

# INSPECTION REPORT

## **HMP and YOI Moorland**

**16 December 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
- **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 Moorland

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP and YOI Moorland (the prison) is located near Doncaster in Yorkshire. It is a complex training establishment holding category C and D convicted male adults and short- or long-term young offenders, including restricted status and up to 50 young offenders serving life sentences. It operates across two sites. One site is a closed prison and the other an open prison about four miles away. The prison has a baseline certified normal accommodation of 1,000 and an operational capacity of 1,051. The population is 457 adults and 325 young offenders at the closed site and 200 adults and 60 young offenders at the open site. Across the two sites there are 106 young offenders who are 19 years old.

2. The annual contract for education services is for 37,090 teaching hours and 1,850 induction hours. The contract has been held by City College Manchester since January 1999. The education department delivers most of the learning programmes in the prison. These take place in the education centre, classrooms and residential units. The education team is headed by the education manager, a deputy manager and a teacher in charge who is based at the open site. There are 78 other staff working in the department on either a full- or part-time basis. The length of stay for offenders at the closed site over the past six months has been 5.4 per cent for a stay of up to a month, 47.7 per cent stay for up to six months and 46.8 per cent stay for over six months. The open site mainly caters for offenders who are in the last six months of their sentence.

3. A regimes manager, who is at operational governor grade, manages all the workshop production and training provision, and the gardens, main kitchen and physical education (PE) departments. The training and skills manager co-ordinates training and the accreditation of programmes in all training areas.

4. The prison offers the core prison curriculum which focuses on literacy, numeracy and language, social and life skills, information and communications technology (ICT), food hygiene, business studies and art courses. Vocational courses that are available include industrial cleaning, computers, gardening, painting and decorating, PE and catering. A range of production workshops provide purposeful activities just for offenders on the closed prison site. Offenders at the open prison site can attend education classes, preparation for work courses, PE or be on working parties for gardens and wing cleaning. A resettlement centre opened at the open site in January 2004. A resettlement manager co-ordinates the provision of working in the community for approximately 80 to 100 offenders. The work includes working with voluntary sector organisations and employers within a 75-mile radius of the prison. Offenders who work in the community are paid at least the minimum basic wage if working for an employer, or if they are working for voluntary organisations they will at least receive the minimum pay allowance for offenders.

### OVERALL EFFECTIVENESS

**Grade 3**

5. **The overall effectiveness of the provision is satisfactory.** The leadership and management of the prison are satisfactory. The establishment's approach to equality of

## HMP AND YOI MOORLAND

opportunity is good and its arrangements for quality improvement are satisfactory. Training is good in ICT and satisfactory in health and public services and care, agriculture, horticulture and animal care, construction, planning and the built environment, retail and commercial enterprise, and preparation for life and work, but it is inadequate in leisure, travel and tourism.

**6. The inspection team had some confidence in the reliability of the self-assessment process.** The process of self-assessment is well established and has been contributing to quality improvements for the past four years. The report covered learning and skills at the closed prison site and at the open site. Most staff, learners and subcontractors were involved in the production of the report by providing their views and opinions about provision in their areas. The head of learning and skills was responsible for collating the information and put together a concise report from the information provided by staff, learners and subcontractors. The self-assessment report identified many of the issues found during the inspection, although some significant strengths and weaknesses were not included in the report.

**7. The provider has demonstrated that it has sufficient capacity to make improvements.** There is a clear strategy to provide good learning and skills opportunities and to help to find further study or work for learners after their release. There are good working relationships between the subcontracted education provider and prison staff. Many improvements have been made in recent months and new quality systems, together with a new data collection and retrieval system have been introduced. The senior management team have made a commitment to improving and expanding learning and skills opportunities at the two sites, and it features highly at management meetings. Some of the new quality systems are yet to have an effect on the quality of teaching and learning at the prison sites.

### KEY CHALLENGES FOR HMP AND YOI MOORLAND:

- reduce disruptions to courses
- better data analysis and use of data
- more accredited training
- reinforce quality improvement processes
- improve the monitoring of learners' progress
- implement quality assurance checks to make sure programmes operate as expected
- train and update staff on requirements for record-keeping for courses
- ensure that vocational training instructors have suitable training qualifications

## GRADES

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

Grades awarded at inspection

<b>Leadership and management</b>		<b>3</b>
Contributory grades:		
Equality of opportunity		2
Quality improvement		3

<b>Health, public services and care</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<i>Cleaning</i>		<b>3</b>
Other government-funded provision	16	3

<b>Agriculture, horticulture and animal care</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<i>Horticulture</i>		<b>3</b>
Other government-funded provision	26	3

<b>Construction, planning and the built environment</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<i>Construction crafts</i>		<b>3</b>
Other government-funded provision	33	3

<b>Information and communications technology</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		<b>2</b>
Other government-funded provision	67	2

<b>Retail and commercial enterprise</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i>		<b>3</b>
Other government-funded provision	11	3

Leisure, travel and tourism		4
Contributory areas:	Number of learners	Contributory grade
<b><i>Sport, leisure and recreation</i></b>		<b>4</b>
Other government-funded provision	48	4

Preparation for life and work		3
Contributory areas:	Number of learners	Contributory grade
<b><i>Literacy and numeracy</i></b>		
Other government-funded provision	233	3
<b><i>Employability training</i></b>		
Other government-funded provision	100	3

## ABOUT THE INSPECTION

8. Industrial cleaning, horticulture, construction, ICT, catering, PE and foundation programmes were reported on and graded. Other areas were examined including art, higher mathematics and English and lift truck training. These were not reported on and graded separately but were used to support judgements in the key findings, and leadership and management sections of the report. There were no inspection visits to the prison before the inspection week, apart from the planning meeting.

Number of inspectors	8
Number of inspection days	32
Number of learners interviewed	143
Number of staff interviewed	51
Number of subcontractors interviewed	27
Number of locations/sites/learning centres visited	2

## KEY FINDINGS

### Achievements and standards

9. **In vocational training areas, learners produce good standards of practical work and demonstrate good practical skills.** Industrial cleaners achieve useful qualifications and some even go on to train and assess others. Horticulture learners demonstrate good standards of work across the two prison estates. Construction learners in painting and decorating are completing a wide range of activities, which cover the preparation of surfaces, painting and wallpapering. Learners are also used around the prison to paint wings. Catering learners gain good practical skills in food preparation and cooking. However, there are very few learners in PE apart from in short induction courses. The few learners that have been registered onto national vocational qualification (NVQ) courses



have made little progress to date. There are good standards of work being produced on the art courses and achievements in lift truck courses are high. Production workshops provide purposeful activities for offenders on a daily basis and they are busy, well-run areas. However, the work skills are not being assessed to provide men with vocational qualifications that may help them to secure work when released.

**10. Education courses are well planned** and have satisfactory to good achievement rates. ICT courses, particularly the basic computer courses, have good achievement rates. There is a good range of education provision across the prison and good standards of behaviour and respect are shown in the classrooms. There is, however, insufficient use of data to measure learners' progress in literacy and numeracy programmes. Higher-level mathematics and English courses are of a good standard and achievements are satisfactory. The courses provide good progression routes for learners.

**11. Excessive interruptions to learning and skills sessions at both sites disrupts the learners' potential achievement.** Many learners make slow progress towards achievement of their learning objectives. Learners are distracted from tasks and tutors need additional time to re-establish the work ethos. Tutors keep records of when learners leave the group, but there is no systematic process to record the effect across the prison.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	0	0	1	0	1
Construction, planning and the built environment	0	2	1	0	3
Information and communications technology	0	2	1	0	3
Retail and commercial enterprise	0	0	1	0	1
Leisure, travel and tourism	0	1	0	0	1
Preparation for life and work	0	5	7	2	14
<b>Total</b>	<b>0</b>	<b>10</b>	<b>11</b>	<b>2</b>	<b>23</b>

12. The table above only shows areas of learning where two or more learning sessions have been observed and graded.

**13. The standard of teaching and training on practical and education courses is mainly good**, although there were unimaginative teaching methods and weak assessment practices on some courses. Workshop resources for practical training are good. The horticultural staff are new to training and assessing and there is some confusion as to the role of a trainer and assessor. The painting and decorating workshop is well equipped with booths which have the full range of surfaces, including doors, windows, ceilings, recesses, covings and ceilings, to enable learners to complete their qualification. The practical lessons in catering are well planned, challenging and motivating. The practical sessions take place in the production kitchen which is organised in a professional and very realistic manner. There is a good range of social and life skills programmes available for learners which are relevant to their personal needs, sentence plan and future lives. Learners with crimes that involved violence are directed to the courses on the offending behaviour programme such as alcohol awareness, assertiveness, and citizenship which includes units on anger management, decision-making and victim awareness. The lifestyles programme is well developed and includes relevant learning programmes in cookery, parentcraft and

family relationships. The business studies programme is particularly good and equips learners with good knowledge and skills which are needed for self-employment.

**14. Learning and skills resources are good.** There is a new vocational training kitchen at the open site, which has a good range of industry-standard equipment. However, there are currently no programmes running at the open site. The vocational training kitchen in the closed site is well equipped, spacious and well maintained. PE facilities at both sites are good for the courses offered. Both sites have access to suitably equipped practical facilities and a teaching classroom with a range of teaching aids, including provision for the use of information technology (IT) in course delivery. Both fitness areas are similar to commercial gyms with mainly fixed resistance equipment and a small range of cardiovascular stations. Initial advice and guidance is satisfactory. Learners are referred efficiently to educational courses. Education staff have regular links with staff who provide initial advice and guidance to learners at the closed site. Initial advice and guidance staff are in regular contact with education and visit learners who may be unsure of options being followed and provide appropriate advice. At the closed site, offenders are able to access a careers officer who is based at the prison for guidance on jobs and external courses in their home area. At the open prison, arrangements are in place for offenders to access guidance through external partners through the resettlement department. Offenders who are at work during the day can access these facilities in the evening.

**15. Insufficient use is made of IT to develop literacy and numeracy skills.** Two to three computers are available in each training room but they are not being used and are not included in schemes of work and lesson plans. This is recognised in area of learning development plans.

### **Leadership and management**

**16.** The prison has 13 production workshops covering tailoring, lift truck driving, furniture repairs, injection moulding, wheelchair repairs, television repair, lighting assembly, cycle repairs, screen printing, Braille, production of breakfast packs and two contract services workshops.

**17. The use of the workshop facilities to deliver accredited training is insufficient.** The production workshops at the closed site offer good facilities and activities that could be used to deliver a range of accredited training programmes. Training workshops at the open prison site have been closed and the emphasis has been moved to making links with local employers to provide work experience for some of the offenders who are near the end of their sentence. This has been quite successful to date, although this opportunity is only available to a limited number.

**18. The subcontracted education on both sites operates well.** There are good working relationships between the education manager and the prison head of learning and skills. They meet regularly to monitor the courses and the education contract. In social and life skills there is particularly effective promotion of anti-bullying and harassment. All learners who enter the closed prison attend a four-day programme aimed at developing their knowledge and understanding, and reducing bullying and harassment in the prison. Since the introduction of this programme, the incidence of bullying has reduced by 62 per cent.

## **Leadership and management**

### **Strengths**

- good subcontractor reviews that focus on quality improvement
- good strategy for integrating learning and skills across the prison
- good innovative arrangements to review sentence plans
- good promotion of equality and diversity to encourage respect and understanding

### **Weaknesses**

- insufficient use of workshop facilities to accredit skills
- insufficient vocational training available
- excessive disruptions to courses

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

### ***Cleaning***

#### *Strengths*

- good achievements
- good progression routes and employment opportunities

#### *Weaknesses*

- insufficient planning to ensure all learners are involved in training
- no setting of short-term targets in progress reviews

## **Agriculture, horticulture and animal care**

### ***Horticulture***

#### *Strengths*

- good initiatives to increase accredited training
- good practical skills development

#### *Weaknesses*

- insufficient understanding of training and assessment by instructors at the closed site
- no accredited training on open site

## **Construction, planning and the built environment**

### ***Construction crafts***

#### *Strengths*

- good development of practical skills
- good workshop resources for practical training

#### *Weaknesses*

- poor classroom accommodation in workshops
- insufficient exchange of information about support for literacy and numeracy
- inadequate internal verification arrangements for painting and decorating

## **Information and communications technology**

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

#### *Strengths*

- good achievement rates on basic computer courses
- very effective development of IT skills and self-esteem
- particularly effective monitoring and recording of learners' progress on basic computer courses

#### *Weaknesses*

- insufficient review of learners' progress on NVQ courses

## **Retail and commercial enterprise**

### ***Hospitality and catering***

#### *Strengths*

- particularly effective development of skills
- good teaching and learning

#### *Weaknesses*

- insufficient monitoring of learners' progress
- insufficient access to accredited qualifications at closed site

## **Leisure, travel and tourism**

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

#### *Strengths*

- good facilities and resources for PE
- good range of recreational courses for new starters

#### *Weaknesses*

- slow progress by some learners
- inadequate quality assurance

## **Preparation for life and work**

#### *Strengths*

- high achievement rates
- good morale and standards of behaviour
- good range of provision
- good individual target-setting in literacy and numeracy
- effective promotion of anti bullying and harassment in social and life skills
- good use of peer partners in literacy and numeracy

#### *Weaknesses*

- some poor accommodation
- insufficient use of data to measure progression in literacy and numeracy
- insufficient use of IT in literacy and numeracy
- inappropriate use of preparation for work and Gateway programmes to meet individual needs
- narrow range of teaching methods in social and life skills
- insufficient analysis of observations to improve teaching and learning

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

- the staff listen to learners' suggestions for activities in lessons
- the peer support at both sites
- the help and support with personal problems from friendly, helpful staff at both sites
- the relaxed atmosphere
- 'we are shown trust and respect by officers'
- the development of IT skills across the provision
- being able to improve English and maths
- being shown new ideas for business
- being given information and knowledge about alcohol, drugs and assertiveness at both sites
- the art - 'it makes you look at life differently'
- the peer support
- being able to read now - for those at the closed site
- being treated with respect at the closed site
- being given information on things like drugs and alcohol
- having satellite television - enhanced block
- feeling proud of achievements - 'now I can set up a business when I get out' - closed site
- 'this is the best thing that has happened to me' - closed site
- 'the teachers are great, couldn't cope without them' - closed site
- having learnt to cook
- 'a qualification is something I've been wanting to do for year' - from closed site learners
- 'being able to develop my skills during my stay at the closed site'
- 'the ability to build up my self-esteem and confidence'

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

- reduce the number of different tutors
- the seminars - they are too long
- the use of IT - both sites
- the choice in education such as woodwork/mechanics/practical courses
- the explanation of courses at prison and outside
- the individualisation of courses - some bits you don't need
- the choice of learning modules such as writing a curriculum vitae

- the cooked meals - there should be more than one a day
- the consistency in regimes
- the choice of which courses to attend
- the advice on resettlement - there should be more
- the weights sessions in PE - there should be more for closed site learners
- the IT courses - a higher level should be offered
- the access to the library for learners at the closed site
- the waiting time for courses - for closed site learners
- the information on available courses
- the number of places on AS/A-level courses at closed site
- the quality and quantity of prison food
- the regime on the wings
- the amount of training workshops in bricklaying for learners in the closed site workshop

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- good subcontractor reviews that focus on quality improvement
- good strategy for integrating learning and skills across the prison
- good innovative arrangements to review sentence plans
- good promotion of equality and diversity to encourage respect and understanding

#### Weaknesses

- insufficient use of workshop facilities to accredit skills
- insufficient vocational training available
- excessive disruptions to courses

19. There is a good strategy for integrating learning and skills across the prison. Learning and skills is managed by the head of learning and skills who is a member of the senior management team and reports directly to the deputy governor. The head of learning and skills is supported by two operational managers, one of whom is responsible for the vocational and work skills and the other for education courses. This management structure allows the head of learning and skills to have a strategic role in the delivery of learning and skills at the prison with the day-to-day operation managed by the regimes governor. Senior managers meet occasionally away from the prison to discuss the strategic direction they want learning and skills and other prison priorities to take. Monthly management meetings review targets in the business plan and monitor performance against key performance targets for the prison.

20. Education courses at the prison are subcontracted to City College Manchester. The head of learning and skills formally meets with the subcontracted college every six months to carry out a contract review. The college's contracts manager and the education manager meet with the head of learning and skills and performance reports are checked to ensure that the contract is operating as agreed. In addition to the contract monitoring, discussions also take place about quality improvement opportunities. The quality improvement suggestions are often raised by the education manager who is keen to find better ways of providing education courses.

21. There are good innovative arrangements to review the offenders' sentence plans throughout their time in the prison. A system has been set up to ensure that sentence plans are regularly checked to monitor progress and to check that they are working on the things identified in the plan. Two part-time education staff have been made 'pathways advisers' and carry out initial interviews for offenders 12 weeks after they arrive at the prison. They are responsible for reviewing all sentence plans at least every six months at individual interviews. The pathways advisers are also on the sentence planning board and have direct input into the plans. They are also on the category D review board and can influence the decision on what courses the offender should complete. At each review



previous targets are reviewed, achievements are recorded and new targets are set. A copy of the review is given to the offender and one is retained on file. The system provides a regular point of contact for offenders to discuss their concerns on planned education and training needs. However, the education department does not have links with external education and training organisations. Arrangements are made for learners to access external training through the resettlement department. The education department does not provide support for learners on external courses other than those on Open University courses. Learners on education courses are unclear about how and at what point in their sentence they can access an external course.

22. The standard of learners' work is good in art courses. Tutors encourage learners to experiment with media and develop ideas beyond two-dimensional work. Good use is made of multimedia work incorporating collage, charcoal, acrylics and IT. Learners record their ideas well using notebooks to show planning and evaluation of their progress. Learners are encouraged to enter competitions and exhibit work externally. One learner won an award and successfully sold their work. At the open site, learners benefit from an artist in residence who joined the group for three days. Learners appreciate the opportunity to discuss ideas with an external practising artist and practise different techniques. Accommodation and resources, particularly at the closed site, restricts the number of learners who can attend art courses. Cleaning facilities are limited to one sink. Although learners make use of computer packages, these are not widely used in commercial design companies. Achievement is good. Of the learners who start courses, all gain accreditation, and some achieve at more than one level. At the open site, during the past three years, progression to higher-level courses after release is good. Seven learners have progressed to graduate courses and a further seven to higher national certificate (HNC) or higher national diploma (HND) courses. A range of accreditation is available from entry level to A levels. The department is considering extending the qualification offer to recognise wider achievement by including key skills in problem solving and working with others.

23. There is insufficient use of the workshop facilities to accredit training and work skills. The prison has 13 production workshops that cover tailoring, lift truck driving, furniture repairs, injection moulding, wheelchair repairs, television repair, lighting assembly, cycle repairs, screen printing, Braille, production of breakfast packs, and there are two contract services workshops. The production workshops offer good facilities and activities that could be used to deliver a range accredited training programmes. Offenders are well engaged in the workshops. The quality of the workshops and the work being produced is such that three of them have been put forward for regional awards. Cycles, Braille and lift truck workshops currently offer qualifications to a limited number of offenders. The pass rate for certification in lift truck training is 98 per cent. Some of the other areas have delivered accredited training in the past and the remainder, with the exception of breakfast packs, are planning to offer accredited training again. Most of the staff have the appropriate qualifications, or are working towards them. There are no workshops on the open site.

24. There is insufficient vocational training across the two sites. At the open site there is no vocational training being carried out despite the fact that a cleaning party and a gardens party operate there. There are no accredited cookery courses at the open site, even though there is a new kitchen, as they do not have the staff to run it. The waiting list for catering courses at the closed site is large, and not enough learners are able to access the

training. A purpose-built training kitchen is empty at the open site and plans to start training have been waiting to be implemented for some time now. The PE on both sites is mainly recreational and although the closed site does offer NVQ training for those interested in gaining work in the industry, the learners are making very little progress as no assessments have been carried out in the past six months. At the open site, there is no opportunity to gain a worthwhile vocational qualification in PE as the only courses offered are short induction courses. The range of activities currently in construction is insufficient. Only painting and decorating is operational at the closed site. While there have been other craft workshops in the past they have been closed. The establishment has recognised this and has started an electrical wiring programme, and are looking at other opportunities. At the open site, a resettlement manager co-ordinates the provision of working in the community for approximately 80 to 100 offenders. The work includes working with voluntary sector organisations and employers within a 75-mile radius of the prison. Offenders who work in the community are paid at least the basic minimum wage if working for an employer, or if they are working for voluntary organisations they will at least receive the minimum offender pay allowance. The focus on resettlement by helping offenders to find work and integrating them back into the community is commendable, although data on people going into sustainable jobs is not yet available. The links with employers are increasing and this approach is starting to provide good opportunities for those with real prospects of gaining a job.

25. Excessive interruptions to learning and skills sessions at both sites disrupts the learners' potential achievement. Many learners make slow progress towards achievement of their learning objectives. Learners are distracted from tasks and tutors need additional time to re-establish the work ethos. Tutors keep records of when learners leave the group, but there is no systematic process to record the effect across the prison.

### **Equality of opportunity**

### **Contributory grade 2**

26. The promotion of equality and diversity to offenders and staff is good. For example, learners in the education department are helped to fully understand their rights and responsibilities and know how they can expect to be treated and how they are expected to treat others. Equality is given high priority in the prison and the deputy governor has responsibility for offenders' equal opportunities. The management team are committed to equality in the prison. A race relations manager is employed full time specifically to monitor, improve and develop good relationships between the different ethnic groups in the prison population. Bi-monthly meetings examine a range of issues relating to equality and diversity in the prison. Offender representatives attend the meetings and are very involved. Prison staff respect them and encourage them to give their views and opinions about equality in the prison. Statistical information is checked and used well to monitor the representation of learners on programmes and in work areas. The data provides statistical information about learners' ethnic groupings and any declared physical disabilities. The information is then used to target areas of under or over representation. Data is also produced on staff to identify any under representation in the management structure. Regular events are held to celebrate different religions and cultures, and other religions are encouraged to attend to improve their knowledge and understanding of diversity.

27. There are good visual displays in education rooms to promote diversity. Teachers use sessions well to include the different views, cultures and backgrounds of learners. Learners are very aware of their rights and responsibilities and learners in the education department are provided with a 'plain English' version of the prison's equal opportunities policy. There

is particularly effective promotion of anti bullying and harassment during the four-day induction. The staff challenge bullying and since the introduction of the programme, incidents of bullying have been reduced by 62 per cent. Working relationships between learners and tutors and between learners are particularly respectful. Tutors create a relaxed and respectful atmosphere and the interest and care they show to the learners is valued by them. Standards of behaviour and morale are good in the education department. However, monitoring of equality is mainly focused on race relations and often fails to properly take account of other issues such as disabilities, age, religion and sexuality.

28. Some staff have attended equality and diversity training, but this is not always targeted at staff who are directly involved with learners.

### **Quality improvement**

### **Contributory grade 3**

29. The subcontractor reviews focus on quality improvement. The subcontracted education provision is reviewed every six months through contract review meetings with the prison's head of learning and skills, the college operations manager and the education manager. Although contract compliance is reviewed at these meetings, they also focus on quality improvement opportunities to enhance and improve the quality of the learners' experience. For example, the education manager suggested that by providing shorter, more focused courses, the learners' achievements could be even better. This suggestion was accepted and the shorter courses are now being successfully delivered.

30. Quality assurance and quality improvement is discussed at the quality improvement group meetings that are held every two months. Improved quality processes and procedures are starting to be introduced across all education and training areas although this is a recent initiative. Data collection and analysis is being developed and introduced across most areas of learning. Observation of learning sessions is quite a recent initiative, particularly in the vocational training areas. Quality files are a recent requirement for vocational courses and together with quality calendars are starting to be used to check and improve the courses. Data collection and analysis in the education department has until recently been difficult to collate and analyse, but a new database has been developed by the education department to provide quick and accurate performance information. This can be easily analysed and used to monitor recruitment, achievements and leavers by courses and by tutors. The system is just starting to provide valuable information for managers to use to monitor performance and accurately assess trends and compare levels of success and poor performance. Senior management team meetings are held each month and reports about learning and skills are discussed to monitor outcomes against key performance targets. The senior management team meet away from the prison on a three-monthly basis to look at what progress is being made against the business plan expectations. Offender feedback about learning and skills is requested through questionnaires, group reviews and through course evaluations. However, this has not always been systematic across all areas. Self-assessment provides a mechanism to identify positive and negative aspects of the education and training provision at the two prison sites. The process has provided the quality improvement group with valuable improvement opportunities to plan improvements.

## 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	16	3

31. The closed site offers a range of industrial cleaning programmes which includes the cleaning operator's proficiency certificate at stages 1 and 2 and assessor awards, car valeting at level 1 and assessor awards, food premises at levels 1, 2 and 3 and assessor awards. There are six learners on cleaning food premises courses, four on industrial cleaning operators level 1 and four on level 2. Two learners are working towards their assessor awards. There are offenders involved in a working party for general cleaning duties around the prison. At the open site, a cleaning party keeps the site and the buildings clean, but there is no accredited training in industrial cleaning at this site.

### **Cleaning**

#### *Strengths*

- good achievements
- good progression routes and employment opportunities

#### *Weaknesses*

- insufficient planning to ensure all learners are involved in training
- no setting of short-term targets in progress reviews

### **Achievement and standards**

32. In the past six months, 77 learners have participated in the industrial cleaning programme at the closed site, 21 of whom have left early through redeployment or security issues. All who stayed for the planned duration have achieved the qualification. Twenty-five learners have achieved stage 1 cleaning operators proficiency certificate and four have achieved the stage 2. Twenty-three have achieved food premises level 1, and four car valeting stage 1 awards. Three learners have achieved their full assessor award in industrial cleaning.

### **The quality of provision**

33. There are good progression routes and employment opportunities for learners on cleaning courses at the closed site. At the closed site, any offender who wishes to work in the kitchens or to become a cleaning orderly has to attend the appropriate level 1 cleaners course. Training and assessment usually takes one week. Learners can progress to level 2. There is good involvement of trained learners in the training of new recruits. Trained learner assessors are frequently used to carry out training and assessment in conjunction with a member of staff. For example, they work effectively as a team where one carries out

training and the other assesses. These trained learner assessors are also used to train prison officers in industrial cleaning. Some learners move on to become team leaders and manage groups of trained cleaners throughout the prison. The three trained learner assessors have appreciated that by becoming assessors it has improved their literacy and numeracy skills, and in particular developed their confidence in working with people and managing teams. It also provides them with opportunities for employment in the industry, either working for an employer or by starting their own cleaning business.

34. The training resources for industrial cleaning are satisfactory and include cleaning a variety of floor surfaces, cloakrooms, industrial kitchen equipment and vehicles. Records of training and assessment are kept, as required by the awarding body. However, there are regular disruptions to learning activities when learners are taken away to participate in other activities within the prison regime.

35. There is insufficient planning to ensure that all learners are involved in training. Although the instructors are trained assessors, none of them are trained as trainers. There is a narrow range of teaching styles and methods. While individuals are being assessed, other learners are waiting and show signs of boredom and inactivity. They are not encouraged to participate in any other learning activities. Good use is made of more experienced learners as peer mentors, but there can be an over reliance on this on some occasions. No observation of trainers takes place.

36. Progress reviews have very recently been introduced, but there has been no staff training on how to complete them. Staff are not aware of how to identify and set short-term targets for learners on a regular basis. Progress reviews do not ensure that learners are progressing as planned. Tutors do not set challenging targets to keep motivation high and to maintain interest in the qualification, particularly for longer-serving learners.

37. Literacy and numeracy support is provided for those in the workshops. Skills are developed in line with the requirements of the occupational area. Development of literacy and numeracy skills is good. One learner is keen to become an assessor and has learnt the scripts of the tests by heart, and with additional support his literacy level has dramatically improved.

### **Leadership and management**

38. The industrial cleaning team maintains satisfactory records of training and assessment in line with awarding body requirements. Weekly data is sent to the training and skills manager but it is not analysed to identify what these figures might mean in terms of quality of the provision. External verifier reports are satisfactory. Staff have been involved in the production of the self-assessment report. Equality of opportunity is satisfactory. There are good working relationships and respect is shown between learners and instructors. Some learners instruct prison staff on how to carry out cleaning duties and assess them for competence. This is done with care and respect shown by both parties.

**Agriculture, horticulture and animal care****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Horticulture</b>		<b>3</b>
Other government-funded provision	26	3

39. There is no accredited training at the open site. There are 14 learners on this site. The member of staff responsible for horticulture has no horticultural qualifications. During September 2005 and November 2005, 11 learners achieved their full level 1 skills certificate but they had been with the previous trainer for some considerable time. The open prison has been awarded gold medals in the annual Doncaster in Bloom competition for their horticultural displays, and the gardens show a high standard of horticultural skills. Resources are more than adequate, including a substantial allotment for growing a wide range of vegetables which are used in the prison kitchen.

40. The closed prison has a working party of 12 offenders to keep the estate neat and tidy. Seven of the working party are working towards a qualification in horticulture. The horticultural tasks are effectively carried out with attractive borders and well-maintained grounds.

**Horticulture***Strengths*

- good initiatives to increase accredited training
- good practical skills development

*Weaknesses*

- insufficient understanding of training and assessment by instructors at the closed site
- no accredited training on open site

**Achievement and standards**

41. Qualifications have been introduced in the past six months. Currently seven learners are working towards horticultural skills tests at level 1 and are planned to achieve the minimum requirement of 12 skills tests. None of the learners have yet achieved all 12 of the new skills tests. Eight learners have achieved the full award under the old skill test qualification requirements.

**The quality of provision**

42. Good, practical skills are developed. Learners at the closed site are showing competence to industry standards. Good examples of their work can be seen throughout the prison. Shrubs have been correctly pruned and there are good displays of winter bedding. Some learners are making Christmas wreaths to a good standard and these are displayed throughout the prison. Learners are given a thorough induction into the department, including checks on immunization against tetanus. The teaching is carried out

during normal working activities. Staff are satisfactorily qualified. The resources for training consist of five polytunnels, a glasshouse and plant amenity area. The garden department supplies good crops to the main kitchen over a 20-week period consisting of main crop and cherry tomatoes, chilli and sweet potatoes, runner beans and culinary herbs.

43. There is insufficient understanding about training and assessment by the instructors at the closed site. The horticultural staff at the closed site are new to training and assessment and there is some confusion as to the role of a trainer and assessor. When assessment is taking place, assessors continue training and are not unobtrusive. Training is very new and it has been a steep learning curve to introduce accredited training into the department. Records are kept and these clearly identify the learners' progress. Trainers and assessors have been well supported by the training and skills manager to set up the training programme. Observation of assessment takes place and this clearly identifies training needs. A quality file is kept which includes records of team meetings and internal and external verifier reports.

### **Leadership and management**

44. There are good initiatives to increase accredited training. The horticultural team has worked well to implement training programmes into the prison. One member of staff has completed training in waste management and obtained resources to support the training, and has a clear plan to introduce qualifications in waste management. Another good initiative is to introduce the prison service's biodiversity strategies and training to the prison. A detailed plan has been introduced and is particularly significant as the prison is adjacent to a site of scientific interest. The team has been awarded money from the prison land based team to improve the standard of machinery for training. External verifier reports are satisfactory and identify that no actions need to be taken.

45. There is no accredited training on the open site. A working party keep the grounds tidy and demonstrates good horticultural skills through local competitions. However these skills are not being accredited. There is the capacity for 26 in the working party but currently there are just 14. The member of staff responsible for horticulture has no horticultural qualifications. During September and November 2005, 11 learners achieved their full level 1 skills certificate but these had been with the previous trainer for some considerable time. The open prison has been awarded gold medals in the annual Doncaster in Bloom competition for their horticultural displays and the gardens show a high standard of horticultural skills. Resources are more than adequate, including a substantial allotment area for growing a wide range of vegetables which are used in the prison kitchen.

46. Record-keeping for the courses is satisfactory and the progress learners are making at the closed site is satisfactory. Equality of opportunity is satisfactory, with good levels of respect being shown by learners and instructors.

**Construction, planning and the built environment****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Construction crafts</b>		<b>3</b>
Other government-funded provision	33	3

47. There are 33 learners, of whom 15 are young offenders doing vocational training in construction at the closed site only. Training is provided for 29.5 hours a week over five days from Monday to Friday. Nine of the learners are doing the programme on a part-time basis. The areas include painting and decorating and electrical wiring. The learners in painting and decorating are doing the basic craft skills course with the opportunity to progress to the level 2 intermediate construction certificate. The qualification in electrical wiring is the domestic electrical installers certificate at level 2 which is just being introduced. Learners are assessed for literacy and numeracy needs at induction. All learners can access support for literacy and numeracy from the learning support team. This support is delivered in the prison workshops. Assessment also takes place in the workshops. The programmes are planned to be completed in 12 months, but the timescale is not fixed. Each area has one instructor who is occupationally qualified.

**Construction crafts***Strengths*

- good development of practical skills
- good workshop resources for practical training

*Weaknesses*

- poor classroom accommodation in workshops
- insufficient exchange of information about support for literacy and numeracy
- inadequate internal verification arrangements for painting and decorating

**Achievement and standards**

48. Achievement of the basic craft qualification in painting and decorating is satisfactory. In the past year, 37 per cent of the learners in painting and decorating have achieved their basic craft qualification and another 20 per cent were transferred to other prisons. The standard of learners' work is satisfactory. Learners in painting and decorating are completing a wide range of activities including preparation of surfaces, painting and wallpapering. They are also used around the prison to paint wings. They also have carried out some good work in the workshops. The decoration of the Braille workshop is creative, with Braille signs incorporated into the decoration. Learners are also demonstrating a good understanding of health and safety.



### **The quality of provision**

49. The development of practical skills is good. Learners understand the importance of thoroughly preparing surfaces in painting and decorating. Learners are also demonstrating a high level of understanding of health and safety. Learners developed good hand skills in sanding down and wet flattening walls, using paintbrushes and wallpapering. Instructors give good, clear demonstrations. Learners are engaged in practical tasks and in the completion of their portfolios. Learners' confidence is greatly enhanced as their practical skills develop. The tutor supports the learners very well in developing their skills. Tasks are well planned.

50. Workshop resources for practical training are good. The painting and decorating workshop is well equipped with booths that offer the full range of surfaces, including doors, windows, ceilings, recesses, covings and ceilings, to enable learners to complete their qualification. There is a wide range of hand tools in all workshops that are well maintained. There are sufficient power tools to meet learners' needs. The materials are of good industrial standard. Trainers are appropriately qualified, with good industrial experience. The accommodation restricts the number of offenders that can access the provision, but it is satisfactory for the number of learners on each programme.

51. Learners' progress is monitored adequately. Instructors keep good summative monitoring sheets and know what progress learners are making. The information that is recorded for management purposes covers unit achievement and the full qualification. Progress is well recorded in each portfolio. However, there are no formal progress reviews and no targets are set for learners. However, instructors regularly discuss progress with learners on an informal basis.

52. Classroom accommodation in the workshops is too small. The painting and decorating classroom is also a rest room and a smoking area. The quality of the furniture is poor and there are inadequate teaching materials. There is no use of IT to aid learning. The noise level in the workshop is very high and distracts learners. This is caused by constant hammering from the adjoining contract services production line which is in the same building.

53. The exchange of information about support for literacy and numeracy is insufficient. All offenders have appropriate assessment of their basic skills up to level 1 during induction, and this is followed up for some with a full diagnostic assessment. The education department administers this well. The results of the tests are forwarded to sentence planning and training employment services and are used to help determine which offenders are allocated to vocational training. However, the information is not sent to the training workshops. Staff in the workshops are unaware of additional learning needs, and carry out additional tests. Management is not aware of how many learners have received support, either from a period in education or from the workshop support tutors.

### **Leadership and management**

54. Satisfactory help is given to help offenders who are preparing to leave the prison. Resettlement offers relevant training in areas such as preparing a curriculum vitae, writing letters, completing application forms and interview techniques. The Gateway training is certificated. Offenders are given individual support and guidance on opportunities in training, education and employment. Staff are aware of employers who are likely to offer

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jobs and specialist training providers who will best meet the learners' needs. The staff have links with local Jobcentre Plus offices and staff visit the prison with laptop computers to show existing vacancies. The prisons can access vacancies held by the jobcentre directly.

55. There is a clear strategy for increasing accredited training in the workshops. A training and skills manager has been appointed. There is effective management representation on the prison's quality improvement group. The training and skills manager holds regular monthly meetings with the assessors. The relationship and communications between the head of regimes and the education manager is good.

56. Data on retention, achievement and ethnicity is now regularly collected and analysed, and trends are shown on graphs. Management is just starting to use the information, but it is too early to identify any effect on learners. The promotion of equality of opportunity is satisfactory.

57. A quality manual has recently been developed for painting and decorating. It was thoroughly discussed with the instructor and his understanding of the procedures was checked. The same arrangements are planned for electrical wiring as the new qualification becomes available. No lesson observations have taken place to date, but some have been planned. The instructor in painting and decorating is responsible for formulating the self-assessment report in his area. The self-assessment report contained most of the strengths and weaknesses identified by the inspectors.

58. The internal verification arrangements for painting and decorating are inadequate. There is no qualified internal verifier and the awarding body has applied sanctions on the level 2 provision and has withdrawn the direct claim status. Each claim has to be signed off by the external verifier and slows the process. The prison has responded by using the services of a qualified internal verifier who is employed at another prison. However, this arrangement will not be formally approved until April 2006.

**Information and communications technology****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<i>ICT for users</i>		<b>2</b>
Other government-funded provision	67	2

59. Sixty-seven learners are attending a range of nationally accredited ICT qualification at pre-entry level to level 3. These courses are offered as unit accreditation or full qualifications at the open and closed sites. Eighteen learners are working towards a basic IT qualification at level 1 and 14 are working towards the level 2.

60. Twenty-three learners are working towards an examination-based IT qualification and 12 are working towards the level 2 NVQ for IT users. Learners attend five sessions of three hours a week during the morning or afternoon. Some of these courses are provided by four staff and the remaining courses are subcontracted to City College Manchester.

***ICT for users****Strengths*

- good achievement rates on basic computer courses
- very effective development of IT skills and self-esteem
- particularly effective monitoring and recording of learners' progress on basic computer courses

*Weaknesses*

- insufficient review of learners' progress on NVQ courses

**Achievement and standards**

61. The achievement rates on basic computer courses are good. Of the 286 learners who started between September 2004 and August 2005, only 39 left their course through transition to other prisons or were allocated to other activities at the prison. These learners achieved 933 units of the qualification, and 130 learners completed all aspects of the qualification and received their full certificates.

62. Many learners start their courses with little knowledge of computing and some with poor previous experiences of learning. A significant number of learners have low self-esteem and clarity of purpose for their future. They gain a very good range of IT skills and improve their self-esteem through using their new skills on a wide range of projects. The learners on NVQ programmes design and develop good marketing leaflets, postcards, spreadsheet applications and display notices for a wide range of prison departments, such as the prison chaplaincy and human resources. The learners also acquire a useful range of problem-solving techniques and business approaches. They develop products from basic design to final product. They are very proud of their achievements and some are planning to use their skills and self-confidence to start up new businesses when they are released from prison.

63. The progress of learners on the examination-based IT qualification is satisfactory, but the course is too recent for the learners to have completed it yet. The achievement of NVQ learners is satisfactory. Some learners produce good evidence for their portfolios. Since 2002, 89 learners have started the NVQ programme of whom 23 achieved the qualification and a significant number left to move another prison.

### **The quality of provision**

64. Teaching sessions are satisfactory or better and learners are fully involved and interested in the subject. In the better sessions, peer partners who are interested in coaching other learners are supported effectively to develop their skills.

65. The review and the recording of learners' progress are particularly effective on the basic computer courses. Tutors record very detailed information at the end of each session about the learners' activities and the tasks which they need to continue in the next session. The learners also evaluate and record their own activities during each session. This approach is very effective, not only to monitor the learners' progress, but also to inform tutors who teach on a temporary cover basis. Monitoring of the learners who study the examination-based courses is satisfactory. A computer programme is used effectively to record progress, but some of the learners are not fully aware of this or the details and standards of the tasks which they need to complete. Peer partners not only enhance their coaching skills, but also develop a better understanding of the more complex features of computer packages. For example in one session, one peer partner produced a number of instructional guides on using different computer packages in easy-to-understand language.

66. The tutors are suitably qualified and experienced. Learners' access to IT resources is satisfactory at both sites. In all classes there are sufficient high-specification computers using industry-standard software. However, at in the closed site, there are insufficient computers for the population as a whole. This is recognised in the self-assessment report and there is a clear action plan to rectify the situation.

67. ICT provision meets the requirements of the learners at both sites. At the closed site learners can progress from level 1 to level 3, and can also work towards the NVQ in IT users. At the open site, there are training opportunities at pre-entry level to level 2, but there are insufficient vocational education opportunities at the site. The possibility of developing computing facilities is under investigation and the prison is looking at the feasibility of offering webpage design courses.

68. The arrangements for the identification and support of learners with literacy, numeracy and language needs are satisfactory. The learners who need support with literacy and numeracy are dealt with adequately, but those who have language problems do not get sufficient help.

69. Learners who are not working towards the NVQ are not sufficiently monitored. Most learners have little understanding of their progress and tasks which they need to complete. While discussions are held with the learners in terms of their activities, these are not recorded or reviewed.

**Leadership and management**

70. The management style is open, consultative and effective in improving the quality of many aspects of the provision. For example, an examination-based IT qualification has been introduced to provide the learners with additional IT qualifications and to support those who are transferred from other prisons. The co-ordination of the provision is adequate, but there is insufficient sharing of best practice. Verification processes are satisfactory and are carried out systematically.

71. Communication is generally satisfactory, but there are too few meetings between staff at both sites to share best practice or to discuss developments. The self-assessment process is inclusive and has engaged most tutors in evaluating the provision. However, the report is not sufficiently evaluative. The development plan is adequate, but it includes actions which are not identified in the self-assessment report. Most learners have an adequate understanding of equality and diversity, but these topics are not reinforced through training.

**Retail and commercial enterprise****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Hospitality and catering</i></b>		<b>3</b>
Other government-funded provision	11	3

72. At the open and closed prison sites there are vocational training kitchens and main kitchens. At the closed site there is also a domestic kitchen. Eleven learners are on catering programmes at the closed site and there are no catering learners at the open site. Of the 11 learners, nine are following a level 1 NVQ in food preparation and cooking and food and drink service, and two have recently progressed to a level 2 NVQ in food preparation and cooking. Learners are attending for 28 hours a week and this includes adults and young offenders. The vocational training kitchen at the closed site has one full-time tutor, one part-time tutor and an instructional officer. A tutor has just been recruited for the open site but has not yet started. Enrolments are throughout the year and the average length of a course is 12 months. The vocational training kitchen at the closed site can take 13 learners at any one time. Learners work towards an additional level 1 NVQ in food and drink service as part of the training programme. Before starting the course, the learners will have achieved a basic food hygiene certificate and a certificate in cleaning food areas.

***Hospitality and catering****Strengths*

- particularly effective development of skills
- good teaching and learning

*Weaknesses*

- insufficient monitoring of learners' progress
- insufficient access to accredited qualifications at closed site

**Achievement and standards**

73. Learners gain good practical skills in food preparation and cooking. Those on level 1 courses are successfully using recipe sheets to produce a range of food. They are demonstrating safe working practices including knife skills. Learners are working effectively as a team and meeting realistic timescales. For example, during inspection they were producing 30 Christmas lunches from a table d'hote menu. The learners' knowledge of cooking methods is good and one learner could confidently describe how to cook a rare, medium or well done steak. Learners also complete a level 1 NVQ in food and drink service. This gives them additional food service skills and also develops very good social skills and confidence. Learners enjoy the course and some progress to level 2 in food preparation and cooking. The good skills developed will transfer favourably to employment in the industry.

74. The achievement rates are satisfactory. In the past two years, of the 14 learners who

started on the level 1 programme, five achieved the full NVQ, two of whom progressed to level 2. The other nine learners were transferred to other prisons. The two learners who progressed to level 2, completed successfully in a six-month period.

### **The quality of provision**

75. Teaching and learning are good. The practical lessons in catering are well planned, challenging and motivating. The practical sessions take place in the production kitchen which is organised in a professional and very realistic manner. More experienced and competent learners are given greater responsibility and more complex dishes to produce, while less able learners are supported and supervised by their peers and given more basic dishes to prepare. Learners in the production kitchen are moved around on a weekly basis allowing each of them to prepare a wide range of dishes. The tutor provides particularly effective individual guidance and support. The atmosphere is relaxed and enjoyable. The lessons encourage teamwork, are well-managed and anti-social behaviour is controlled.

76. Assessment is satisfactory. There are two qualified assessors who regularly plan and carry out assessments give feedback to learners and produce action points where necessary. They also meet to standardise their practices. Both assessors are qualified to internally verify the qualifications.

77. The accommodation and resources are satisfactory. There is a new vocational training kitchen at the open site, which has a good range of industry-standard equipment. However, there are currently no programmes running at the open site. The vocational training kitchen at the closed site is well equipped, spacious and well maintained. There is a small range of cookery books in the kitchen, which are available for the learners to use. Staff are qualified and have a good knowledge of the industry.

78. Induction is satisfactory. It adequately introduces the learners to the kitchen. Learners are given a three-week trial period where the tutor assesses the learners' abilities and the appropriateness of the course. The learners will, in most cases, have already achieved a basic food hygiene certificate and a cleaning award aid. This is cross-referenced to the qualification. In addition, any other training in the main kitchen is clearly recorded by the head chef and passed to the tutor to help fasttrack the learner. Tutors ensure that unit accreditation is given to those who leave before the end of their programme.

79. The staff give effective pastoral and training support. Learners enjoy the course and where possible take the opportunity to progress to the level 2 qualification. Welfare issues are resolved and learners feel comfortable speaking to their tutors.

### **Leadership and management**

80. There is a thorough system for internal verification at the closed site. Internal verifiers carry out regular lesson observations, observations of assessors and reviews of learners' portfolios. However, lesson observations are not always sufficiently critical. A newly appointed training and skills manager has recently carried out a quality audit check on the department.

81. Training and assessment is well managed in the vocational training kitchen. There is good communication between the main kitchen, the vocational training kitchen and the domestic life skills kitchen to discuss potential learners for the NVQ programme. Effective

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use is also made of the training received in other kitchens to accredit prior learning.

82. Equality of opportunity is satisfactory. Learners have been involved in the diversity week at the prison, where they prepared foods from different cultures and countries to celebrate the diversity within the prison population.

83. The vocational training kitchen at the closed site does not currently monitor the learners' progress sufficiently. Data is not recorded or used to monitor success rates. Progress of current learners is monitored on a display board in the tutor's office, but there is no review of past achievements and no targets for these learners. Learners do not have formal reviews, although they are aware of their progress. Centralised monitoring of NVQ learners has recently been introduced by the training and skills manager. This data is not currently used to plan management decisions within the vocational training kitchen.

84. There is insufficient access to accredited qualifications at the closed site. In the main kitchen at the closed site, there is a dedicated team of staff who comprehensively record the learners' training in the main kitchen. There are a very small number of places and there is a long waiting list for accredited training. The vocational training kitchen staff do not have any input into the selection of learners, but are sent learners who are chosen by the labour board.



**Leisure, travel and tourism****Grade 4**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Sport, leisure and recreation</i></b>		<b>4</b>
Other government-funded provision	48	4

85. Both sites offer recreational activities and basic accredited courses in sport and exercise. Courses previously included an NVQ at level 2 for gym instructors/fitness and exercise teachers, certificates in the treatment of injuries, weight lifting and first aid at work, and NVQ at level 1 in sport and recreation. All new offenders complete a basic emergency life support course and manual handling certificate as part of their induction into the prison and the gymnasium. At the time of the inspection, 48 learners were following basic induction courses in the PE departments.

86. Recreational PE is offered in the daytime, and at evenings and weekends. Between 37 and 60 per cent of the closed site's population of 760 use the facilities each month and at the open site, 49 per cent of the 260 offenders use them. Sports facilities at the closed site include a four-court sports hall, fitness suite/weight room, remedial room, all-weather playing surface, a football pitch and a classroom in the sports area. At the open site these include a small sports hall, a fitness suite, two football pitches and a nearby teaching classroom. There are nine full-time-equivalent PE officers at the closed site and three at the open site.

***Sport, leisure and recreation****Strengths*

- good facilities and resources for PE
- good range of recreational courses for new starters

*Weaknesses*

- slow progress by some learners
- inadequate quality assurance

**Achievement and standards**

87. Short basic induction courses are ongoing at both sites. Personal performance awards can also take place in weight lifting. In the past 11 months, 1,011 awards have been achieved at the closed site. These are mostly emergency life support, manual handling and weight lifting personal awards. Six learners have gained level 2 certificates for teaching exercise and fitness. Alongside this course learners have also worked towards their key skills qualification in communication at level 1 or 2. One group of learners achieved the treatment of sport injuries certificate. Currently five offenders are employed as orderlies in PE at the closed site, where they learn to carry out cleaning, the setting up and taking down of equipment and issuing sports kit. Three offenders are registered for a national vocational award in the department, but they have not had any assessments in the past six months.

88. At the open site, all new offenders complete their emergency life support and manual-handling certificate as part of their basic induction. Additionally this year, 15 learners achieved their gym instructors certificate and 14 achieved a certificate for the treatment of sports injuries. Five of the seven learners obtained their national pool lifeguard qualification off site. This significantly improves their future employment opportunities. One offender at the open site, who obtained his gym instructors certificate this year, is doing voluntary work three days a week at a fitness facility in Hull. At both sites, offenders are involved in working with a special needs group who come into the prison to use the sports facilities on a weekly basis. During the week of inspection offenders were running a Christmas party in the sports hall for the special needs groups. This is an excellent opportunity for offenders to develop their own interpersonal skills and support other learners.

### **The quality of provision**

89. There are good facilities for PE at both prison sites. Both sites have access to suitably equipped practical facilities and a teaching classroom with a range of teaching aids, including provision for the use of IT in course delivery. Both fitness areas are similar to commercial gyms with mainly fixed resistance equipment and a small range of cardiovascular stations.

90. There is a good range of recreational courses for new starters in the PE departments on both sites. Both sites have sports squads who compete in local external leagues, including football, volleyball and badminton. The basketball squad have friendly matches. Playing in these teams develops the offenders' personal and social skills. The fitness/weights room is representative of external community facilities with less emphasis on the use of free weights.

91. Some learners are progressing slowly towards this. At the time of the inspection, there were no vocationally relevant accredited courses being assessed. There are five orderlies in the PE department, but only three have been registered for the NVQ at level 1 in sport and recreation. None have been assessed even though they have been doing the job for over six months. Opportunities are not taken to accredit daily tasks, such as cleaning and setting up and taking down sports equipment. The slow progress is preventing others who may be interested in a career in the leisure industry from gaining access to the department. Educational programmes at both sites are usually planned for the following year. These include personal performance awards and a gym instructors certificate. Weight lifting leaders courses are generally offered before gym instructors/courses or teaching of fitness and exercise. However, this year there is no plan for 2006 at the closed site as there are staff shortages. New provision is planned for the open site for next year with the introduction of personal navigational awards.

92. There are few links with the education department. Initial assessment is not used at the closed site to select learners for courses, but it is used at the open site. Selection onto courses is at the discretion of the PE staff. This year the teaching of the fitness and exercise NVQ at level 2 was delivered alongside a key skills communication course. Educational staff came to the PE department to delivery this element.

93. The PE department has effective links with the drug awareness course and the Gateway for release course. In both, PE staff deliver sessions such as personal

development activities involving team rope handling and a 'leap of faith' task. This was observed during the inspection and was a positive experience for those learners.

### **Leadership and management**

94. Quality assurance is inadequate at both sites. There is no system for course reviews to gain learners views on the courses provided. There is no system for lesson observations to judge the quality of teaching. Data collection is inadequate. Numbers are kept of those who achieve awards, but there is poor data on recruitment and retention. Managers are aware of these problems and plans are in place to deal with them when future courses are delivered. The poor quality assurance arrangements have allowed learners who are registered for the NVQ, not to be assessed. Internal verification is adequate, but there is currently only one internal verifier in the PE department. Some external staff are used to internally verify some courses. Staff have suitable qualifications to offer a range of accredited courses. All PE staff are qualified as NVQ assessors. Two staff have formal teaching qualifications.

95. Equal opportunities is well promoted throughout the PE department through posters. At the beginning of courses, learners sign an agreement to state that they will conform to equal opportunities practices. Staff were not involved in the self-assessment process. The findings of the self-assessment report focus on the recreational provision rather than the educational provision in the department. Not all weaknesses are recognised in the self-assessment report.

96. All staff are positive about the role of education in the department. However, delivery of these courses has been stopped for the past five months through staff shortages at the closed site. One member of staff has produced a detailed file for the delivery of the NVQ at level 2 teaching fitness and exercise course at the closed site, but this is on hold.

**Preparation for life and work****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Literacy and numeracy</b> Other government-funded provision	233	3
<b>Employability training</b> Other government-funded provision	100	3

97. Three hundred and thirty-three learners take foundation courses at the two prison sites. Of these, 233 take programmes in literacy and/or numeracy. The remainder take courses in life and social skills covering subjects such as alcohol awareness, parent craft, budgeting, preparation for work and bullying and harassment. Learners take courses from entry level to level 2 in literacy and numeracy and are able to progress to general certificate of secondary education, A level and Open University courses where appropriate. Education may be attended on a full-time or part-time basis, but most learners attend part-time. Preparation for life and work is provided over the two sites. The closed site provides an outreach supported learning service to learners in the workshops. One hundred and twenty-two learners take literacy and/or numeracy courses through open learning and individual meetings with tutors. Learning support is provided by a full-time co-ordinator, three literacy and numeracy specialists and eight part-time learning support assistants. Separate co-ordinators have responsibility for literacy, numeracy and social and life skills. At both sites, subject areas have allocated co-ordinators supported by part-time staff.

*Strengths*

- high achievement rates
- good morale and standards of behaviour
- good range of provision
- good individual target-setting in literacy and numeracy
- effective promotion of anti bullying and harassment in social and life skills
- good use of peer partners in literacy and numeracy

*Weaknesses*

- some poor accommodation
- insufficient use of data to measure progression in literacy and numeracy
- insufficient use of IT in literacy and numeracy
- inappropriate use of preparation for work and Gateway programmes to meet individual needs
- narrow range of teaching methods in social and life skills
- insufficient analysis of observations to improve teaching and learning

**Achievement and standards**

98. In social and life skills, achievement rates for individual units are high. Most of the learners who complete their courses achieve accreditation. In 2004-05, all of the learners

gained a unit or module of achievement in drug awareness, bullying and harassment and alcohol awareness at level 2 and at level 1 in bullying, harassment and alcohol awareness, preparation and Welfare to Work. On the lifestyles programme, 81 per cent of learners achieved cookery at either level 1 or 2 and 78 per cent achieved parentcraft at intermediate or level 1. Eighty-three per cent of learners gained level 1 in family relationships. Achievement on entry-level courses in literacy are high at 84 per cent for entry level 3 learners. Seventy-one per cent of learners achieve level 1 numeracy qualifications.

99. Achievement of literacy and numeracy qualifications is satisfactory. In 2004-05, 71 per cent of learners achieved numeracy level 1 compared with 64 per cent achieving literacy level 1. Sixty-five per cent achieve literacy at level 2 compared with 36 per cent for numeracy at level 2. Currently the prison is over achieving targets at entry level and level 1, but underachieving at level 2.

100. Standards of behaviour in sessions are particularly good and morale is high. Tutors and prison officers create a relaxed atmosphere and respect is shown to offenders. Tutors treat learners fairly and sensitively and encourage them to treat each other politely. Learners are courteous and polite to each other and their tutors. This is particularly noticeable in literacy and numeracy lessons where initially learners may not have chosen this option, but attend because of plan requirements. Learners very quickly settle into lessons and obviously enjoy and gain benefit from learning.

101. The standards of work in sessions and in learners' portfolios is satisfactory and meets the awarding body's requirements. Attendance at sessions is good. However, there are too many interruptions by learners having to attend healthcare, the parole board or careers advice sessions.

### **The quality of provision**

102. Target-setting is good. Learners are set specific targets which relate to schemes of work and the results of their initial assessment. Tutors review learners' progress against the targets at monthly intervals. Learners are encouraged to record their progress on a daily basis to enable them to easily recognise their progress and achievements. Learners are fully aware of their progress and many have increased their level of reading from entry level to level 1.

103. The range of provision is good. Literacy and numeracy needs are supported well, particularly at the closed site. Learners can attend the education centre or have open learning support from a dedicated team of learning assistants. Learning support assistants visit the workshops, house blocks, the hospital and the segregation unit. However, the work in the workshops is not always delivered in a vocational context. Education provides a wide range of progression routes.

104. There is a good range of social and life skills programmes which are relevant to learners' personal needs, sentence plans and future lives. Learners who have crimes that involved violence are directed to the offending behaviour programme such as alcohol awareness, assertiveness, and citizenship which include units on anger management, decision-making and victim awareness. The lifestyles programme is well developed and includes cookery, parentcraft and family relationships. The business studies programme is

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particularly good and equips learners with good knowledge and skills which are needed for self-employment.

105. Learners receive good support in literacy and numeracy through the use of peer partners. Twenty-three peer partners currently provide support to learners. There is a formal programme for learners who achieve level 2 qualifications in literacy and numeracy. Ten learners are currently working towards the first unit of the adult learner support certificate at level 2. All literacy and numeracy classes have the support of peer tutors. Learners value the individual support, particularly entry-level learners.

106. Teaching and learning in literacy and numeracy are satisfactory. In better lessons, tutors incorporate group work into lesson plans and use an effective range of activities to teach spelling. Tutors give good demonstrations to aid learning. Learners respond very positively to group work and although this is recognised, few lesson plans reflect this. Much work is provided on an individual basis. In the better social and life skills lessons, learners are particularly well engaged in their activities. In a business studies lesson, learners developed good business ideas, spreadsheets and other skills needed for self-employment. On the lifestyles programme, learners develop a good range of cooking techniques using many international dishes, including Mexican, Italian and English.

107. Initial advice and guidance is satisfactory. Learners are referred efficiently to educational courses. Education staff have regular links with prison staff who provide initial advice and guidance at the closed site. Prison staff are in regular contact with the education staff and often visit learners who are unsure of their options. At the closed site, offenders have access to a careers officer who is based at the prison for guidance on jobs and external courses in their home area. At the open prison, arrangements are in place for offenders to access guidance from external partners through the resettlement department. Offenders who are at work during the day can access these facilities in the evening.

108. The preparation for work and Gateway programmes are not used appropriately to meet the needs of individual learners. Teaching and learning activities and schemes of work are inappropriately planned to fulfil the requirements of the awarding body criteria and are not sufficiently focused on the learners' needs. There is insufficient differentiation of learning activities and resources to help learners develop individual skills and prepare them for leaving prison. For example, most learners need the session on developing a curriculum vitae, but learners who have a degree do not need the session on preparing a progress file. The current framework of the preparation for work programme and the prison regime at the open prison requires learners to complete all elements of the course, regardless of their ability, need or length of sentence. This weakness is recognised by the provider in the self-assessment report.

109. A narrow range of teaching methods are used in some social and life skills sessions. Although a learning styles assessment is used, this is not used sufficiently to plan learning. In many lessons there is too much emphasis on whole-group discussion and insufficient variety of activities to engage and motivate learners. In these sessions, quieter learners make little contribution to discussions while some learners dominate.

110. Insufficient use is made of IT to develop literacy and numeracy skills. Two to three computers are available in each training room, but they are not being used and are not included in schemes of work and lesson plans. This is recognised in area of learning

development plans.

### **Leadership and management**

111. In social and life skills, there is particularly effective promotion of anti bullying and harassment. All learners who enter the closed prison attend a four-day programme aimed at developing their knowledge and understanding and reducing bullying and harassment in the prison. Since the introduction of this programme, the incidence of bullying has been reduced by 62 per cent. Tutors use a good range of activities and are skilled in engaging learners and helping them change their attitudes and behaviours. In one session learners' views on stereotyping were particularly well challenged and their understanding was developed. Equality and diversity is well promoted across both sites. One adult learner who was in prison for the first time was particularly frightened as he knew he had a passive personality and was vulnerable. The learner has not experienced any negative behaviour from other offenders and feels happy and safe.

112. Communication is satisfactory. Curriculum delivery teams and co-ordinators meet formally and informally and they have clearly defined roles and responsibilities. Staff development focuses on ensuring staff have, or are working towards, relevant qualifications. Course reviews are satisfactory. Learners' views are sought at the end of their programme and some analysis and actions are taken from this information. Internal verification is thorough and also endorsed by awarding bodies.

113. Accommodation for literacy and numeracy courses is poor at the closed site. The rooms are cramped with an average of nine learners attending classes, plus peer partners. Tutors store all learning resources in training rooms and this further restricts the space. Learners receiving support in workshops have to cope with noise from nearby workshops.

114. There is insufficient analysis of observations to improve teaching and learning. An extensive programme of observations has taken place under the new quality assurance procedures. However, all observers have not been trained and some observations are insufficiently evaluative. A large number of sessions have no weaknesses identified, although the lessons are graded from outstanding to satisfactory. Satisfactory actions are taken to monitor and support teachers whose sessions are graded as inadequate. However, there is insufficient analysis to help tutors improve the planning and delivery of teaching and learning. There is no evidence that observations are moderated or that they are used to plan staff training.

115. Data systems do not currently show the cumulative progression of learners. Many of the learners progress well through different levels of literacy and numeracy qualifications, but it is not possible to measure this and make comparisons between the achievement of different groups of learners. Data is usually transferred when learners leave the prison, but as yet, the education department is not linked to the regional database. Achievement data is collected from the three delivery areas and is reported on centrally. It is not possible for the education department to make comparisons with different areas.

## REGIONAL AND LOCAL VARIATIONS

### Summary of open site provision

116. No accredited training in horticulture, cleaning, PE, catering or any other vocational training area. There is a new vocational training kitchen at the open site, which has a good range of industry-standard equipment. However, there are currently no programmes running at this site. There is the capacity for 26 men in the gardens working party, but currently only 14 are involved. The member of staff responsible for horticulture has no horticultural qualifications. During September 2005 and November 2005, 11 learners achieved their full level 1 skills certificate but these were learners who had been with the previous trainer for some considerable time.

117. The open prison has been awarded gold medals in the annual Doncaster in Bloom awards for their horticultural displays and the gardens show a high standard of horticultural skills. Resources are more than adequate, including a substantial allotment area for growing a wide range of vegetables which are used in the prison kitchen. ICT provision meets the learners' requirements at both sites. There are training opportunities at pre-entry level to level 2, however there are insufficient vocational education opportunities at the site. The possibility of developing computing facilities is under investigation and staff are looking at the feasibility of offering webpage design courses. There are no accredited cookery courses, despite the site having a new kitchen. There are no staff to operate it.

118. All new offenders complete their emergency life support and manual-handling certificate as part of their induction. Additionally this year, 15 learners achieved their gym instructors certificate and 14 the treatment of sports injuries certificate. Five of seven learners obtained their national pool lifeguard qualification off site. This significantly improves their future employment opportunities. One offender who obtained his gym instructors certificate this year is doing voluntary work for three days a week at a fitness facility in Hull.

119. Arrangements are in place for offenders to access guidance from external partners through the resettlement department. Offenders who are at work during the day can access these facilities in the evening. There are good progression opportunities on art courses. In the past three years, progression to higher-level courses after leaving the prison is good. Seven learners have progressed to graduate courses and a further seven to HNC/HND courses. A range of accreditation is available from entry level to A levels. The department is considering extending the qualification by including key skills in problem solving and working with others.

120. The preparation for work and Gateway programmes are not used appropriately to meet the needs of individual learners. Teaching and learning activities and schemes of work are inappropriately planned to fulfil the requirements of the awarding body criteria and are not sufficiently focused on learners' needs. There is insufficient differentiation of learning activities and resources to help learners develop individual skills and prepare them for leaving prison.



