their training. Supervisors ensure that good behaviour and respect for others are standard practice.

99. The availability of work for many learners is poor, and for some no work exists. During the inspection, one production workshop which held 24 learners had no work. In another, 27 learners had periods of little or no activity. In the fabrication and welding workshop, work is only sufficient to occupy half of the 18 learners employed there. At times across the three workshops, only six learners out of 69 had work. The prison requires learners to attend the workshops on a full-time basis, but learners fill their time reading newspapers, and playing cards and other games. Senior managers have acknowledged this problem and a manager is being appointed to secure and maintain new work contracts for the workshops.

### **Leadership and management**

100. Staff work well as a team across all vocational areas in the workshop area. They are positive about their role and the introduction of externally accredited qualifications. However, their introduction is slow. The prison has only recently introduced vocational qualifications for learners in the engineering workshops. Full qualifications are offered in performing manufacturing operations and in manufacturing, but fewer than half of the learners are following these. The prison plans to introduce further vocational qualifications. Recognition and accreditation of other skills gained is insufficient.

101. The self-assessment report identifies most of the strengths and weaknesses identified by inspectors. However, some of the strengths are no more than normal practice. The self-assessment grade is higher than the inspection grade.

**Information and communications technology****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<i>ICT for users</i>		<b>3</b>
Other government-funded provision	93	3

102. There are 93 learners on ICT courses, comprising 49 adults and 44 young offenders. Of these, 38 learners are on a level 1 programme which runs part time for six weeks at a time in the amenities building. A different level 1 programme caters for 33 learners who use the 20 'learning pods', computer workstations sited in residential wings and in the library. A further 22 learners work towards foundation-level qualifications, mainly in the workshop area. A manager is responsible for the learning pods. There are three full-time tutors and one part-time tutor. Taught classes take place on five days a week in the mornings and afternoons, in two computer rooms. Adults attend the morning classes and young offenders attend in the afternoon.

***ICT for users*****Grade 3***Strengths*

- good standards of computer skills
- particularly effective learner support in ICT classes

*Weaknesses*

- insufficient resources to meet learners' needs
- insufficient curriculum management

**Achievement and standards**

103. Learners achieve good computing skills. They confidently carry out a wide range of basic operations such as manipulating data and file management. They use industry-standard software effectively. For example, learners insert tables or graphs from spreadsheets into word processed documents competently. They improve their data entry speeds well when using keyboarding software.

104. Some recent rates of achievement are good. All learners who have entered foundation-level qualifications have been successful. Pass rates for level 1 qualifications are 85 per cent. However, data on achievement is only available for the past few months, and its collation is insufficiently thorough to allow identification of trends.

**The quality of provision**

105. Learners receive particularly effective support in classes from peer partners and tutors. Tutors carefully select learners to act as peer partners. Tutors identify those learners with the necessary computing and communication skills to act as peer partners to support other learners. Peer partners routinely establish good working relationships with learners and they provide effective help with ICT learning and sometimes with personal problems. Tutors value and respect peer partners and readily acknowledge peer partners' additional



role in maintaining appropriate behaviour during learning sessions. Tutors have sufficient time to give their support to learners who need extra help and for administering initial and online assessments. Peer partners report significant increases in their confidence and self-esteem through this role.

106. Teaching and learning are satisfactory. All learning sessions observed were satisfactory or better. Class management is good and session planning is satisfactory. The recording and monitoring of progress for ICT learners in the workshop is good, but it is not sufficiently detailed for those in the amenities building. Tutors there seldom set short-term targets for work. Initial assessment of learners' computing skills is satisfactory.

107. The arrangements to support learners who have literacy or numeracy needs varies. ICT staff in the workshop are sent the results of initial assessment and refer learners who need literacy and/or numeracy support to classes in the area. Tutors of amenities-based provision rarely receive this information. They routinely correct grammatical and spelling mistakes in learners' work and offer some feedback.

108. Learning resources are not sufficient to meet learners' needs. The range of instructional material does not include worksheets or textbooks to help support the less confident or to challenge the most able learners. Materials do not reflect the different interests of learners at different ages, or cater well for those with lower levels of literacy. Classrooms do not have display equipment such as whiteboards, data projectors or interactive whiteboards. Learners who use the learning pods are not able to print or retain hard copies of their work as there are no printers. Seating for learners in one of the two classrooms is unsatisfactory for ICT users. Classrooms do not have any adaptive technology for those with specific needs.

### **Leadership and management**

109. Since the previous inspection ICT provision has improved. The range of programmes is broader, and is available in a wider range of locations and subjects. Taught programmes are available at entry level and level 1. The timetable has been restructured effectively into shorter, more focused periods of learning of a few weeks at a time. Level 1 and level 2 programmes are widely available using the learning pods. New ICT support classes in the workshop area are well attended.

110. Management of the curriculum is not sufficient. The three strands of the curriculum function separately. Different managers have responsibility for each of these, and the head of learning and skills currently takes responsibility for overall curriculum development. Practice between the areas is inconsistent. For example, the good systems for recording progress in the workshop are not in use elsewhere. Arrangements for staff to share good practice and expertise are inadequate. ICT staff do not meet regularly to consider curriculum matters. The collection and use of data on achievement and retention is not sufficiently well developed. Systematic data collection is very recent and data is not used as a basis for setting targets for improvement. Internal verification is satisfactory.

111. ICT staff had a significant involvement in the area's self-assessment report. Some of the judgements in the report matched those of inspectors.

**Leisure, travel and tourism****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Sport, leisure and recreation</i></b>		<b>3</b>
Adult and community learning	10	3

112. An exercise and fitness qualification at level 1 caters for 10 learners. The PE department also offers short courses in health and safety and first aid, as well as a team challenge, a short programme consisting of team-working and problem-solving activities. In addition to accredited courses, the PE department organises a full recreational sports and exercise programme for the whole prison population. Activity takes place seven days a week including midweek evenings. Over 600 offenders participate each week. All offenders have an induction to the sports facilities as part of their general prison induction. The department has a co-ordinator, a supervisor and five PE instructors. Three additional instructors are to be appointed shortly. Five prison orderlies also work in the department. Sports facilities consist of an outside hardcore sports pitch, a sports hall that includes a climbing wall, a weight training room and a cardiovascular exercise room. A classroom in a residential wing is used for theory work.

***Sport, leisure and recreation*****Grade 3***Strengths*

- good participation in a range of sports activities
- effective action to develop the sports and recreational provision

*Weaknesses*

- some poor accommodation and facilities
- insufficient range of courses for longer-serving offenders

**Achievement and standards**

113. Learners' achievements and the standard of their work are satisfactory. Learners on the exercise and fitness course at level 1 develop appropriate competence and understanding of different aspects of health and fitness. They acquire a satisfactory level of skill in leading training activity. Those in learning are making satisfactory progress. Most learners who complete the level 1 course achieve the qualification. Achievement of short-course qualifications is satisfactory. On the mobile team challenge, learners display good team-working and problem-solving skills. Development of fitness and health in the recreational sport and recreation programme is satisfactory.

**The quality of provision**

114. Participation in a range of sports activities is good. Overall, 60 per cent of offenders attend sport and recreation activities each week. This represents a high degree of participation. Access to recreational PE is particularly good for offenders who the prison has awarded enhanced status privileges. Such offenders participate up to five times a week, while others attend once or twice a week. The department provides a good range of

general activities including weight training, fitness training and a variety of team sports, racket sports and indoor climbing. Timetabling is extensive. Activities run seven days a week, during mornings, afternoons and some evenings. The department offers a good range of activities to attract those facing barriers to participation in general activities, including sessions for the less physically mobile, those requiring health rehabilitation programmes and other learners for whom more gentle physical activity is appropriate. Competitions and other motivational events such as the mobile team challenge also encourage participation and interest in sport and recreation.

115. The quality of teaching and learning is satisfactory. Session preparation and planning is satisfactory. Staff structure the activities well to enable learners to develop their knowledge and understanding. The level and pace of teaching on the level 1 programme is appropriate for individual needs. Learners organise and lead activity sessions and use this experience well to develop their background knowledge. The teaching on the mobile team challenge is particularly good. Learners fully engage in teamwork and problem-solving activities. Prison orderlies provide good assistance with coaching and instructional activities.

116. Support for individual learners is satisfactory. Working relationships between staff and learners are productive, and learners and staff treat each other with respect. Learners comment favourably on the help and guidance they receive from staff. Arrangements to support literacy and numeracy needs of learners on accredited programmes are satisfactory. Learners rarely require such support, which is available through a peer mentor system.

117. The area for changing and showering is satisfactory. The sports hall provides a good environment for many activities. However, some accommodation and facilities are poor. The weight training and cardiovascular rooms are small and they do not offer suitable space for learners to work or for staff to coach or teach effectively. The outside playing areas provide useful, additional space for team games. However, the hardcore surfaces are not suitable for safe participation. The location of the classroom used for theory work on the level 1 programme is unsatisfactory. It is situated in a residential wing some distance from where practical activity takes place.

118. The range of courses for long-serving offenders is insufficient. Currently only one substantial accredited course is available to such learners. While arrangements are in place to offer new starting points throughout the year, this programme does not meet demand from longer-serving offenders. The five orderlies who work in the sports area carry out a wide range of duties including cleaning, assembly and dismantling of equipment and sports coaching activities. The department does not offer qualifications to accredit these skills.

### **Leadership and management**

119. Action to develop the sport and recreation provision for most learners is effective. The number of short courses leading to accreditation and the number of learners they cater for has increased significantly. The new innovative mobile team challenge involves increasing numbers of learners. All PE staff are working towards teaching qualifications to prepare them for more formalised coaching and teaching activities. Accreditation for the level 1 exercise and fitness qualification is now through a sports industry awarding body. The new certificate has greater currency with potential employers than the previous award.

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120. Informal communication between staff is frequent and effective, supplemented by occasional formal staff meetings. Staff appraisal clearly identifies training and development needs. Management of resources is effective. Staff promote a culture of respect within the provision. Arrangements to monitor health and safety have improved and are now satisfactory. Staff maintain appropriate records of incidents and injuries. Observation of teaching and learning sessions takes place, but scheduling and feedback arrangements are not sufficiently formalised.

121. Self-assessment is recent. Some of the strengths and weaknesses and the grade for the provision match those of inspectors. However, the report did not contain sufficient textual information to support its judgements.

**Arts, media and publishing****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<i><b>Fine arts</b></i>		<b>3</b>
Other government-funded provision	77	3

122. Art programmes run each weekday in the mornings and afternoons. Programmes take place in three teaching rooms in the amenities building. Learners work towards GCSE and AS level art qualifications in one room. In the other room, two learners follow courses planned over three weeks in which they work for credits towards qualifications at levels 1 and 2. Three full-time and two part-time tutors teach art. One of the full-time tutors co-ordinates the art curriculum. A writer in residence provides art therapy to learners who are unable to attend classes and co-ordinates additional workshops and projects for learners. Three young offenders receive art therapy in the health centre each week. Fourteen vulnerable learners attend art sessions in their residential wing each week. These learners enter for an external art competition for offenders, but do not work towards qualifications.

***Fine arts*****Grade 3*****Strengths***

- good standard of work
- good development of learners' understanding
- innovative enrichment activities

***Weaknesses***

- inadequately furnished teaching rooms
- insufficient use of observation to improve the quality of teaching and learning
- insufficient collation and analysis of data

**Achievement and standards**

123. The standard of learners' work in drawing, painting, collage and three-dimensional art is good. Most learners who submit their artwork for accreditation achieve the qualifications. Many enter an external competition and around half receive awards. Some successfully offer their work for sale. Learners confidently experiment with unfamiliar media such as charcoal, pastels and drawing with a brush and paint. Many learners have no previous art education. All make good progress during lessons and in relation to their previous art education or experience. They take pride in their work, examples of which are often on display in the prison.

**The quality of provision**

124. Learners develop a good understanding of the art topics covered during individual lessons. They discuss and evaluate their work effectively with their tutors and clearly see the relation between the techniques they use and other artists' work. Learning is well

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planned. Learners are clear that completion of courses is an integral part of their sentence plans. Tutors are experienced artists, and teachers have a variety of expertise. They develop comprehensive project briefs which require learners to carry out research, make preliminary drawings and experiment with different techniques in preparation for making a final piece of work. Completed projects contribute towards the achievement of credits at levels 1 and 2, GCSE or AS level qualifications in art. Learners keep good sketchbooks to record their ideas. They annotate these thoroughly, demonstrating a good development of art-related vocabulary.

125. Innovative enrichment activities promote art education well to potential learners. Volunteer learners who do not attend regular art classes, participate in enrichment projects to produce innovative murals, theatrical backdrops and illustrations for books. A current project involves four learners drawing cartoon illustrations and writing text for an adult literacy book. Two of these do not attend other art classes. The subject is humorous, very relevant to prison life and maintains learners' interest well. The project very effectively develops literacy skills as well as art skills.

126. Support for learners is satisfactory. Working relationships between learners and tutors are constructive. Tutors offer useful informal support on personal matters and where necessary direct learners to the specialist support available throughout the prison. Three vulnerable learners from the travelling community receive good support with art in the health care centre, and similar support is available for vulnerable offenders in the residential units. Support for learners who need help with literacy is satisfactory. They receive extra guidance from tutors to help them understand project briefs and annotate their work.

127. Teaching rooms are inadequately furnished. Recent construction work has increased their size, but they remain undecorated. Walls are drab, grey and bare. They are not used well to display learners' work or other art. Lighting is poor and inappropriate for producing artwork. Lighting subjects such as still life models is difficult. The table surface is too small for a full class of learners to work productively. Storage space for learners' work is insufficient.

### **Leadership and management**

128. The art curriculum is well structured. Modules at level 1 and 2 last three weeks, and cater well for the needs of short-term learners. Modules cover a good variety of art skills, including graphic design, painting, drawing and three-dimensional design. They are planned over a 12-week cycle. Long serving offenders follow up to four different modules, and experience a good range of art learning. Use of the three teaching rooms is effective. Different modules run simultaneously in two of them, while learners working towards GCSE or AS qualifications use the third.

129. The department does not use observations sufficiently to improve the quality of teaching and learning. Practice in carrying out and recording observations is not consistent. The department does not routinely use the outcomes of observations as a basis for developing and sharing good practice. Other quality improvement arrangements are incomplete. However, the quality assurance of qualifications is satisfactory and meets awarding body requirements.

130. The department does not sufficiently collate or analyse data to identify trends, or to help decide on improvements to the provision. Systematic collection and recording of data

on achievement is very recent. Data does not show accurately the proportion of learners who start courses and achieve qualifications. Some learners leave the prison during art courses, but others do not submit their work for accreditation. Staff rarely record the reasons why learners leave courses before they end. They do not analyse data to identify actions to improve retention and achievement.

131. The art and design section of the self-assessment report identified some of the strengths of the provision, but inspectors identified additional weaknesses.

**Preparation for life and work****Grade 4**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Literacy and numeracy</i></b>		<b>4</b>
Other government-funded provision	110	4

132. The prison offers a range of preparation for life and work programmes. Of the 110 learners, 65 are adults and 45 are young offenders. Around three-quarters follow literacy and numeracy programmes. Discrete literacy and numeracy provision forms part of the education offer in the amenities building. Courses run for six weeks at a time, every morning or afternoon. Three morning courses cater for adults and three afternoon courses for young offenders. Some literacy and numeracy provision is also available in the vulnerable prisoners' residential unit. Learners who work in the industrial workshops receive literacy and numeracy support in the purpose-built classrooms next to the workshops. Life and social skills courses form part of the prison's resettlement programme. These include preparation for work, budgeting and money management, parenting, citizenship and literacy and numeracy support. Literacy and numeracy is part of the curriculum on a programme for offenders dealing with substance misuse. Interim management arrangements are in place for literacy and numeracy provision until a new curriculum manager starts in February 2006. Teaching is the responsibility of five full-time and seven part-time staff. In addition, peer mentors work in the classrooms and offer support with reading for offenders in the residential wings.

***Literacy and numeracy*****Grade 4***Strengths*

- good engagement in learning

*Weaknesses*

- insufficient range of teaching and learning activities
- unsatisfactory arrangements for course allocation

**Achievement and standards**

133. The volume of literacy and numeracy qualifications achieved at entry level and level 1 in the past few months has increased, and is now in line with key performance targets. However, systematic recording of qualification achievement is very recent. It is too soon to make judgements about rates of retention and achievement.

134. Many learners have had poor experiences of formal education. Learners on literacy and numeracy programmes take pride in their achievements, speak positively of the progress they are making and their prospects of moving to the next level of study. Learners in discrete literacy and numeracy classes, and in support classes in the workshop area complete work satisfactorily.



### **The quality of provision**

135. Engagement in learning is good. In literacy and numeracy classes, learners work at a good pace and concentrate well during sessions. Most learners listen attentively and are confident speakers. In social and life skills sessions, learners contribute to discussions and are keen to express their views and opinions. In support sessions in the workshop area, learners use their knowledge and personal experience well to carry out practical activities such as evaluating and comparing job advertisements. Teachers use a suitable range of techniques to stimulate and support learners. Classroom management is sound. Teachers deal effectively and unobtrusively with occasional challenging behaviour or reluctance to work by some young offenders.

136. Classrooms in the amenities and workshop buildings are generally adequate for the groups that use them, although some are cramped when class numbers are high. Displays in classrooms are colourful and appropriate for literacy and numeracy learning. Individual sessions for those dealing with substance misuse take place in an open communal area which is subject to noise and distraction from other offenders. Staff are appropriately qualified. Most have experience and expertise in teaching learners with additional needs.

137. The range of courses in the resettlement area is adequate. In the amenities area, literacy and numeracy provision is available at different levels. Learners take national tests at all levels between entry level and level 2. Literacy and numeracy support is readily accessible in the workshop area. However, the range of literacy and numeracy provision for vulnerable prisoners is narrow. Very few classes are available in the evening. There is no discrete provision for those who speak English as an additional language. However, the prison has now appointed a part-time teacher to develop this.

138. Support for learners is adequate. Teachers have a good understanding of learners' personal needs and difficulties, and provide good support and guidance. Teachers have qualifications and expertise in working with learners with specific learning difficulties and provide effective specialist support. Peer mentors are well deployed and provide effective individual support in some areas.

139. The range of teaching and learning activities for literacy and numeracy learners is not sufficient. Activity in classrooms is often narrowly confined to the completion of worksheets and exercises in booklets. Learners spend too much time completing repetitive and unimaginative tasks. The use of audio or visual aids to enliven the teaching is rare. Few computers are available for learners to use for literacy and numeracy development. For most learners, the use of ICT is confined to weekly visits to the library where two computers are available.

### **Leadership and management**

140. The prison has rectified some of the problems identified at the previous inspection. Arrangements for covering teachers' absence have improved. Fewer staff who provide cover teach subjects for which they do not have appropriate qualifications. Class cancellations are much less frequent. Following the introduction of six-week courses in literacy and numeracy, the volume of qualification achievements has increased. Arrangements for observation of teaching have improved. The observation programme now includes all staff, and they are given oral and written feedback. All staff now have

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appraisal meetings with managers. Managers use information from the observations appropriately to identify training needs. However, the availability and use of data remains unsatisfactory. Systematic collection of data is very recent. There is still insufficient accurate data available to identify retention and achievement rates. The use of data for setting targets for improvement is poorly developed.

141. Arrangements for allocating learners to courses are unsatisfactory. Learners routinely complete a nationally recognised assessment of their literacy and numeracy levels during induction. However, the results rarely reach staff who are responsible for literacy and numeracy courses. The availability of assessment results for those learners who joined the prison before October 2005 is poor. Allocation to classes is not sensitive to individuals where levels of literacy and numeracy differ. Learners work towards literacy and numeracy goals at the same level without sufficient regard to such differences. The organisation and timetabling of courses is not flexible enough to meet the needs of some learners. Learners who do not achieve the qualification in a six-week period, repeat the same course. Learners only join programmes at the start of a six-week course and some young offenders wait significant periods before being allocated to a class. Allocation arrangements for the small number of learners who need help with English language are inadequate. No appropriate initial screening or assessments are in use. Staff often place learners inappropriately in entry-level literacy and numeracy classes. The prison has recognised weaknesses in the induction, allocation process, and in English for speakers of other languages provision, and has well developed plans to improve them.

142. Some of the judgements in the self-assessment report matched those of inspectors. However, some of the strengths are no more than normal practice. Inspectors identified additional weaknesses, and gave a lower grade than the prison.

