

# REINSPECTION REPORT

## **HMP YOI Thorn Cross Reinspection**

**29 March 2006**



ADULT LEARNING  
INSPECTORATE

### Adult Learning Inspectorate

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

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- adult information, advice and guidance services (**nextstep**).

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

## 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*

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## **HMP YOI Thorn Cross Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP YOI Thorn Cross (the prison) is a category D open prison for male juveniles and young adult offenders, located in a rural area close to Warrington in Cheshire. It is one of the few prisons to allow juveniles and young adult offenders to work together in education and training activities. It is also the only establishment in the country to hold juvenile offenders in open conditions. The prison's operating capacity is 316. During inspection, 244 offenders were held at the prison, of whom 47 were juveniles and 197 were young adults. Forty-seven of the young adults are on a programme unique to the prison known as the high intensity training (HIT) programme. Approximately 19 per cent of the prison's population are from minority ethnic groups. Offenders are held at the prison for periods that vary from one month to two years.

2. Prison education is provided by City College Manchester which has held the contract with Cheshire Learning and Skills Council since August 2005. Since October 2005, City College Manchester has also provided vocational training at the prison in engineering, construction, plumbing, industrial cleaning and recycling. Courses are provided in the education unit and vocational workshops, and on the HIT programme. Other activities, such as physical education (PE), landscaping and working in the kitchens are provided by the prison staff. All offenders are engaged in work or training activities.

3. Overall responsibility for education, vocational training and PE lies with the prison's head of learning and skills who is a member of the senior management team and reports directly to the governor. The education department is contracted to deliver a total of 25,306 teaching hours and 8,500 hours' vocational training each year. The education department is open from 0830 to 1145 every weekday and from 1315 to 1645, Monday to Thursday. Classes are also available on four evenings a week with specific evening classes to target learners who are working outside the prison during the day. The education department is run by the education manager, an assistant, 25 full-time staff, 15 part-time teaching staff, and three administrators.

4. The prison gym is managed by a PE principal officer, with a senior officer and eight qualified PE officers. They are responsible for the programme of recreational activity for offenders as well as accredited vocational training in sport and leisure.

5. The prison library is operated by Warrington library service. It is managed by a full-time librarian and a part time assistant. The library is open every weekday except Tuesday. It is also open for the evenings each week and on Saturday mornings.

### OVERALL EFFECTIVENESS

#### Reinspection Grade 3

6. **The overall effectiveness of the provision is now satisfactory.** The previous inspection in April 2005 judged the provision to be good in foundation programmes and construction. Engineering, technology and manufacturing, and hospitality, sport, leisure and travel were found to be inadequate as were leadership and management and quality

## HMP YOI THORN CROSS REINSPECTION

improvement. Equality of opportunity was satisfactory. The reinspection confirmed that the standards in foundation and construction had been maintained. Engineering, technology and manufacturing, and hospitality, sport, leisure and travel are now satisfactory. Leadership and management, quality improvement and equality of opportunity are now satisfactory.

**7. The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process and its importance are well understood by all staff. The views of staff and learners are analysed and used throughout the self-assessment process. Self-assessment is linked to a quality assurance cycle that ensures key processes are carried out in a systematic way. Data is collected on all aspects of learners' progress. However, this has only recently been introduced and is not sufficiently developed to be used in the self-assessment process. The self-assessment report is linked to a clear development plan that is understood well by staff.

**8. The provider has demonstrated that it has sufficient capacity to make improvements.** The prison has made significant improvements since the previous inspection and successfully tackled many of the identified weaknesses. It has developed a clear strategic plan linked to improving the provision.

## GRADES

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

Grades awarded at previous inspection

Leadership and management		4
Contributory grades:		
Equality of opportunity		3
Quality improvement		4

Construction			2
Contributory areas:	Number of learners	Contributory grade	
<b>Construction crafts</b>			
Other government-funded provision	10	2	

Engineering, technology & manufacturing			4
Contributory areas:	Number of learners	Contributory grade	
<b>Motor vehicle/cycle</b>			
Other government-funded provision	10	4	

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> Other government-funded provision	22	4

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> Other government-funded provision	150	2

Grades awarded at reinspection

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

Engineering, technology & manufacturing		3
Contributory areas:	Number of learners	Contributory grade
<i>Motor vehicle/cycle</i> Other government-funded provision	10	3 3

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> Other government-funded provision	20	3 3

## ABOUT THE REINSPECTION

9. The inspection team consisted of three inspectors who completed the reinspection over three days within one week. Engineering, technology and manufacturing, and hospitality, sport, leisure and travel, along with leadership and management, quality improvement and equality of opportunity, were inspected and reported on. Additional evidence was collected from construction, foundation industrial cleaning, and landscaping programmes.

Number of inspectors	3
Number of inspection days	9
Number of learners interviewed	23
Number of staff interviewed	21
Number of subcontractors interviewed	1

## KEY FINDINGS

### Achievements and standards

10. **Achievement in education remains high.** Retention and achievement rates were high at the previous inspection and have been maintained on most courses and are particularly good in art and design and information technology. Achievements in hospitality, leisure and tourism and motor vehicle repair and maintenance have significantly improved since the previous inspection.

11. **Achievement rates are high in PE.** Retention rates have improved since the previous inspection and are now satisfactory. **Learners on motor vehicle courses have also achieved high achievement rates** and retention rates have improved.

12. Since the previous inspection, achievement rates have continued to improve on construction crafts, and are currently at 85 per cent. Learners develop good practical skills and the standard of written work in their portfolios is good. Links are being developed with the construction industry outside the prison to give learners the opportunity to benefit from work experience.

13. The standard of learners work on foundation programmes remains good and there are good levels of achievement. Learners are confident in their approach to practical work and collaborate effectively with one another during group activities.

### The quality of provision

14. The standard of provision in construction has been maintained with the introduction of bricklaying and plumbing to be run jointly with plastering and painting and decorating.

15. **In motor vehicle repair and maintenance, learners receive good individual coaching** to help them quickly develop good skills. Learners have access to a good range of



materials to support practical and background knowledge sessions.

**16. The prison has good external links with employers, which enable learners on motor vehicle courses to have the opportunity receive valuable work experience in a real commercial environment.** Several learners have been successful at gaining jobs in the motor vehicle industry upon release through links made on work experience.

**17. Indoor practical training facilities in PE are good.** Since the previous inspection the gymnasium has benefited from a considerable investment in equipment and facilities. Learners are now able to work towards their qualification in a commercial standard fitness facility.

**18.** Resources in the motor vehicle workshop have improved since the previous inspection. New equipment has been purchased and a range of more modern vehicles is used to give learners more realistic commercial experience.

**19. The range of provision in motor vehicle repair and maintenance is insufficient.** No provision is in place for more advanced courses or opportunities to progress to a higher level of training.

**20. Curriculum development is good in PE.** Courses are now better structured and the number of accredited courses has increased.

**21.** Systems for the delivery of background knowledge in motor vehicle and PE have only recently been introduced. **In motor vehicle repair and maintenance training sessions, background knowledge is insufficiently structured. In PE, background knowledge sessions are not sufficiently planned.**

**22. In PE, insufficient use is made of information and learning technology (ILT) during training sessions.** Laptop computers and projectors have been purchased but are not yet operational.

## Leadership and management

**23.** Leadership and management of education and training have improved significantly since the previous inspection. The prison has developed a clear strategic direction which is recognised and understood by all members of staff. Learning and skills are seen as central to helping the prison achieve its resettlement objectives.

**24. Since the previous inspection, the prison has worked well to develop and extend its links with external organisations,** to extend opportunities for learners to experience vocational training in the workplace and increase the employment prospects of learners.

**25.** Communication within the prison has improved since the previous inspection and is effective. A range of appropriate meetings takes place that successfully links both the education and the vocational training staff within the prison to act as a forum for sharing good practice.

**26.** Classrooms and workshops provide a safe and suitable environment for learners to carry out their work. Prison staff and learners work well to create a good learning environment.

27. Quality improvement has improved since the previous inspection. A new comprehensive quality improvement manual has been introduced into the vocational workshops, which covers all key procedures of the learning experience. Lesson observations have been introduced and instructors are systematically observed and graded.

28. **There is insufficient use of data in planning.** The education and training departments collect a range of data about all aspects of a learner's progress but the system is new and there is not enough analysis to inform planning and management decisions.

29. The education contractor has difficulty in arranging replacement staff in three of the vocational workshops to cover tutors who are on annual leave or absent due to illness. Alternative arrangements are made for learners during these periods.

## **Leadership and management**

### **Strengths**

- clear strategic direction for learning and skills
- particularly effective links with external organisations to enhance employment opportunities for learners

### **Weaknesses**

- insufficient use of data in planning
- insufficient staffing to cover staff absenteeism

## **Engineering, technology & manufacturing**

### ***Motor vehicle/cycle***

#### *Strengths*

- high achievement rates
- good individual coaching
- good links with external agencies

#### *Weaknesses*

- insufficiently structured background knowledge sessions
- insufficient range of courses
- insufficient monitoring of learners' progress

## **Hospitality, sport, leisure & travel**

### ***Leisure, sport and recreation***

#### *Strengths*

- high achievement rates

- good indoor training facilities
- good curriculum development

*Weaknesses*

- poor planning for background knowledge sessions
- insufficient use of ILT
- insufficient use of data to monitor individual courses

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- clear strategic direction for learning and skills
- particularly effective links with external organisations to enhance employment opportunities for learners

#### Weaknesses

- insufficient use of data in planning
- insufficient staffing to cover staff absenteeism

30. Leadership and management of education and training have improved significantly since the previous inspection and are now satisfactory. Since the previous inspection, the prison has developed a clear strategic direction for learning and skills that is recognised by all members of staff. The senior management team are fully committed to the provision and fully understand that learning and skills are central to helping the prison achieve its resettlement objectives. The resettlement strategy for the prison is directly linked to its strategy for learning and skills. The education provider is seen as integral to the prison's resettlement agenda. As part of the resettlement strategy, the prison has successfully introduced accredited vocational courses in plumbing, bricklaying, industrial cleaning and additional accredited courses at higher levels in PE. The education provision is well managed and curriculum planning and delivery are good. The deployment of teaching staff in the education department is efficient and most staff are qualified teachers. Classes are well attended and specialist support is available on an individual basis if required.

31. Since the previous inspection, the prison has worked well to develop particularly effective links with external organisations to extend employment opportunities for learners in their final stages of preparation for release. The prison has continued to develop strong links with a national utilities company. The prison is fully involved with employers within the community. It currently has approximately 20 learners placed with employers to gain valuable vocational experience of work-based skills. Learning and skills staff and senior prison managers understand that work experience and training on company premises can help to prevent learners from re-offending. The prison has recently run a jobs fair at the prison where employers were invited into the prison to better link training skills to their requirements. The prison has successfully identified skills shortages within the local area and tailors its vocational training to meet these needs. The prison uses its links with the community to raise awareness of the prison and to appeal to the local labour market, to develop the provision and create employment opportunities for learners. Several learners have gained employment after being involved in community projects through the prison.

32. Communication within the prison is effective. There is an appropriate range of meetings, most of which are recorded effectively. Actions are identified clearly and monitored effectively at subsequent meetings to assess progress. Informal discussion between staff takes place on a daily basis. Staff are well motivated and readily raise issues and share information regarding learners' needs.

33. The prison has an appropriate appraisal system to monitor staff performance. Appraisals are effective at identifying and meeting staff development needs. Staff development is linked to the overall resettlement objectives of the prison. Recent staff development has included the training of prison staff to achieve teaching qualifications and an increase in the amount of vocational training being provided.

34. The arrangements for supporting learners' literacy and numeracy needs are satisfactory. Learners are assessed for their support needs at induction. Support for literacy and numeracy has been extended into the vocational workshops and effective and innovative ways of introducing numeracy are used in the plumbing workshop.

35. Resources are satisfactory. Teaching staff employed by the prison have, or are working towards, a teaching qualification. Teaching accommodation is generally spacious, well equipped, and fit for purpose, creating a good learning environment. Workshops are purpose-built and provide spacious accommodation that replicates a commercial environment. The education unit is well decorated with adequately sized and equipped classrooms. Good use is made of wall space to display learners' work and celebrate their success.

36. There is insufficient use of data in planning and management decisions. Data systems produce a good range of information but the data is not routinely used in making management decisions. The central data system is new and does not produce meaningful analysis of, for example, individual learner progress. Analysis is not carried out over long periods of time. Management information reports to monitor performance have not been produced. New systems of collecting data are currently being introduced into the vocational workshops to improve the way data is collected and used.

37. The college has difficulties in arranging replacement staff in three of the vocational workshops to cover tutors who are on annual leave or absent because of illness. Where staff are not available, workshops that cannot be properly supervised are cancelled. Where tutors' annual leave is planned, the college provides alternative short accredited courses for learners. However, this slows learners' progress on their original course.

### **Equality of opportunity**

### **Contributory grade 3**

38. The prison's approach to equality of opportunity remains satisfactory. Classrooms and workshops provide safe and appropriate environments for learners to do their work. Staff and learners create a positive learning atmosphere and achieve effective personal development through the mutual respect they demonstrate for each other. Inappropriate language or behaviour is challenged effectively by staff and learners. Learner focus groups meet regularly and are used to raise concerns with prison staff regarding equality of opportunity and diversity.

39. All learners receive a thorough induction which includes a comprehensive introduction to equality of opportunity and diversity. Learners are assessed for support needs and are given advice and guidance before an individual plan is put in place. Learners receive good support from education and prison staff in meeting their needs to help them achieve their qualifications. Dyslexia screening tests take place routinely and where a support need is identified appropriate course materials are available. However, specialised equipment, such as large screens and keyboards for learners with visual impairments, is not readily

available.

40. The prison has an appropriate equality of opportunity and diversity policy that gives clear information on the complaints procedure, harassment and how the prison interprets the Disability Discrimination Act 1995 and Race Relations (Amendment) Act 2000. Copies are displayed throughout the prison. Staff and learners are provided with clear information and guidance on the way in which the prison interprets the relevant legislation. Learners are clear about the standard of behaviour expected of them and are clear about what bullying is and how it should be dealt with. The learning and skills department has its own complaints procedure which is understood well by learners and staff.

41. The prison has successfully raised cultural awareness throughout education by running several projects, including Black History Month, and it works with a theatre group that challenges offending behaviour. The chaplaincy works closely with the education department on a variety of projects to help ensure an effective learning environment.

42. A range of data is collected on the ethnicity of the prison population. Participation of different groups within education is monitored, but there is no systematic use of data to compare one group of learners to another.

43. Access for learners with mobility difficulties is not adequate on the first floor as no lift is available. There are no toilet facilities for disabled learners. However, contingency plans are in place to move classes to the ground floor level if necessary.

### **Quality improvement**

### **Contributory grade 3**

44. Quality improvement since the previous inspection has improved and is now satisfactory. In October 2005, the college took over the responsibility for vocational training in engineering, construction, plumbing, industrial cleaning and recycling workshops. The education manager has recently introduced a new quality improvement manual that focuses on improvement of the quality assurance procedure in the vocational training workshops. This replicates the very effective quality assurance procedures that are used in the education department. The manual covers all key processes of the learning experience and is linked to a quality assurance calendar to ensure that all of the procedures are carried out systematically throughout the year. Lesson observations have been introduced to the vocational areas and instructors carrying out vocational training are now systematically observed and graded. The education manager and assistant manager moderate the grades to ensure consistency. Lesson plans and schemes of work have been introduced, but in some areas these are not used consistently. The links between education and training have been improved and meetings now take place across all areas of the prison's provision to share good practice and ensure a consistent approach. Internal verification has been improved and is now satisfactory. Internal verification is now systematically planned and assessors meet on a regular basis to ensure a standardised approach to assessment.

45. The self-assessment process is carried out systematically and involves all staff from the education department and the prison. Staff have a clear understanding of the self-assessment process and its role in improving the quality of the provision. The self-assessment report is well structured and linked to the key questions of the Common Inspection Framework. It identifies accurately strengths and weaknesses that are supported by sufficient evidence. The development plan is clear with appropriate targets assigned to

designated staff with achievement dates. Many of the weaknesses identified at the previous inspection have been successfully rectified.

46. The quality improvement group meets every two months and has a strong focus on improving the provision. The development plan and the self-assessment action plan is systematically reviewed at each of these meetings. Actions generated from these meetings have designated staff responsibilities and clear time frames. Members of the senior management team attend these meetings on a regular basis.

## AREAS OF LEARNING

### Engineering, technology & manufacturing

Grade 3

Contributory areas:	Number of learners	Contributory grade
<b>Motor vehicle/cycle</b>		<b>3</b>
Other government-funded provision	10	3

47. There are 10 learners working towards accredited qualifications in motor vehicle repair and maintenance skills. The typical duration of the programme is 10 weeks but this can be extended to 16 weeks to meet the needs of juveniles and other learners. Learners attend the motor vehicle workshop five days a week for practical activities and to gain background knowledge. Training courses are carried out by one member of staff, who is a qualified assessor and an experienced and qualified motor vehicle technician. A construction tutor who is a qualified engineer carries out internal verification. Over the past year, 46 qualifications have been awarded. Specialist staff from the education department provide individual support in the workplace for learners requiring help with their literacy and numeracy skills. All learners receive an induction into motor vehicle on entry to the programme.

#### **Motor vehicle/cycle**

##### *Strengths*

- high achievement rates
- good individual coaching
- good links with external agencies

##### *Weaknesses*

- insufficiently structured background knowledge sessions
- insufficient range of courses
- insufficient monitoring of learners' progress

#### **Achievement and standards**

48. Achievement rates are high. Over the past 12 months there have been 57 learners on the motor vehicle programme. Eleven of these left the programme early and 46 achieved their intended qualification. This represents a pass rate of 81 per cent. Retention for the same period is also 81 per cent. A detailed analysis of reasons for leaving early is not readily available.

49. Learners develop their practical skills by practising tasks on repair and maintenance exercises. The range and level of skills development by learners have improved since the previous inspection. Portfolios of evidence are satisfactory and the learners' written work is of a good standard.



## The quality of provision

50. Learners receive good individual coaching to enable them to develop their engineering skills. Learners are individually allocated motor vehicle tasks to work on. They receive individual tuition and instruction on how to successfully complete their work. The majority of learners' time is spent on practical exercises to develop motor vehicle skills. An area within the workshop has been designated as a study area. The tutor has developed a good portfolio of learning materials for practical and associated background knowledge sessions. However, this is new and has only recently been introduced and is not yet fully established.

51. The prison has developed good external links with local employers within the motor vehicle trade. Partnerships have been established with local employers to enable learners nearing the end of their sentence to find jobs within the motor vehicle industry. Over the past 12 months, eight learners have attended work placements. Currently, one learner is on a work-placement scheme with a local employer. Learners also work on local employer vehicles carrying out servicing and minor repairs before resale. External links with local employers have recently been extended to include a charitable organisation.

52. Learners are provided with effective individual pastoral and vocational support. Tutors are very supportive. They quickly and discreetly identify areas where learners require additional support. Tutors are aware of learners' initial assessment results when they arrive in the workshop. Additional learning needs are identified following the testing for numeracy and literacy carried out by the education department. Learners receive support in developing their numeracy and literacy skills in the education department and in the workshop. Since the previous inspection, support for numeracy and literacy is more closely linked to vocational topics.

53. Assessment and internal verification are now satisfactory. Assessment is planned and carried out to awarding body standards, with formative assessment covering all key aspects of the training programme. Tutors give good feedback to learners and are clear about what is required to complete the next assessment. Internal verification takes place frequently, is well planned and includes observations of assessments, assessors and learners' portfolios. Good constructive feedback is provided and all decisions are well recorded. Tutors from engineering frequently meet with other vocational assessors to share good practice.

54. The planning of learning and attendance has significantly improved since the previous inspection and is now satisfactory. Learning programmes and learner attendance is planned to ensure that there is minimum disruption to the provision by, for example, operational requirements of the prison or other courses and programmes learners are required to attend.

55. Background knowledge training is insufficiently structured. Since the previous inspection, background knowledge training has been introduced to the motor vehicle training programme. An area within the workshop has been designated for this purpose and learning and ILT resources have been purchased. The training scheme is new and has not yet been formally timetabled in the weekly activities. Schemes of work and lesson plans are not fully developed. Learner portfolios contain little in terms of background knowledge content.

56. The range of provision is insufficient. The sole provision is the motor vehicle repair and maintenance course. This meets the needs of employers engaged in the fast-fit motor vehicle industry and those learners aspiring to enter this branch of the industry. There is no provision of more advanced courses or progression to a higher level of training. A fabrication and welding programme was offered, but this has been withdrawn.

57. There is insufficient monitoring of individual learners' progress. No overall recording system to monitor and record learners' progress is in place. There is not enough analysis to identify trends, set targets or plan for continuous improvement. Systems are in place to record overall learner achievement, but insufficient analysis takes place to identify how individual groups compare, to inform programme planning.

### **Leadership and management**

58. Resources in motor vehicle are satisfactory. Equipment present at the previous inspection that did not meet health and safety standards has now been removed and replaced with suitable equipment of a good commercial standard. Additional modern vehicles have been purchased to enable learners to gain current commercial experience. The workshop has been cleaned and floors painted. The area is now adequate for training taking place.

59. Regular and frequent meetings take place, where good practice is routinely shared between education and prison staff. There is only one motor vehicle tutor and the workshop is often closed during staff annual leave or absence due to other reasons. Although alternative arrangements are made for learners during these periods, progress towards achieving the qualification can be interrupted.

60. A self-assessment report has been produced for the motor vehicle section. It uses clear evidence to support strengths and weaknesses. All staff were included in the self-assessment process and understand its importance in ensuring continuous improvement. The report has been completed since the previous inspection. It successfully identified most of the strengths and weaknesses found by inspectors.

61. Internal verification is satisfactory. It is planned in advance and includes samples from a range of evidence from different sources. Assessors are observed and constructive feedback is given and recorded.

**Hospitality, sport, leisure & travel****Grade 3**

Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b>		<b>3</b>
Other government-funded provision	20	3

62. At the time of reinspection, 11 young adults and nine juveniles attended accredited courses in PE. These courses include football coaching, first aid, weightlifting and fitness instructor awards. All learners attend the provision full time for the duration of the course. There is a course schedule that allows for attendance on courses for a six-, 12- or 18-week period. Background knowledge training is provided in one small classroom adjacent to the sports facilities. Courses are organised as part of the core day. An acting principal officer, an acting senior officer and seven instructors provide PE training. There is currently one staff vacancy. All staff work full time. Five gym orderlies support the PE provision. Facilities include a four-court sports hall with a climbing wall, a gymnasium containing free weights, resistance and cardiovascular equipment and external grass pitches for football, rugby and cricket.

***Leisure, sport and recreation******Strengths***

- high achievement rates
- good indoor training facilities
- good curriculum development

***Weaknesses***

- poor planning for background knowledge sessions
- insufficient use of ILT
- insufficient use of data to monitor individual courses

**Achievement and standards**

63. Achievement rates on courses are high, a strength at the previous inspection. Most courses last either one or two weeks, but the newly introduced level 2 fitness instructor course will last for six weeks. Of 291 learners who have completed courses since the previous inspection, 260 have achieved, representing a pass rate of 89 per cent. This is an improvement on the 70 per cent pass rate recorded at the previous inspection. Practical work continues to be of a good standard. Although relatively new to the course, learners were able to devise and lead their own circuit training session, safely applying basic principles of exercise. Current courses enable learners to develop skills appropriate to the fitness industry, improved levels of fitness and knowledge of diet and healthy living. Retention rates were found to be poor at the previous inspection, but these are now satisfactory. Since the previous inspection, 84 per cent of the 347 starters have completed their course. This has been achieved by a change in strategy to encourage learners to start on a range of courses lasting for a number of weeks. Written coursework is of a satisfactory standard, largely following workbooks devised by staff. Behaviour of learners is

good, although there were some instances of poor punctuality and learners having to leave class during lessons.

### **The quality of provision**

64. Indoor practical training facilities are good and help create a good learning environment. The gymnasium has benefited from considerable investment to tackle weaknesses identified at the previous inspection. Very good cardiovascular equipment now supplements a good range of resistance machines and free weights. Equipment has been purchased specifically to enable the running of level 1 and 2 fitness instructor courses. A large TV screen is also provided. The sports hall is of a good standard and includes a small roped climbing wall. The temperature of the sports hall is difficult to control and was too hot during an observed practical session. The indoor football posts are currently in a hazardous condition due to not being correctly secured.

65. At the previous inspection, links with the education department were identified as a weakness, with poor linking of key skills and literacy, numeracy and language training to the PE curriculum. Considerable work has been carried out since the previous inspection to develop and improve this link. A key skills tutor with sports qualifications has recently been appointed and has planned an appropriate integration of key skills training into PE courses. An imaginative scheme of work is currently being piloted with one class and this will provide the model for the department. The tutor has also completed dyslexia training and can provide additional learning support for learners with particular needs.

66. The range of qualifications available to learners is adequate. Suitable progression routes to level 2 are now available, with newly introduced fitness instructor courses available that meet the needs of industry and enable learners to improve their employment prospects. The number of learners on sport- and fitness-related courses has increased significantly since the previous inspection.

67. The induction process for all learners is thorough and comprehensive. Rules and regulations for the facilities, health and safety, safe lifting techniques and use of equipment are all appropriately covered. Each new learner completes a health screening form to establish his readiness for exercise. However, learners starting accredited courses are not routinely given information about course requirements, content and expectations in terms of attendance, punctuality and behaviour.

68. Support for learners is satisfactory. Links with external agencies provide opportunities for learners to work with adults and children with additional needs. However, opportunities for work experience and to work and train in the community have yet to be developed.

69. There is insufficient planning of background knowledge sessions. Although some progress has been made since the previous inspection, with the production of lesson plans for staff to use, these are not sufficiently detailed to effectively support teaching. For example, they do not have clear learning outcomes recorded in detail. Suitable schemes of work are not yet in place for most courses. There is insufficient planning for some learning activities, differentiation and the checking of learners' progress. No staff currently have teaching qualifications. This has been identified by the prison and two staff have recently started to work towards a teaching certificate.

70. Insufficient use of ILT during sessions, and poor access to computers for staff and learners, remains a weakness as identified at the previous inspection. However, a laptop computer and projector have been purchased to enable computer-generated presentations. However, these are not yet operational. Learners do not have sufficient access to facilities to research or word-process work within the department. Learning materials are generally photocopied texts and are difficult to read and understand for some learners, with little use of colour or visual imagery.

### **Leadership and management**

71. Curriculum development is good. The PE department has continued to develop the curriculum and extend vocational training opportunities. This builds on the good work identified at the previous inspection. The structure of course delivery, introduction of new qualifications recognised by industry, and the development of staff roles have all served to continue to move the department forward. Targets for improvement were identified after the previous inspection and significant progress has been made, although some actions are yet to fully impact. Significant progress has been achieved through working with a very motivated education department. The PE department has clearly adopted a wider view of its role and staff share this new sense of purpose.

72. Equality of opportunity is satisfactory. Outside links to work with groups with additional needs and mental health problems help to promote understanding of equality and diversity issues. Members of minority ethnic groups are well represented on the current main accredited PE programme. Learners work well in an atmosphere of mutual respect and tolerance, and no instances of bullying or harassment were observed. Inappropriate behaviour and language are challenged where appropriate.

73. Quality assurance has improved significantly since the previous inspection and is now satisfactory. The self-assessment report is comprehensive, well written and broadly reflective of the findings during reinspection. A system of observations of teaching and learning has been introduced with the intention that these will be carried out by the head of PE. Observations have started and demonstrate a good understanding of the process, but most staff have not yet been observed. Internal verification has improved, with a new system having been recently developed and introduced.

74. There is insufficient use of data to monitor individual courses. The main system is manual and is not currently used enough to aid programme planning, predict trends, help monitor performance of staff, or assist in target-setting.

