

# INSPECTION REPORT

## **HMP YOI Low Newton**

**07 April 2006**



ADULT LEARNING  
INSPECTORATE

## Adult Learning Inspectorate

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

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

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

## Pre-inspection analysis

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

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

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

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

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

## Overall effectiveness

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

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

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

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

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

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

## Grading

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

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

# **INSPECTION REPORT**

## **HMP YOI Low Newton**

### **Contents**

#### **Summary**

Description of the provider	1
Overall effectiveness	2
Key challenges for HMP YOI Low Newton	2
Grades	3
About the inspection	4
Key Findings	4
What learners like about HMP YOI Low Newton	11
What learners think HMP YOI Low Newton could improve	11

#### **Detailed inspection findings**

Leadership and management	12
Equality of opportunity	15
Quality improvement	16
Health, public services and care	18
Information and communications technology	21
Retail and commercial enterprise	24
Leisure, travel and tourism	27
Preparation for life and work	30

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP YOI Low Newton (the prison) was built as a satellite prison to HMP Durham, and opened in 1964 as a remand centre for male offenders up to age 21. There was also a small wing for female offenders. In 1998, the prison service announced a new role for the prison as an establishment for women only, in response to the rise in the female prison population.
2. The prison is situated on the outskirts of Durham in the northeast of England. Its catchment area includes Durham, Tyne and Wear, Teesside, Cumbria and North Yorkshire.
3. The prison has an operational capacity of 308 and generally accommodates between 200 and 300 women, all of whom are aged at least 18 years. Fluctuations in the prison's population can be marked and women are often sent from prisons in the South as they become full. Currently the prison's population remains low, at approximately 222 offenders.
4. Over the past year, the population profile has shown significant changes. The number of women serving a term of five months or less has been reduced from 56 per cent to below 30 per cent, and the number on remand from 26 per cent to 10 per cent. The current profile indicates a more stable population. Approximately similar numbers of offenders are serving short sentences, intermediate sentences, and sentences in excess of four years.
5. This is a new and challenging profile for the prison. It has become a first-stage lifer centre and, as such, has received offenders from HMP Durham. Plans are under way for the period 2006-07 which include the Primrose Project. This will provide up to 20 places for women with severe personality disorders, and there is also a heightened security profile to provide places for restricted status offenders on remand.
6. Accommodation in the prison comprises five traditionally designed wings. A new wing was constructed recently and is now used for offenders serving the sentences. The induction wing for women arriving in the prison is also a recent addition. Another new wing has recently been added to the main prison and will be developed into a resettlement wing.
7. Activities, including education, take place between 0900-1130 and 1400-1600, Monday to Friday. The Learning Shop, which is a learning resource centre housed within the library, is open for seven days each week at these times and for five evenings.
8. The education centre was originally built as workshops, and has been refurbished to provide a suitable and attractive environment for learning. Currently, 90 per cent of the prison's population are involved in learning, either in the education centre, or through outreach in the workplace. The centre houses vocational programmes in call centre training, hairdressing and beauty therapy, and a varied curriculum of courses. The painting and decorating workshop was originally set up as a prototype in conjunction with the local

Learning and Skills Council (LSC) and has been sustained under the new offender learning and skills service contract. As part of this contract with the LSC the provider delivers training in an additional five establishments.

9. A 'prisoners into training' centre has been established as a centre for assessment, and information, advice and guidance, through a joint initiative between the head of learning and skills and the resettlement and integration governor.

10. The vocational training and work areas available to offenders at the prison include catering, the gymnasium, farms and gardens, the industrial cleaning party, creative industries, production workshops, call centre training, hair and beauty, and painting and decorating.

11. From August 2005, Newcastle College (the college) took the contract to deliver education and training. The northeast region was made a development region for the offender learning and skills service. The college was awarded the contract for six establishments in the region.

## OVERALL EFFECTIVENESS

Grade 3

12. **The overall effectiveness of the provision is satisfactory.** The prison's leadership and management are good, as are its arrangements for equality of opportunity, information and communications technology (ICT) for users, and sports, leisure and recreation. Quality improvement is satisfactory, as are the provisions for cleaning, hairdressing, beauty therapy, and literacy and numeracy.

13. **The inspection team was broadly confident in the reliability of the self-assessment process.** Staff are involved in, and contribute well to, the self-assessment process. Prison officers, and education and training staff understand the role and importance of self-assessment and take an active part in the process. The prison's most recent self-assessment report was produced in March 2006. The report draws on the views of staff, learners and partners. Many of the judgements and grades in the report matched those given by inspectors. Some of the self-assessed strengths were considered to be normal practice by inspectors.

14. **The provider has demonstrated that it is in a good position to make improvements.** The education and training provision in the prison has undergone a significant period of change during the past eight months, since the appointment of a new education contractor for the prison. Some good initiatives have been introduced recently which have provided more opportunities for education and training, and accreditation. New systems have been established to quality assure the provision. The prison does not yet have sufficient reliable information about the quality of its provision, but has established the systems to collect this information.

## KEY CHALLENGES FOR HMP YOI LOW NEWTON:

- continue to develop partnership arrangements and develop courses to meet learners' needs

- improve learners' progress reviews to assess progression and set challenging targets for completion
- improve the collection and use of data for management and quality improvement purposes
- further develop the good course retention and achievement rates and the number of learners accessing education and training
- improve individual learning plans

## GRADES

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

Grades awarded at inspection

<b>Leadership and management</b>		<b>2</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	
<b>Cleaning</b>		3	
Other government-funded provision	19	3	

<b>Information and communications technology</b>			<b>2</b>
Contributory areas:	Number of learners	Contributory grade	
<b>ICT for users</b>		2	
Other government-funded provision	33	2	

<b>Retail and commercial enterprise</b>			<b>3</b>
Contributory areas:	Number of learners	Contributory grade	
<b>Hairdressing</b>		3	
Other government-funded provision	8	3	
<b>Beauty therapy</b>		3	
Other government-funded provision	18	3	

<b>Leisure, travel and tourism</b>			<b>2</b>
Contributory areas:	Number of learners	Contributory grade	
<b>Sport, leisure and recreation</b>		2	
Other government-funded provision	22	2	

Preparation for life and work		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		<b>3</b>
Other government-funded provision	122	3

## ABOUT THE INSPECTION

15. Inspectors reported on and graded cleaning, ICT for users, hairdressing, beauty therapy, sports, leisure and recreation, and literacy and numeracy. The provisions in catering, painting and decorating, and horticulture did not have sufficient learners during the week of inspection to allow the programmes to be graded. These areas were inspected and reported on under leadership and management. Inspectors did not visit the prison before the inspection week. All the inspection evidence was collected during the inspection visit.

Number of inspectors	6
Number of inspection days	21
Number of learners interviewed	57
Number of staff interviewed	12
Number of subcontractors interviewed	19
Number of locations/sites/learning centres visited	1

## KEY FINDINGS

### Achievements and standards

16. **Retention rates are very good for learners in cleaning, and learners develop good practical skills.** Within a short period they are able to demonstrate good skills and work methodically, using the cleaning equipment confidently. Not enough unit accreditation takes place and some learners make slow progress in achieving their qualifications.

17. **Learners on ICT courses develop good employability and personal skills.** They demonstrate good practical skills and the standard of work that they produce is good. They have a thorough knowledge of how the skills that they gain on the programmes can be used in work and personal contexts. Learners working for the call centre operations award produce organised and well-managed portfolios.

18. Retention and achievement rates are satisfactory for hairdressing learners. Few learners withdraw from the programme. **Skills development on hair and beauty courses is good.** Learners on the national vocational qualification (NVQ) programme quickly develop good practical skills in hairdressing and beauty therapy. A wide range of clients is available in hairdressing and learners have good opportunities to develop their hairdressing and client care skills. In beauty therapy, the learners had only been on the programme for three

weeks. They confidently performed manicure treatments on their peers in a commercially acceptable time, and are able to discuss their choice of products and the benefits to the client accurately and with confidence.

**19. On physical education (PE) courses, retention and achievement are good.** In the past 12 months, 15 learners began longer, more industry-related courses. Thirteen of these learners achieved the full qualification. Thirty learners began shorter courses in 2005-06, of whom 23 achieved the full qualification. Overall, 80 per cent of the learners registered on mainstream courses in the past 12 months have achieved the full qualification. **Learners develop good practical and personal skills.**

**20. On foundation courses, achievement rates are good in numeracy at entry level and level 1.** In the 12-month period, January 2005 to December 2005, achievement rates were 86 per cent for entry-level numeracy and 76 per cent for numeracy level 1. Most learners successfully completed their social and life skills modules. The standards of learners' work and skills development are satisfactory. Learners progress steadily through their activities. Tutors encourage learners to participate fully in discussions and to ask and answer questions that further develop their understanding and skills. The skills development of some of the more able learners is hampered by a restricted range of challenging activities.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information and communications technology	0	2	0	0	2
Retail and commercial enterprise	1	1	1	1	4
Leisure, travel and tourism	1	2	0	0	3
Preparation for life and work	0	4	3	2	9
<b>Total</b>	<b>2</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>18</b>

21. Inspectors observed two lessons in ICT for users and both were graded as good. In hairdressing and beauty therapy, four lessons were observed and these ranged from inadequate through to outstanding. In sport, leisure and recreation, three lessons were observed, of which one was outstanding and the others were good. Literacy and numeracy programmes had nine lesson observations, two of which were inadequate, three were satisfactory and four were good.

22. Teaching and learning in the cleaning provision was not observed during the inspection, but learners and the employer spoke highly of the quality of training. Not enough use is made of naturally occurring opportunities to collect evidence for key skills at level 1 in working with others. Workshop resources are satisfactory, but there is no accommodation for background knowledge teaching and limited space for the storing of equipment. Assessment and verification practice and procedures are satisfactory. Learners are not set challenging action plans and targets to help them to progress. The targets in some individual learning plans are not given target dates for completion. Learners can stay on the course for as long as they like, after achieving the qualification, even though there is a waiting list of offenders wishing to join the course.

**23. The teaching and learning observed on ICT and call centre programmes during the inspection was good. Tutors create a professional training environment and have a**

**good rapport with their learners.** Tutors are knowledgeable and sensitive to learners' individual needs. Learners appreciate this. Tutors are active in providing individual on-programme support and use a variety of delivery methods to fully involve the learners throughout the learning sessions. **However, there is little use of small group or project-based work to enable learners to apply their skills in a variety of situations.**

24. **Learning programmes are well planned on hairdressing and beauty therapy courses.** Emphasis is placed on providing unit accreditation to enable learners to achieve individual units. Tutors set individual learning and personal objectives for learners at each training session. However, not all tutors take full account of these objectives during the sessions. In a minority of sessions, not enough attention is given to ensuring that level 1 and level 2 learners' needs are met. Practical sessions are well planned and learners work on clients in most of the sessions. Learners work well together as a team. Learners' progress is reviewed, but not in a systematic enough way to ensure that slow progress or insufficient assessment opportunities are highlighted and action-planned.

25. **Standards of teaching and learning are good on PE courses.** PE sessions are well planned and challenging. Complex information is delivered in an enjoyable and informative way. The lessons support literacy skills effectively and additional support, if identified, is given to individuals where necessary. **PE training is planned to focus on employability skills.** PE staff are aware of what learners need to gain employment in the leisure industry, or to pursue further education in sports science. Links are being developed with the industry and further education colleges.

26. Standards of teaching and learning on literacy and numeracy programmes are satisfactory. In the better sessions, staff use an appropriate range of teaching methods and activities to meet the needs of individual learners. Learners quickly grasp what is required of them and identify a good range of concepts. **Some sessions did not challenge the learners** sufficiently. The work was far too easy for the ability levels of the learners.

## Leadership and management

27. **Some good initiatives have been introduced recently to accredit education and training in all areas of the prison.** Managers have recognised that the prison population has changed recently and that they are taking more long stay offenders. In response to this the head of learning and skills, together with the college, has looked at all the areas where offenders work on a daily basis and has provided accredited courses. The range of educational and vocational courses has been increased in response to feedback from learners about what other courses they would find helpful. **The level of participation in learning at the prison is very good,** with 90 per cent of the women involved in some type of learning and/or skills training.

28. The transition from the previous education and training provider to the new provider has been carefully managed to ensure that learning has not been disrupted. Some staff have been transferred to the new provider and support the changes.

29. The new education provider has similar contracts with six other prisons in the region. **Managers of the various establishments arrange for their staff to meet and share best practice for quality improvement purposes.** Where tutors are identified as providing high-quality teaching, they act as mentors and work with other tutors to improve the quality of their provision.

30. **The collection and analysis of data to provide managers with information about the effectiveness of courses has been poor.** Data about the numbers of learners who achieve qualifications has been collected, but it has not been possible to fully analyse how successful the provision has been. The number of learners starting the courses and the number leaving before the courses end have not been identified. The reasons for learners leaving before courses end have not been recorded. A new database specifically designed for prisons is now being used and more detailed data is being collected to allow further analysis to take place.

31. **There is not enough quality assurance of the provision on cleaning courses.** A great deal of reliance is placed on awarding body reports. The training and assessment is not quality assured sufficiently and there is no accommodation for background knowledge teaching. Space is restricted for the storage of equipment. Resources for the course are adequate, and learners understand their rights and responsibilities.

32. The management of learning is satisfactory on ICT courses. There is a lot of informal interaction between education managers and tutors. Meetings between education department staff and subject tutors take place regularly. However, the meetings focus on procedures and not on learners' progress and achievements. Links with local call centres have been established and maintained effectively. Tutors arrange for company staff to visit learners to talk about current industry practices. **Equality of opportunity arrangements are good.** There is a positive learning culture in the department and much evidence of mutual respect between learners and between learners and tutors. Most of the learners understand their rights and responsibilities.

33. **Hairdressing and beauty therapy courses involve good communications.** Tutors meet regularly at team meetings which are recorded. The hairdressing and newly appointed beauty therapy tutors plan to work together to share good practice. Beauty therapy tutors, who work on different days of the week, complete a useful change-over diary to inform each other of learners' progress to date and issues needing to be resolved. **There is not enough internal verification.** The internal verifier visits twice each year. External verifiers' reports have identified that this is not enough. Some learners' certification is delayed by infrequent internal verification of their work. Equality of opportunity is promoted and enforced well in the hairdressing and beauty salons. Learners respect each other and there is mutual respect between learners and staff. Learners are informed of their rights and responsibilities and this information is reinforced throughout their programmes.

34. The PE department is managed effectively, courses are well planned and there is very good access for all offenders to the gymnasium all week. **Data is collected but is not analysed systematically by the PE department to identify trends and improve the provision.** Staff are committed and enthusiastic. They are members of a variety of groups including the quality improvement group, and anti-bullying and race relations groups. The learners are aware of their rights and responsibilities and feel safe in the prison. Equal opportunities is promoted well.

35. Communications within the foundation department are effective. A range of subject-specific staff meetings are held frequently. Staff share good practice and support each other with the more difficult learners. Monthly team meetings have been used well to

share information about any changes in practice by the new education provider. Staff feel appropriately consulted and part of the new organisation. **The prison's response to the government's strategy on training in literacy, numeracy and the use of language has been slow, and the prison's skills for life strategy is not developed sufficiently.** The department has a draft policy for skills for life and an action plan which was produced through the skills for life quality improvement initiative. However, although the policy identifies objectives, there is no implementation plan or targets for staff.

## **Leadership and management**

### **Strengths**

- good recent initiatives to accredit education and training throughout all areas of the prison
- very effective partnership working arrangements between the prison and the education contractor
- particularly effective strategy that promotes good participation in education and training
- good initiatives to share best practice and improve the quality of provision

### **Weaknesses**

- insufficiently effective collection and use of data to monitor and improve performances

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

### ***Cleaning***

#### *Strengths*

- very good retention rates
- good development of learners' skills
- good partnership arrangements to provide work experience

#### *Weaknesses*

- weak progress reviews
- insufficient quality checks

## **Information and communications technology**

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

#### *Strengths*

- good development of learners' employability and personal skills
- good standards of teaching and learning
- good facilities provide a professional training environment

#### *Weaknesses*

- insufficient opportunities to extend learners' knowledge and qualifications

## **Retail and commercial enterprise**

#### *Strengths*

- good development of learners' skills
- well-planned learning programmes
- good resources

#### *Weaknesses*

- insufficient use of data for quality improvement purposes
- insufficient internal verification

## **Leisure, travel and tourism**

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

#### *Strengths*

- good retention and achievement rates
- good standards of teaching and learning
- well-planned progression route to support employability
- strong links between education and sport, leisure and recreation to improve the quality of training

#### *Weaknesses*

- some poor physical resources
- insufficient use of data to identify trends and improve provision

## **Preparation for life and work**

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

#### *Strengths*

- good achievements in numeracy at entry level and level 1
- good use of resources to support learning
- wide range of programme options to meet the needs of learners

#### *Weaknesses*

- insufficient planning of individual learning
- insufficiently developed skills for life strategy

## **WHAT LEARNERS LIKE ABOUT HMP YOI LOW NEWTON:**

- good tutors
- 'tutors will listen and give us good support'
- 'I love education'
- 'the learning shop is really helpful'
- 'the prison is a decent place'
- 'the opportunity to gain a qualification which will help me get a job'
- 'I like therapeutic cookery as it brings normality into my life and allows me to cook and eat my own food'
- 'my confidence has increased'
- 'I like the fact I can take extra work back to my cell to keep ahead of my course'
- 'PE staff are fantastic!'

## **WHAT LEARNERS THINK HMP YOI LOW NEWTON COULD IMPROVE:**

- the work experience available in painting and decorating around the prison
- 'not enough outdoor time'
- 'we want courses in drama and music'
- 'offer woodworking or engineering courses'
- not enough to do in the evenings
- no outdoor sports activities
- being taken out of lessons without warning
- the selection of products for part-time beauty courses

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 2**

#### Strengths

- good recent initiatives to accredit education and training throughout all areas of the prison
- very effective partnership working arrangements between the prison and the education contractor
- particularly effective strategy that promotes good participation in education and training
- good initiatives to share best practice and improve the quality of provision

#### Weaknesses

- insufficiently effective collection and use of data to monitor and improve performances

36. The head of learning and skills has overall responsibility for the education and training of offenders at the prison. The post holder is also the functional head of regimes and therefore responsible for the production workshops and all vocational training areas. The head of learning and skills reports directly to the prison governor and attends key management meetings that monitor performance and decide on future strategies. Education and some areas of vocational training at the prison are provided by the college. Many of the staff providing education and training at the prison worked for another subcontracted college and most of them transferred to the new provider when the new contract was awarded in July 2005.

37. The prison has introduced good initiatives recently to accredit education and training in all areas of the prison. Managers have recognised that the population of the prison has changed recently and that they are taking more long-stay offenders. In response to this, the head of learning and skills, together with the newly contracted education provider, has looked at all the areas where women work each day and provided accredited courses. The range of educational and vocational courses has been increased in response to feedback from learners about what other courses they would find helpful. The level of participation in learning at the prison is very good, with 90 per cent of the women involved in some type of learning and/or skills training.

38. The prison and the education contractor have established very effective partnership working arrangements. The transition from the previous education and training provider to the college has been carefully managed to ensure that learning has not been disrupted. The college carries out regular staff development training with course tutors and also encourages the prison's vocational tutors to attend. The contract is being carefully managed to ensure that contracted performance expectations are being met. They are exceeded in many cases. Regular meetings take place between the prison and the college and with the local LSC to monitor and improve performances. Learners state that the range of courses on offer has improved and that they enjoy attending education courses.

39. Only one of the offenders was unemployed at the time of the inspection. Work is

available in wing cleaning, the wing laundry, the gardens, the kitchens, and there is also production work. The production areas include a handmade card production workshop and paper hat assembly and packing workshops. The handmade greetings card workshop provides some interesting work that involves some planning, design and paper or textile-shaping skills. Computer and sewing skills are used, and ordering and sales-recording skills are needed. The cards are advertised for other offenders or staff to buy for families and friends and any profits are used to improve the resources. A national qualification is offered to accredit the work skills gained in the workshop. Help and encouragement is also provided for learners interested in setting up their own card-making businesses on release.

40. The skills for life provision is well managed and support is available for learners on most courses. However the skills for life strategy is not well developed and some vocational courses do not access skills for life support. The skills for life strategy is not developed sufficiently and the response to the national initiative on skills for life has been slow. The education department has a draft policy for skills for life and an action plan has been produced through the skills for life quality initiative. However, although the policy identifies objectives, there is no implementation plan or targets for staff.

41. Standards of teaching and learning are good. Sessions are well planned and include a range of activities to stimulate and maintain learners' interest. However, key skills training is not established sufficiently in the programme. Literacy and numeracy support is provided for learners by the education department. Learners' requests for support are not always acted upon quickly. This weakness is identified in the self-assessment report.

42. ICT is used effectively to support learning. Vocationally related software programmes are used, which learners may access either in their workplace using laptop computers, or in the education and training department.

43. Learners develop good practical skills which are appropriate for employment in the construction industry. Learners are very motivated and produce good-quality work to industrial standards. They work with the minimum of supervision. However, there are no opportunities for learners to extend their knowledge and skills with work experiences such as carrying out projects within the prison.

44. Learners gain good practical skills. The staff are supportive and have a strong commitment to meeting the needs of the learners. The training is flexible and integrates with prison life. Welfare issues are resolved when necessary.

45. Paper party hats are assembled in two workshop areas. This is low-skilled and repetitive work and most of the learners are bored with the work. Recently, attempts have been made to accredit some basic preparation for work skills. Learners are paid a bonus to complete the qualification. The qualification requires women to complete a workbook that identifies key work skills and tests their knowledge and understanding of some basic working requirements. The qualification may be useful for women wanting to do production-type work when released. Work parties are engaged in cleaning duties and in maintaining the gardens. Some qualifications are being offered in gardening work, although only a few learners are involved.

46. A job club has been operating since September 2005. Normally, offenders who are in

the last two months of their sentences join the job club. An enhanced internet access point is available for offenders to look for job opportunities in the geographical areas where they will live. Help is also provided with the preparation of a curriculum vitae and in interview technique. The job club manager also helps to organise work experience for those offenders released on licence and makes links with other outside agencies such as colleges or business advisers. Only a limited number of offenders have used the job club's services as it has only been operating for a few months. No job successes have been identified yet.

47. The painting and decorating course is satisfactory. Vocational training is provided in painting and decorating at foundation and intermediate levels. The maximum number of learners allowed is 10, but at the time of the inspection only four learners were in training. The training programmes are full time and new learners can join the programme at any time during the year when there is a vacancy. The training programme provides practical training in the mornings and background knowledge sessions in the afternoons, either in the workshop or the education department. The programme has a full-time tutor and a technician, both of whom have relevant construction industry experience. Assessment is carried out by the tutor and internal verification by the college.

48. The course was introduced in February 2005 as a pilot activity, in response to requests from offenders. Forty learners have begun training, of whom 14 have achieved the foundation construction qualification and two learners have achieved the intermediate construction qualification. Management information systems are not reliable enough to allow accurate judgements to be made about the retention and achievements of learners.

49. Resources are satisfactory. Tutors and technicians have the necessary vocational knowledge, skills and work experience. The workshop accommodation is spacious and well lit, and the individual work areas meet awarding body requirements for training and assessment.

50. The assessment of learners' practical skills is satisfactory. Learners are assessed regularly throughout the course and receive constructive feedback about their performances. Internet access for background knowledge assessment has been restricted, but access has recently been improved and online testing can take place. The internal verification of portfolios is thorough, but there is not enough planning for sampling and monitoring, or assessor observations, and most of these activities take place towards the end of the programmes.

51. The kitchen in the prison employs 15 offenders, four of whom are registered on an NVQ at level 1 in food preparation and cooking, and three are registered for a food premises cleaning qualification. Both programmes operate on a roll-on, roll-off basis. The staff are civilian caterers. The catering manager is an internal verifier and there are four assessors. The syllabus is delivered effectively and a thorough system and good resources support the training and assessment. Individual units are achieved and accredited, but the full qualifications are not always achieved. Some learners progress to the level 2 NVQ.

52. The collection and analysis of data to provide managers with information about the effectiveness of courses has been poor. Data about the number of learners who achieve qualifications has been collected, but it has not been possible to fully analyse how successful the provision has been as the number of learners starting the courses and the

number leaving before the courses end have not been identified. The reasons for leavers leaving before the courses end have not been recorded. Data collection is better for some of the vocational courses, although there has been no systematic analysis of the data.

### **Equality of opportunity**

### **Contributory grade 2**

53. Offenders' participation in education is very good, and almost all of the prison population is involved in education to some extent. Retention rates are generally good in all areas of learning and are particularly good on sport, leisure and recreation, and cleaning courses. A wide range of learning and skills opportunities is available. Learners who attend education and training are treated with respect and dignity. The head of learning and skills and the education staff promote a culture of respect in the education department that creates a positive environment for effective personal development. Learners speak positively about the help and support they receive from staff. Training facilities provide a safe and suitable environment for learners to focus on their work. Staff provide effective help and guidance to allow learners to overcome barriers to learning.

54. The learning shop, which is situated in the main prison, allows vulnerable learners to take their first steps in learning in a well-supported, safe environment before progressing, if appropriate, to the education department. Learners who have enrolled on training programmes, but cannot attend for some reason, are sent work to complete in their own time so that they do not fall behind with their training. Some skills for life provision is offered on the prison wings for learners who cannot attend the education department. Offenders' pay rates are enhanced if they attend education and also if they produce exceptional work. They also receive a bonus when they achieve qualifications.

55. Attendance by learners from minority ethnic groups is very good, and is currently 100 per cent. Access to information, advice and guidance is also good. All offenders have the opportunity at induction to visit the 'prisoners into training' centre. This is a centre for assessment, information, advice and guidance, which is operated through the offenders learning and skills service, and in partnership with other agencies. Offenders receive ongoing advice and guidance to help them plan a career and prepare for work or further education outside the prison. An enterprise officer post has been advertised by the prison. This person will help learners who wish to start their own businesses.

56. Religious faiths are well respected and arrangements for worship are very responsive. The chaplaincy provides a range of group activities to involve offenders. One offender requested and receives visits from a Buddhist monk so that she can practise her faith.

57. Access to the education department is good for those learners with restricted mobility. All the exits on the ground floor have ramps. The disability liaison officer, who has responsibility for monitoring the implementation of the Disability Discrimination Act 1995, regularly monitors access, facilities and specialist equipment for learners who require additional support. Information gained at induction establishes learners' additional needs and the prison works well with learners and offenders to meet their needs effectively and in a timely fashion.

58. The prison's promotion of equality of opportunity and diversity is satisfactory. There are appropriate written policies and procedures to cover harassment, complaints and appeals. Copies of these documents are displayed throughout the prison, and offenders display a satisfactory understanding of them. Offenders receive clear guidance during

induction about recognising bullying, harassment and racial abuse and on how to complain. The prison takes complaints about racial abuse and bullying seriously. Complaints are generally confined to a small number of offenders, and prompt and appropriate action is taken. All offenders receive information booklets which emphasise equality and diversity. Although these booklets are not available in any other language but English, a touch-screen device is available in the prison reception area to give offenders information in a number of different languages. Translation services are also available. Approximately 1.7 per cent of the prison's population are foreign nationals.

59. Prison policies for race relations, disability and to oppose bullying are satisfactory. These policies are applied appropriately to education and training activities. The head of learning and skills is working with the education contractor to develop an equality and diversity policy for education and training. They have recently developed and begun to introduce an equality and diversity implementation plan. Education and training staff have recently received training about the Disability Discrimination Act 1995, and the Special Educational Needs and Disability Act 2001. Not all staff attended, and further equality and diversity training is planned. A prison-wide race relations group chaired by the governor, which includes offender representation, meets regularly and considers prison, offender and education issues. Equality and diversity are regular agenda items at quarterly quality improvement group meetings chaired by the head of learning and skills.

### **Quality improvement**

### **Contributory grade 3**

60. The prison has introduced good initiatives to improve the quality of the provision. Meetings are held with staff from six other prisons in the region to share best practice. Some of the issues considered for improvement have included ICT, skills for life, lesson planning and skills development. The college has identified high-performing tutors to act as mentors for other tutors, to work on areas for improvement and to share best practice. The college has provided some of the other learning areas, such as the PE and catering departments, with course documents and systems to improve their processes and provide consistency.

61. The quality improvement group meets quarterly and has representatives from all significant areas of the prison regime. This is an effective forum that is making improvements to the education and training provision in the prison. The meetings are well attended. They monitor the quality of learning and skills and are considered to be an effective forum to propose improvements and agree actions. The actions agreed at these meetings are clear and show responsibilities, timescales and expected outcomes. The head of learning and skills chairs these meetings and often provides a presentation to the group about the performances in all areas, so that any improvements can be agreed quickly.

62. Learners' feedback has been gained from questionnaires given to individual learners, and from focus groups. These have provided some useful improvement suggestions, and requests to provide the current painting and decorating, and beauty courses came from learners' feedback.

63. Internal verification has been carried out satisfactorily in most areas apart from hairdressing where it has been infrequent. Delays in certification have occurred.

64. Most courses have had session observations, and areas for improvement have been identified. Some of the vocational courses have not been observed for quality

improvement purposes.

65. Data is not collected and used to monitor and improve performance effectively enough. Until recently, the data collected about courses has been ineffective. Data that has been collected has been mainly about the number of achievements and has not allowed meaningful comparisons to be made about the retention of learners, their achievements, and their reasons for leaving. It is difficult to judge the effectiveness of courses without this level of data. Trends have been difficult to identify with the information available, and there are few opportunities to identify potential improvement from any analysis of the available data. A new database specifically designed for prisons has been purchased recently and data is now being collected to allow more comprehensive analyses to be completed.

## 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	19	3

66. The prison offers training in industrial cleaning up to level 2. Learners attend full time and can begin the course at any time during the year. The estimated duration of the course is three months. There are 20 training places and on-the-job training and assessment takes place throughout the prison. All learners have an induction into industrial cleaning when they join the programme. There are 19 learners in training, five at level 1, six at level 2 and eight who are being monitored for progression to level 2. Opportunities exist for learners to gain work experience through partnership arrangements with a national cleaning employer. The course is managed by the hygiene manager and a supervising officer who has responsibilities for maintaining the general cleanliness of many areas within the prison.

#### **Cleaning**

##### *Strengths*

- very good retention rates
- good development of learners' skills
- good partnership arrangements to provide work experience

##### *Weaknesses*

- weak progress reviews
- insufficient quality checks

### **Achievement and standards**

67. Retention rates are good for learners in industrial cleaning. Over the past 12 months 68 learners have begun their training at level 1. Of these learners, 93 per cent stayed for the planned duration of their training and achieved their qualification. Ten learners progressed to level 2. Achievements have steadily improved since 2003, but data does not clearly identify the number of learners who began training during this period. Overall, the data is not sufficiently accurate or reliable enough to make valid judgements about achievement rates.

68. Learners develop good practical skills. Within a short period they are able to demonstrate good skills and work methodically, using the cleaning equipment confidently. They are well motivated and work with the minimum of supervision to industrial standards of hygiene and cleanliness. Learners become effective team members and some are promoted to supervisory level with additional responsibilities for mentoring new learners. They enjoy their training and appreciate the skills that they gain from individual coaching.

The wing cleaners are given basic training in cleaning techniques and the use of chemicals. However, available opportunities are not used to provide them with unit accreditation in the work that they do.

69. Good partnership arrangements exist to provide learners with work experience. The prison has strong links with a national cleaning employer who recognises the learners' high skills levels and will accept them for work experience under release on temporary licence.

70. One learner who completed the course was employed for three half-days each week cleaning the Home Office Prison Service area offices. These opportunities provide learners with valuable experience to increase their confidence, self-esteem, social interaction and employment prospects. The prison, through the job club, is working with Jobcentre Plus to secure jobs for offenders on release.

### **The quality of provision**

71. Standards of teaching and learning were not observed during the inspection, but learners and the national employer speak highly of the quality of training. Not enough use is made of the available opportunities to collect evidence for the key skills at level 1 in working with others.

72. Relationships between learners and staff are good and help to support learning. The staff give effective pastoral support to learners and provide some support for those learners who have literacy and numeracy needs.

73. Workshop resources are satisfactory, but there is no accommodation for background knowledge teaching and space is limited for storing equipment. Staff are experienced and qualified as assessors. There is sufficient industry-standard equipment. Health and safety matters are strongly emphasised and enforced.

74. Assessment and verification procedures and practice are satisfactory. Assessment is fair, accurate and planned. It is carried out in a formative manner and is well recorded. Assessments are agreed beforehand and feedback is given satisfactorily on completion of the tasks.

75. Most learners exceed the three-month completion target and make slow progress in achieving the qualification against the schedules in their individual learning plans. For example, one learner who began training in June 2005 has only achieved 40 per cent of the qualification, and another who began in September 2005 has achieved 50 per cent. Individual learning plans and training records are not used and updated as a matter of routine. Training is carried out on the job using individual coaching methods and is supported by a mentor or supervisor, but there is not enough planning of individual learning.

76. Learners' progress reviews are weak. The reviews do not focus sufficiently on achievements. Most progress reviews are informal and are not recorded or monitored. Learners are not set challenging action plans and targets to help them to progress. Some individual learning plans have no target dates for the completion of short- and long-term goals. Learners can stay on the course for as long as they like after achieving the qualification, even though there is a waiting list of offenders to join the course.

### **Leadership and management**

77. Learners from minority ethnic groups have representation. Learners have a good understanding of their rights and responsibilities and know who to contact in the event of an appeal or grievance. The self-assessment report identified some of the strengths and weaknesses identified by inspectors. The self-assessment process includes all staff.

78. There is not enough quality assurance of the provision and a great deal of reliance on awarding body reports. Training and assessment is not quality assured sufficiently, and there is not enough monitoring of learners' performances and trend analysis. Monitoring data is collected, but it is not used sufficiently for quality improvement purposes. Quality assurance does not include the scrutiny of course and individual files and progress monitoring records.

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

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		<b>2</b>
Other government-funded provision	33	2

79. Twenty-eight learners are on ICT programmes and five learners are working towards a level 1 vocational qualification in call centre operations. Twenty-one learners are taking an information technology level 1 externally accredited course, and six are working for a level 2 text production diploma. One learner is working for an advanced text production qualification. There are three members of staff, one of whom is part time. Classes are provided during the day from Monday to Friday. Learners join the class on a roll-on, roll-off basis. Those learners on the call centre vocational qualification course attend on a full-time basis. The course lasts for eight weeks.

80. All learners can attend the learning shop which is situated in the library and managed by a local charity. Learning shop courses include an introduction to using computers and basic knowledge of various software programmes such as word processing, spreadsheets and desktop publishing. Learners can drop in and use high-quality computer facilities to gain certification through learndirect in a range of courses such as an introduction to ICT. They can also use the computers to support additional learning for their ICT or call centre courses. Learners can visit the learning shop from Monday to Friday and at weekends.

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

- good development of learners' employability and personal skills
- good standards of teaching and learning
- good facilities provide a professional training environment

***Weaknesses***

- insufficient opportunities to extend learners' knowledge and qualifications

**Achievement and standards**

81. Learners develop good employability and personal skills. They demonstrate good practical skills and the standard of work that they produce is good. They have a thorough knowledge of how the skills that they gain on the programmes can be used in work and personal contexts. Most of the learners are highly motivated and are interested in their work. They are keen to progress to further qualifications and use their new skills in employment. Learners working for the call centre operations qualification produce organised and well-managed portfolios. Learners say that their confidence and self-esteem has increased and that their knowledge of the application of ICT has been improved by attending the courses. Learners interact well within classes and tutors say that learners become more tolerant of others.

82. Insufficient data was available to make judgements about retention and achievement rates. However, some learners complete their ICT programmes in particularly good time. For example, one learner with no previous experience in ICT gained a level 1 qualification after just two months. Another learner with previous ICT experience achieved level 2 and 3 qualifications in seven weeks. During the past 12-month period, 73 learners have begun the call centre operations course, 38 of whom achieved the full qualification and 26 achieved one or more units towards the qualification.

83. There are not enough opportunities for learners to add to their knowledge and qualifications. Learners who gain the advanced ICT qualification are not able to acquire additional practical experience within the topic or related areas. Learners who progress to the advanced level in good time and wish to progress in ICT, must leave the programme and join another area of education. There are insufficient progression opportunities for learners on the call centre operations course. This programme is offered in isolation and learners who complete the course cannot progress to a higher level, or increase their knowledge in related areas such as telecommunications or customer care. At the end of the course, learners generally move to a new area of education. A few learners move to ICT or customer services courses from the call centre operations course.

### **The quality of provision**

84. The standards of teaching and learning observed during the inspection were good. Tutors create a professional training environment and have a good rapport with their learners. Tutors are knowledgeable and sensitive to learners' individual and personal needs, which is appreciated by learners. All tutors organise their sessions thoroughly and prepare well for learners' varying ability levels. Learners attend the call centre operations lessons on a full-time basis and are generally recruited as one group. ICT lessons operate as a workshop. Learners work individually towards a qualification which is appropriate to their ability level, and progress at their own pace. Most of the tasks set in ICT are based on examination tasks. Tutors include opportunities throughout the lessons to teach the group as a whole. One tutor effectively contextualised a topic by linking learning to work-related examples and personal situations which learners could easily relate to. Tutors provide individual support for learners and use a variety of delivery methods to fully involve learners in sessions. However, there is insufficient use of small-group or project-based work to enable learners to apply their skills in a variety of situations.

85. Good training facilities exist to support the ICT and call centre operations programmes. The prison has a modern computer suite with up-to-date equipment. The room is spacious and allows learners to move away from their workstations for group and other tasks when necessary. The call centre training room has a dedicated software programme, and computers and telecommunications equipment to simulate a working call centre. Learners are able to experience call handling and dealing with customers through role-play exercises. They progress through the course using the computerised equipment to practise and study topics such as telephone handling, customer care, health and safety and computerised data systems. A visiting speaker from a local company was impressed by the work-related skills gained by the learners in the training environment.

86. Tutors' monitoring of learners' progress is satisfactory. Learners receive verbal and written feedback during learning sessions and complete tasks towards set objectives. They log outcomes at the end of each session in a journal and discuss their progress with their tutor. The learners' journals allow them to easily recall activities and tasks to be completed

in the next session. Tutors keep records of learners' unit and full-qualification achievements. However, existing data does not allow sufficient analysis of achievements and of the retention of learners, or provide easy access to information about how quickly learners progress through the course. The monitoring and assessment of call centre portfolios is satisfactory. However, learners' individual learning plans are not completed consistently and the targets set are often unrealistic. Internal verification is very thorough. Key skills training is generally satisfactorily integrated within the call centre operations course.

87. Support for learners is generally satisfactory. Additional support needs are identified at induction. Learners receive satisfactory initial advice and guidance, which includes a focus on career planning. This is used in their education programme. Learners who require additional learning support generally attend individual sessions with a dedicated tutor rather than receive support during the lesson. When necessary, tutors provide satisfactory levels of individual support for learners during learning sessions. There is no current strategy for supporting the small number of foreign national learners in this area of learning.

88. There are not enough learning materials such as textbooks, industry-produced posters and professional journals to support all courses. Tutors rely too much on photocopied handouts or task sheets. The library does not have sufficient textbooks relating to ICT, call centre operations and related topics. Learners are unable to increase their skills or further their studies through independent learning activities.

### **Leadership and management**

89. There is a good deal of informal interaction between education managers and tutors. Regular meetings take place between education department staff and subject tutors. However, these meetings focus on procedures and not on learners' progress and achievements. Data held centrally about learners' achievements is not accessible enough to analyse learners' progress, or to monitor trends or tutors' performances. Tutors are keen to explore and develop their courses and work-related experiences to meet the needs of learners, but there are no current plans to expand the programmes offered.

90. Staff members are satisfactorily qualified and have relevant training experience, but they do not have recent industry-specific experience. Links have been established and maintained effectively with local call centres. Tutors arrange for company staff to visit the learners to talk about current industry practice. Equal opportunities arrangements are good. There is a positive learning culture in the department and much evidence of mutual respect between learners and between learners and tutors. Most learners understand their rights and responsibilities.

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

Contributory areas:	Number of learners	Contributory grade
<b><i>Hairdressing</i></b> Other government-funded provision	8	3
<b><i>Beauty therapy</i></b> Other government-funded provision	18	3

91. Six learners are working towards a NVQ at level 1 in hairdressing and two learners are working at level 2. A new course has been established in beauty therapy and had been operating at the time of inspection. Seven learners are working towards an NVQ at level 2 in beauty therapy and a body massage qualification at level 3. NVQ learners attend training full time for five days each week. Eleven learners are on a part-time programme in beauty therapy and attend training for two afternoons each week. All learners have an initial diagnostic assessment to identify additional learning needs. Learners attend skills for life courses in literacy and numeracy in the education department, most of them before beginning their vocational programmes. There is one full-time and one proportional contract tutor in hairdressing. Beauty therapy is staffed by two part-time tutors.

***Strengths***

- good development of learners' skills
- well-planned learning programmes
- good resources

***Weaknesses***

- insufficient use of data for quality improvement purposes
- insufficient internal verification

**Achievement and standards**

92. Learners' development of skills is good on NVQ programmes. They quickly develop good practical skills in hairdressing and beauty therapy. A wide range of clients is available in hairdressing, and learners have good opportunities to develop their hairdressing and client care skills. Learners on level 1 NVQ programmes carry out hairdressing services to level 2 NVQ standards. In beauty therapy, learners have only been on the programme for three weeks. However, they confidently performed manicure treatments on their peers in a commercially acceptable time, and were able to discuss their choice of products and the benefits to the client knowledgeably and with confidence.

93. Retention and achievement rates for learners in hairdressing are satisfactory. Few learners withdraw from the programme. In 2005-06, 73 per cent of learners achieved an NVQ at level 1 and one learner completed three of six units. Three learners were released from prison without achieving the full qualification. The achievement level of units on level 2 NVQ programmes is mainly satisfactory. The programme is taught in unit modules in an attempt to allow learners to achieve the maximum number of units towards a full NVQ at level 2. When long-term learners are transferred to other prisons or released they are able

to continue the programme having achieved a number of level 2 units. However, the achievement level for the NVQ at level 2 is low, with only four learners achieving the full qualification in three years. Two learners are currently making good progress towards the full qualification at level 2. On the part-time beauty therapy course, one learner has achieved an Open College Network manicure certificate and five learners have achieved a health and hygiene certificate. Most learners attend this programme as a taster course and are only in the prison for a short time and are not accredited.

### **The quality of provision**

94. Learning programmes are well planned. Emphasis is placed on enabling unit accreditation to allow learners to achieve individual units. Schemes of work are used to plan the programme delivery in three or four week modules and cover background knowledge and practical skills by individual unit. If offenders are moved to other prisons or complete their sentences before having sufficient time to complete a full NVQ, they have unit accreditation which allows them to continue their programmes elsewhere. Good liaison with other prisons ensures that all learning records are transferred quickly.

95. Lessons are well planned to take account of different learning styles and the different ability levels of the learners. Tutors set individual learning and personal objectives for learners at each training session. However, not all tutors take full account of these objectives during the sessions. In a minority of sessions, insufficient attention is given to ensuring that both level 1 and level 2 learners' needs are met. Practical sessions are well planned and learners work on clients in most sessions. Learners work well together as a team. However, learners' progress is not reviewed systematically enough to ensure that slow progress or insufficient assessment opportunities are highlighted and resolved.

96. Resources for hairdressing and beauty therapy are good. Both salons are modern and well furnished and have enough equipment and products for learners to use. A dedicated classroom for teaching background knowledge provides an appropriate environment. Learning resources are good. Workbooks are well presented, clearly written and interactive. The workbook to support the body massage programme does not reflect the quality of the other workbooks. The type face is too small and the language is sometimes very complex. A wide range of textbooks is available for learners to borrow to support their studies.

97. Learners receive good support. Their skills for life needs are identified during induction. A number of learners are dyslexic and receive good support and practical help. Learners' skills for life needs are met through attendance at discrete sessions in the education centre. Most learners achieve their target qualifications in literacy and numeracy. Literacy and key skills are not integrated sufficiently with vocational training. The prison identified this weakness in its self-assessment report. Learners receive good pastoral support. Tutors give good encouragement to learners to develop their confidence and self-esteem. Tutors promote a culture of mutual respect which learners value and respond to well.

98. The range of courses meets the learners' needs. Hairdressing learners can progress from level 1 NVQ to level 2. In beauty therapy, a part-time course in beauty care at level 1 NVQ caters for learners who wish to sample this vocational area. The newly developed NVQ at level 2 gives these learners the opportunity to gain a higher-level qualification. Beauty therapy tutors are planning additional product manufacturers' courses to add to

learners' skills and knowledge.

### **Leadership and management**

99. Communications are good. Tutors meet regularly at team meetings which are recorded. The hairdressing and beauty therapy tutors plan to work together to share good practice. Beauty therapy tutors, who work on different days of the week, complete a useful change-over diary to inform each other of learners' progress and issues that need to be resolved. Tutors are well qualified. Most of them have the certificate of education and one is working to achieve it.

100. Equality of opportunity is promoted and enforced well in the hairdressing and the beauty salons. Learners respect each other and relationships are good between staff and the learners. The prison ensures that learners are informed of their rights and responsibilities and that these are reinforced throughout the programmes.

101. Data is not used effectively for quality improvement. Tutors do not keep effective records of learners' progress. Learners' start dates are not recorded. Some learners' data is duplicated each year. Tutors cannot easily identify retention rates, and cannot compare year-on-year performance regarding retention and achievement rates. Records monitor learners' progress by achievements and are not target led. Short- and long-term targets are set for learners in action plans, but these targets are not reviewed frequently enough to ensure that learners have achieved their objectives.

102. There is not enough internal verification. The internal verifier visits twice each year. External verifiers' reports have identified this as not frequently enough. Some learners' certification is delayed. Internal verification did not identify that practical assessments are not sufficiently well planned with the learner to ensure that they have appropriate models for the timely completion of units. Level 1 NVQ learners are performing level 2 services well, but internal verification did not identify that tutors are not ensuring that learners complete the level 1 programme before progressing to more complex skill development.

**Leisure, travel and tourism****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Sport, leisure and recreation</i></b>		<b>2</b>
Other government-funded provision	22	2

103. A variety of courses is offered in sport, leisure and recreation. Courses include NVQs in sport and recreation at level 1 and 2, a nationally recognised initial fitness instructors' course, a fitness instructors' course at level 2, and weight-lifting and community sports leaders' qualifications. There is also a selection of courses in team-based activities such as volleyball. At induction, all offenders attend manual handling and heart start courses. The PE department employs three gymnasium orderlies who complete all of these courses. There are 19 other learners. Five are completing the level 2 fitness instructors' courses, three are completing an NVQ at level 1, and 11 are working for a community sports leaders qualification. The gymnasium is open seven days a week. Training courses and remedial PE courses are held during the day. The gymnasium is open for five evenings each week and every weekend for recreational PE. There is a sports hall and a small cardiovascular room. The prison has no outdoor sports facilities. There is one senior PE officer, three PE officers and one PE officer vacancy. Two of the staff are qualified internal verifiers and four are qualified assessors.

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

- good retention and achievement rates
- good standards of teaching and learning
- well-planned progression route to support employability
- strong links between education and sport, leisure and recreation to improve the quality of training

***Weaknesses***

- some poor physical resources
- insufficient use of data to identify trends and improve provision

**Achievement and standards**

104. Retention and achievement rates for the courses are good. In the past 12 months, 15 learners have begun longer, more industry-related courses, 13 of whom have achieved the full qualification. There are 30 starts on the shorter courses in 2005-06, of whom 23 achieved the full qualification. Overall, 80 per cent of the learners registered on mainstream courses in the past 12 months have achieved the full qualification. Learners develop good practical and personal skills. The standard of written and practical work in PE is satisfactory and effective in demonstrating learners' good knowledge of the subject.

## **The quality of provision**

105. Standards of teaching and learning are good. The PE sessions are well planned and challenging. Complex information is delivered in an entertaining and informative way. The sessions support literacy needs effectively and additional support is given to individuals if necessary. Learners are kept involved and motivated through a range of activities. The staff are enthusiastic and professional. They check learners' understanding throughout the sessions and accredit learners' prior experience. The peer support and mentoring system is particularly effective and is carried out very professionally. The atmosphere is relaxed and enjoyable. Sessions encourage teamwork and develop social skills and confidence effectively. PE training is planned to focus on employability skills. PE staff are aware of the requirements to gain employment in the leisure industry or to pursue further education in sports science. Links with the industry and further education colleges are being developed.

106. The PE department has a well-planned progression route to support learners' employability potential. Learners are initially encouraged to enrol on short courses. The staff use these courses to assess the learners' suitability to progress to longer, more industry-linked courses. If the learners progress to an NVQ or nationally recognised course, the evidence from the short courses is accredited. Learners complete the NVQ at level 1 and fitness instructor training at level 2, which gives them a good range of skills, appropriate to employment in the industry.

107. The induction is thorough, and targets are recorded on individual learning plans. Some of the physical resources are poor. The PE department has no outdoor sports facilities. The sports hall is small, but satisfactory. The cardiovascular room is small and inadequate for the number of learners. Books and other resources are available to learners to enable them to complete their background knowledge work. Staff are well qualified and experienced. Assessment, monitoring and initial assessment are satisfactory. Individual learning plans are produced with short-term targets to meet individual needs. PE staff provide pastoral support as well as supporting learning needs. The staff are extremely enthusiastic and well motivated. The classroom facility for PE courses is a temporary classroom. It is small, but is being used effectively to provide background knowledge sessions.

## **Leadership and management**

108. There are strong links between the main education department and the PE department which improve the quality of training. Training is well managed between education and PE, effectively integrating literacy and numeracy skills into the coursework. The education department provides good support and guidance in session planning and quality assurance. PE staff have been encouraged to complete a teaching certificate. Staff development is focused on improving standards of teaching and learning. The two departments work well together to meet joint targets. Quality assurance is carried out through learning session observations, systems quality checks and the recent development of standardisation meetings. Education and training staff meet to discuss individual learners and to provide them with the best support.

109. The PE department is effectively managed, courses are well planned and all learners have very good access to the gymnasium over the seven-day period. Data is collected, but is not analysed systematically by the PE department to identify trends and improve the

provision. PE staff are members of a variety of groups, including the quality improvement group, anti-bullying and race relations groups. The learners are aware of their rights and responsibilities and feel safe in the prison. Equality of opportunity is promoted well and good levels of respect are shown by staff and learners alike.

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

Contributory areas:	Number of learners	Contributory grade
<b><i>Literacy and numeracy</i></b>		<b>3</b>
Other government-funded provision	122	3

110. One hundred and twenty-two learners are attending programmes in literacy, numeracy and language, key skills, and social and life skills. Nineteen learners are young offenders. Programmes are provided in the education department, on the prison wings and in an area called pit stop where advice and guidance is also available. Provision is also available in the area called the learning shop which houses the library and the learndirect facility. Programmes are offered from entry level to level 2. Social and life skills modules are provided in subjects which include parenting, citizenship, money management, assertiveness and art. Learners have the opportunity to gain a career planning module at induction, and learners in the packing workshop can work towards a unit of preparation for employment. Some learners work towards more general key skills. Classes are provided on a full- and part-time basis and sessions last for up to two and a half hours. Learners can work towards national tests in literacy and numeracy and key skills, and modules in social and life skills. The overall management of the foundation area is by the education manager who is employed by the college. Seven full-time staff and six part-time staff are responsible for the daily delivery of programmes.

***Literacy and numeracy******Strengths***

- good achievements in numeracy at entry level and level 1
- good use of resources to support learning
- wide range of programme options to meet the needs of learners

***Weaknesses***

- insufficient planning of individual learning
- insufficiently developed skills for life strategy

**Achievement and standards**

111. Achievement rates are good in numeracy at entry level and level 1. In the 12-month period, January 2005 to December 2005, achievement rates for entry-level numeracy were 86 per cent, and for numeracy at level 1 they were 76 per cent. Most of the learners completed their social and life skills modules successfully. Many of the learners who attended call centre training in the same period achieved the working with others key skills award. Achievements of level 2 numeracy are satisfactory at 54 per cent. Achievement rates for literacy are satisfactory for this 12-month period at 63 per cent for level 1 and 60 per cent for level 2, although of the eight learners who were attending entry-level literacy, not one achieved their qualification.

112. Standards of learners' work and skills development are satisfactory. Learners progress

steadily through the activities. Tutors encourage learners to participate fully in discussions and to ask and answer questions that develop their understanding and skills. In one session, learners developed a satisfactory understanding of the use of decimals by linking it to how money is represented in pounds and pence. This helped the learners to understand why it was important to learn about decimals.

### **The quality of provision**

113. Resources are used well to support learning. All learning environments are of a good standard and are welcoming to learners. Classrooms have good displays of learners' work and posters which portray mathematical formulae, and grammar and spelling rules. Learning is provided in a range of settings where learners quickly settle into learning and feel comfortable in their surroundings. The learning shop provides a good environment for literacy and numeracy lessons, although sometimes there can be some disruption from the main library activities. Learners also have access to computer facilities and the library within the learning shop. Advice and guidance are provided at the pit stop for learners during their inductions and during their time in prison. The career planning module is also delivered at the pit stop as part of the induction, and literacy and numeracy support is made available for individual learners. Literacy and numeracy support is also provided on the prison wings. Practical resources such as three-dimensional shapes are used to good effect in learning sessions to help learners understand the concepts of perimeter, volume and area. Some learners also receive literacy and numeracy support in their vocational areas.

114. A wide range of programmes and options meet the needs and interests of learners. Nineteen social and life skills modules are offered to learners up to level 2. On average, learners achieve at least two modules each. The modules are interesting and relevant to many of the learners. For example, the drug and alcohol module is attended by many learners who have a history of alcohol and/or substance misuse. The budgeting and money management, and parent and practical craft modules are also well attended by learners. A career planning unit was introduced in November 2005 as part of learners' inductions. This unit helps learners to identify their current skills and prison education options that are appropriate for them. All learners have the opportunity to achieve their foundation food hygiene certificate. There is a small minority of learners whose first language is not English. Those learners wishing to attend education are provided with support in literacy classes and some of them have mentors. Programmes are available from entry level to level 2.

115. Learners have a satisfactory understanding of the key induction topics, including what courses are available, and how to apply for a course, and health and safety and equal opportunities matters. Learners have a comprehensive understanding of the complaints system.

116. Standards of teaching and learning are satisfactory. In the better sessions, staff use an appropriate range of teaching methods and activities to meet the needs of individual learners. Tutors frequently check that learners are not experiencing problems and use the resources well. In one session, the tutor used a diagram of a road junction with many roads meeting to explain the concept of root words and how other words can be formed from them. Some sessions did not challenge learners sufficiently.

117. Arrangements for initial assessment are satisfactory. An initial screening of literacy,

numeracy and language skills is carried out at the prison induction. Learners attending courses then receive a further diagnosis of their skills in literacy and numeracy. Continuous assessment of learners' work is satisfactory, with frequent marking of their work and short comments by tutors to encourage learners to learn more.

118. The support provided by the prison to prepare learners for life and work is satisfactory. Courses are provided in budget management, family relationships, drug and alcohol misuse and parenting, to help prepare learners for their release. In addition to this, a pilot programme is currently being provided where 11 learners have the opportunity to gain a qualification in preparation for employment. The career planning course at induction helps learners to focus on their current skills and identify appropriate training opportunities in the prison. A job club is available to offenders when they have approximately two months of their sentence left. This job club has been operating since September 2005. Jobsearch is supervised using the internet, and modules such as interview techniques and curriculum vitae preparation are provided for individuals. Support for learners with dyslexia is provided on one half day each week by a staff member who has qualifications to level 3 in supporting dyslexia.

119. Learning is not planned sufficiently for individual learners. Individual learning plans are vague. A generic learning plan lists all the courses that learners are working towards, and individual learning journals are used to set subject-specific targets. However, these are usually short-term targets and are not broken down sufficiently to measure learners' progress. For example, 'spelling, reading, writing, multiplication, division' were set as targets. Some targets are not challenging enough and are set for 2008, although the targets were achieved in 2005. Initial assessment is not used adequately to provide details about the development of individual learners' needs and how and when these needs will be met. Progress reviews are not effective in measuring learners' progress over time, and some learners have not had reviews.

## **Leadership and management**

120. Communications within the department are effective, and a range of subject-specific staff meetings are held frequently. Staff share good practice and support each other with difficult learners. Monthly team meetings have been used well to share information about changes in training practice. Staff feel appropriately consulted and part of the new organisation. Access to staff development is satisfactory, and many staff have recently attended a short training course in disability discrimination and have a satisfactory understanding of equality of opportunity. Many staff have a post graduate certificate in education, or a certificate in education and specific qualifications in literacy and/or numeracy. All staff met to discuss the self-assessment process of their department and completed a short report for each area. The self-assessment report recognised the strengths of the good learning environments, the range of qualifications available, and the level of achievement in numeracy qualifications. The weakness in the planning of learning was recognised, and the weakness in skills for life was partly recognised in identifying the poor integration with vocational training. Many of the additional strengths identified in the report were considered by inspectors to be normal practice.

121. The skills for life strategy has not been developed sufficiently and the response to the national initiative on skills for life has been slow. The department has a draft policy for skills for life and an action plan has been produced through the skills for life quality initiative. However, while the policy identifies objectives, there is no implementation plan or targets

for staff to work towards. The previous action plan has lapsed and many of the targets expired in April 2005. More specifically, training practices in skills for life are inconsistent. For example, learners in sports and call centre training receive satisfactory support for their literacy and numeracy skills and some of this is planned and contextualised, but this is not happening in all areas.

122. The key skill in communication is offered in the call centre, but the main focus is the call centre qualification and the key skill in working with others, leaving very little time for the key skill in communication. Only four learners began this qualification between February 2005 and January 2006. Painting and decorating learners do not always receive such support, and their needs are not being met. In industrial cleaning, there is not enough accreditation of the key skill of working with others. Literacy, numeracy and language support is not provided in social and life skills sessions. Although learning support is provided in social and life skills, learners do not have sufficient opportunities to develop and practise their literacy and numeracy skills in different contexts. Session plans have been improved recently to incorporate skills for life, but these are still not well developed. A report has recently been produced by the college which has more detail and includes the completion of initial assessments, individual learning plans, and assessment. However, these processes are not supported by a plan for implementation or clear and measurable targets. The report does provide more detail about staff training and current qualifications.

