

INSPECTION REPORT

HMYOI Deerbolt

28 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*

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMYOI Deerbolt (the prison) was opened in 1973 as a purpose-built young offenders' institution. Built on a former army camp, the prison is situated on the outskirts of Barnard Castle, a small and picturesque town in County Durham. The prison is a category C training prison for young offenders between the ages of 18 and 21. There are no juveniles or adults held at the prison. The operational capacity of the prison is just over 500, but at the time of the inspection the population was reduced to around 390, with one residential wing closed for refurbishment.

2. The prison runs a high intensity training unit (HIT) for around 60 offenders. This provides a range of learning activities during which offenders receive high levels of individual attention and support.

3. Deerbolt takes young offenders from the Northeast, Yorkshire and Humberside, and from Liverpool and Manchester, usually with sentences up to a maximum of four years. The average length of stay of offenders is 26 weeks. Most offenders come from the Northeast, though some have homes 50-100 miles from the prison. Many of the offenders come from areas where the standards of attainment in schools are significantly lower than the national average, and levels of unemployment are higher than the national average. Around 13 per cent of the prison's population are from minority ethnic groups compared with 6 per cent representation in the region.

4. Operational and strategic management of all learning and skills is carried out by the head of learning and skills who is a member of the senior management team. He has direct responsibility for the education contract, the library, a workshop for the prison's information and communications technology (ICT) project, and workshops delivering activities in partnership with outside voluntary organisations. Last year the Northeast became a development region for the new offender learning and skills service (OLASS). In July 2005 Newcastle College was awarded the OLASS contract in Durham and Northumbria, and started its services at Deerbolt on 1 August 2005. The college delivers 39,588 hours of learning and skills, including vocational training and information, advice and guidance.

OVERALL EFFECTIVENESS

Grade 3

5. **The overall effectiveness of the provision is satisfactory.** The prison's leadership and management are satisfactory as are its arrangements for equality of opportunity and quality improvement. The prison has good provision for engineering and manufacturing technologies, construction, planning and the built environment, ICT and for leisure, travel and tourism. Its provision for preparation for life and work is satisfactory.

6. **The inspection team was broadly confident in the reliability of the self-assessment process.** Overall, the self-assessment process is satisfactory. An annual cycle for self-assessment has been introduced, but it is too early to judge the impact of these

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measures. Self-assessment has been introduced into programme areas, and views of staff and learners are collected. The self-assessment report and its associated development plan are monitored by the quality improvement group. However, the thoroughness and reliability of self-assessment is inconsistent across the different areas of the prison's activities. In most areas, the self-assessment report is appropriately critical and accurately identifies some of the strengths and weaknesses found by inspectors. However, a number of strengths were judged to be no more than normal practice.

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

Current arrangements for quality improvement are satisfactory, although the implementation and evaluation of the quality assurance procedures are incomplete. Newly introduced arrangements are not yet fully effective in ensuring that all learners receive an equally good and improving learning experience. However, much recent work has been carried out to improve the provision. The head of learning and skills is working well in partnership with Newcastle College's managers, and advanced plans are in place for improvement measures. Staff have received training to improve their understanding of, and effectiveness in, improving the provision.

KEY CHALLENGES FOR HMYOI DEERBOLT:

- improve the management information system and its use for all areas of learning
- fully implement quality improvement arrangements
- improve co-ordination of learning and skills timetables with prison regime activities
- expand progression opportunities for learners
- ensure the format and use of individual learning plans meet learners' needs
- continue the sharing of good practice
- provide adequate opportunities for staff development

GRADES

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

Grades awarded at inspection

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

Engineering and manufacturing technologies			2
Contributory areas:	Number of learners	Contributory grade	
Motor vehicle			2
Other government-funded provision	7		2

Construction, planning and the built environment		2
Contributory areas:	Number of learners	Contributory grade
Construction crafts		2
Other government-funded provision	40	2
Information and communications technology		2
Contributory areas:	Number of learners	Contributory grade
Developing IT systems		
Other government-funded provision	24	2
ICT for users		
Other government-funded provision	33	2
Leisure, travel and tourism		2
Contributory areas:	Number of learners	Contributory grade
Sport, leisure and recreation		2
Other government-funded provision	75	2
Preparation for life and work		3
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy		
Other government-funded provision	100	3
Independent living		
Other government-funded provision	55	3

ABOUT THE INSPECTION

8. Inspection of learning and skills provision was completed over four days and covered programmes delivered through the education department, including vocational training workshops and outreach provision for skills for life, the government's strategy on training in literacy, numeracy and the use of language. Inspection was made of accredited provision in physical education (PE) delivered by prison staff. The Prison's ICT project was inspected as part of the overall ICT provision. Visits were made to work areas, such as the kitchens, to view accredited learning. Involvement in education and training for offenders on the HIT programme was reported on within the areas of learning, where appropriate. Visits were made to the library and interviews conducted with managers from Newcastle College, the education contractor.

Number of inspectors	5
Number of inspection days	17
Number of learners interviewed	96
Number of staff interviewed	49
Number of subcontractors interviewed	2
Number of locations/sites/learning centres visited	1
Number of visits	1

KEY FINDINGS

Achievements and standards

9. **Learners attending the training workshops achieve well.** In particular, achievement has been good on the lift truck driver's course and on the intermediate woodworking programme. No qualifications, however, were achieved in painting and decorating during 2005-06 as completed coursework and assessments were deemed invalid by the awarding body.

10. **Learners on the construction programmes acquire good standards in their practical skills.** All learners demonstrated good workshop practices and they strictly followed codes of conduct to ensure safe working practices. Generally learners are highly motivated to achieve and are enthusiastic about their work. Many learners are keen to find employment in the construction industry on release.

11. **There is good overall achievement of ICT qualifications.** Learners develop a good range of independent learning skills. Some learners with little previous experience of information technology (IT) develop quickly their word-processing skills and computer application knowledge.

12. **In PE learners' achievement of qualifications and awards on accredited courses is good and their development of practical skills and knowledge relevant to the requirements of the workplace is also good.** Many learners improve their self-esteem

while participating in vocational training and recreational exercise classes.

13. **Learners' attendance at some PE classes is low.** However, prison regime activities can place additional demands on learners' time in place of attending learning.

14. **Achievement on preparation for work courses is good,** with learners acquiring literacy and numeracy skills, and performing well on a range of social and life skills courses. **Attendance at some classes, however, is poor with some courses running well under capacity.**

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Engineering and manufacturing technologies	0	1	0	0	1
Construction, planning and the built environment	1	2	2	1	6
Information and communications technology	0	0	3	0	3
Leisure, travel and tourism	0	5	1	0	6
Preparation for life and work	1	1	6	0	8
Total	2	9	12	1	24

15. **Training in motor vehicle is well planned and adapted to meet the needs of the learners.** The course is well organised and learners fully understand the requirements of their programme. The tutor has established a good system to monitor learners' achievements and progression. Their progress is reviewed frequently against set targets.

16. **The training areas for motor vehicle and lift truck are particularly well resourced.** The lift truck training area has been designed and equipped to provide a real warehouse working environment. In motor vehicle, learners have the use of a full range of tools and equipment and work on new vehicles.

17. **The instruction in bricklaying and plastering is particularly good.** Courses are very well organised as a graduated series of practical assignments. Learners are made fully aware of the structure of the programme with schedules for the completion of practical assignments and well-planned assessments. Information is presented at a level appropriate to their communications skills and in a form that enables them to take ownership of monitoring their own performance and progress.

18. **In woodskills, the training is planned well by tutors and adapted to meet learners' needs. In painting and decorating, the learners are well supported by the learning materials and a structured programme of practical assignments.**

19. **The vocational training workshop facilities are particularly good.** Each workshop is spacious and well equipped with materials, hand tools and bench machinery.

20. **Provision for vocational training offers insufficient opportunities for learners to progress to higher levels.** However, resources for staffing, accommodation and equipment are sufficient to support level 2 courses.

21. **Progression routes for learners are good in ICT.** The range of courses covers the use of IT and many IT applications and maintenance operations. Many learners aim to gain

jobs within computer-related industries on release.

22. ICT teaching is satisfactory. Tutors plan sessions well and the schemes of work guide learners' progress towards gaining qualifications in line with set targets for achievement. The use of individual learning plans is satisfactory overall.

23. **In PE the quality of teaching and learning on accredited courses is good.** Tutors prepare their lessons well and make good use of demonstrations to stimulate interest and engage learners. Lessons are delivered at a pace and level suited to learners' needs and they contain a good variety of learning activities.

24. **There is, insufficient integration of learners' key skills within the PE curriculum and individual learning plans are insufficiently developed.**

25. **The range of accredited PE courses is broad and covers coaching, officiating and instructing.** These provide good progression for learners up to level 2.

26. **The induction programme for learners enrolling onto PE programmes** is good and includes thorough assessment of the learners' health and readiness to participate in exercise. Learners are instructed well in the safe use and handling of equipment.

27. **Indoor and outdoor facilities and resources for practical activities are good** and these are used extensively throughout the week, including evenings and weekends.

28. In preparation for life and work programmes, the teaching and learning overall is satisfactory. In the better lessons, careful attention is given to making learning interesting and relevant to learners.

29. **Learning objectives set for learners following literacy and numeracy programmes are not sufficiently detailed.** Many individual learning plans do not have sufficiently clear or specific learning goals.

30. **The facilities for performing arts are very good.** The studio provides a good working environment that reflects the standards expected in a commercial theatre and television studio. The tutor uses these facilities well to challenge, motivate and engage some of the more reluctant learners.

31. **Support for learners' literacy and numeracy needs has been successfully introduced into the training workshops and into many areas of work.** For example, learners in construction, motor vehicle and in the laundry and the kitchens benefit greatly from the support they receive from specialist trained tutors, using occupational-specific learning materials. **Good use is made of local volunteer tutors to supplement literacy and numeracy support.**

32. **Learners on social and life skills courses have insufficient access to ICT facilities.** Classrooms do not have adequate ICT facilities.

Leadership and management

33. **Managers have introduced a clear strategic direction for education and training** as outlined in a three-year development plan that links well to the prison's plans for

resettlement.

34. **Good use of partnerships has been made by managers to provide information and advice to learners.** The prison makes very effective use of links with Jobcentre Plus and Connexions to provide information and access to job vacancies.

35. **There is insufficient use of management information to aid planning and decision-making and to monitor performance and the quality of provision.** The current computerised management information systems do not meet the prison's needs.

36. Education and training staff are appropriately qualified and experienced. Staff appraisals are up to date and include a process to action identified personal and professional training needs.

37. Arrangements for the management and promotion of equality of opportunity are satisfactory. Measures to eliminate oppressive behaviour and develop learners' understanding of equality and diversity issues are effective. The establishment has an appropriate range of written policies and procedures that include those for disability, anti-bullying, race relations and foreign nationals.

38. Arrangements to meet the needs of the multi-faith community are satisfactory. For example, the main religious festivals are celebrated.

39. There is adequate collection of equality of opportunity data. It is used appropriately to monitor participation rates of different groups. **However, data is inadequately analysed and used to compare the success of different groups.**

40. Since the start of Newcastle College's contract in August 2005, much preparatory work has been carried out to improve the provision. The college has well-advanced plans for further developments. Staff training has been provided to improve tutors' understanding of their roles in the improvement strategy. However, it is too early to judge the impact of these measures.

41. **Good use is made of learner feedback to improve the provision.** For example, in response to learners' feedback new courses have been introduced, such as plastering and dry-stone walling, and a new IT classroom has been provided.

42. Arrangements for quality improvement are satisfactory. **However, the implementation and evaluation of quality assurance procedures are incomplete.** Some procedures to bring about improvement have not have been fully implemented and practices to ensure consistent application of quality assurance processes are not fully effective.

43. The self-assessment process is satisfactory. The views of an appropriate range of staff and learners were used in the process. In most areas the report is adequately critical and judgmental. The report, however, does not make effective use of data to support judgements.

Leadership and management

Strengths

- clear strategic direction
- good use of partnerships to provide information and advice to learners
- good use of learner feedback to improve provision

Weaknesses

- insufficient use of data
- incomplete implementation and evaluation of quality assurance procedures

Engineering and manufacturing technologies

Motor vehicle

Strengths

- particularly motivated and enthusiastic learners
- good achievement in lift truck
- well-planned training in motor vehicle
- good record-keeping, monitoring and reviewing of progress
- well-resourced training areas

Weaknesses

- frequent disruption to training by regime activities
- insufficient industry familiarisation activities for the instructors
- insufficient learner places on programmes

Construction, planning and the built environment

Construction crafts

Strengths

- very good achievement in intermediate woodworking
- good standards in learners' practical skills
- highly motivated learners
- particularly good instruction in bricklaying and plastering
- well-planned training
- particularly good workshop facilities

Weaknesses

- no qualifications achieved in painting and decorating

- insufficient opportunities for learners to progress to higher levels

Information and communications technology

Strengths

- good achievement
- good development of independent learning skills
- good progression routes
- wide range of qualifications

Weaknesses

- insufficient clarity of ICT staff roles and responsibilities
- insufficient use of management information and data

Leisure, travel and tourism

Sport, leisure and recreation

Strengths

- good achievement on accredited courses
- good development of learners' workplace knowledge and practical skills
- good teaching and learning on accredited courses
- broad range of accredited courses
- particularly effective induction of learners in the PE department
- good teamworking by PE staff

Weaknesses

- poor attendance levels on some courses
- insufficient development of learners' key skills
- insufficiently developed individual learning plans

Preparation for life and work

Strengths

- good achievement in preparation for work and key skills
- particularly good working relationships between tutors and learners
- very good facilities for performing arts
- effective integration of literacy and numeracy support into workshops
- good use of volunteer tutors

Weaknesses

- poor management of attendance at some classes

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- insufficiently detailed learning objectives for some literacy/numeracy learners
- insufficient identification of individual learning needs in some lesson plans
- insufficient access to ICT facilities for learners on social and life skills courses

WHAT LEARNERS LIKE ABOUT HMYOI DEERBOLT:

- 'I like the challenge training gives me'
- 'I like seeing my name on the finished assignment'
- 'I've learnt loads'
- being treated with respect
- 'I learnt about computers which is really useful'
- being able to do so many qualifications
- 'I got the best instructor I've ever had'
- the helpful and supportive tutors - 'I think adult support is great'

WHAT LEARNERS THINK HMYOI DEERBOLT COULD IMPROVE:

- the spaces available for certain courses - 'I'm doing ICT because there's no room in plastering'
- the information given to offenders - 'I'd like more information on education'
- the way pay for work is organised
- the learning activities used during classroom sessions
- the access to recreational sport during evenings and weekends

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- clear strategic direction
- good use of partnerships to provide information and advice to learners
- good use of learner feedback to improve provision

Weaknesses

- insufficient use of data
- incomplete implementation and evaluation of quality assurance procedures

44. There is clear strategic direction for education and training outlined in a three-year development plan. The views of staff and learners were used appropriately in the compilation of the plan. Staff have a good understanding of how their work impacts on the attainment of the plan's objectives, which link well with the prison's plans for resettlement. Strategies for education and training have expanded the number of learner places available in response to the findings of a needs analysis. Monitoring and review of the plan is carried out effectively by the head of learning and skills, and through the work of the quality improvement committee. Newcastle College has started to contribute effectively to the clear strategic direction of the prison. It has developed detailed and comprehensive objectives and action plans to take the provision forward.

45. Managers have made good use of partnerships to provide information and advice to learners. The partners work well with current education staff to support learners' choices about learning and skills development and resettlement. Most offenders receive effective information, advice and guidance as part of their induction. Presentations by external partners help learners to make realistic decisions about the options available to them. A well-resourced job club is used frequently and provides learners with good support when they apply for work or further education and training. The prison makes very effective use of links with Jobcentre Plus and Connexions to provide relevant information and access to job vacancies. For example, Jobcentre Plus provides a laptop computer that allows internet access to current available vacancies. The work of the different agencies is co-ordinated effectively. The prison does not have sufficient links with employers, which was a weakness identified by the prison.

46. The prison has a skills for life strategy and the provision of literacy, numeracy and language skills is satisfactory. Staff are appropriately qualified and are able to access a suitable range of learning resources. Learners receive an appropriate initial assessment of their literacy and numeracy needs. However, in the preparation for work area, there is an inconsistent approach to diagnostic assessment. Where support needs are identified, support is provided within specialist classes on a group or individual basis. Good use is made of the large register of local volunteer tutors to supplement literacy and numeracy support. The identification of individual language needs relies on informal processes that are not part of a structured process. Recent improvements have been introduced to initial assessment to identify learners with dyslexia. However, it is too early to judge the

effectiveness of this initiative.

47. Communications within the prison are satisfactory. A regular schedule of meetings is held at different levels to ensure all staff are kept updated on new developments and progress on current issues. Some meetings are also used to provide staff development events or share good practice. All meetings have agendas and minutes circulated to all staff. Minutes often do not include clearly identified time bound actions designated to a member of staff. Area of learning meetings deal with operational issues, but do not use data to monitor retention and achievement rates. External communications are satisfactory.

48. Although the prison collects a wide range of data, there is insufficient use of it to aid planning and decision-making and to monitor performance and the quality of the provision. Data is not used for comparative purposes or for trend analysis. The management information system does not enable the effective analysis of the data and current management information systems do not meet the prison's needs. Associated reports are not routinely produced or used as a management tool. Data is not used effectively to set targets to aid monitoring of actions. For example, there is insufficient use of data for equality of opportunity purposes, a weakness identified in the current self-assessment report.

49. Staff development is satisfactory. Education and training staff are appropriately qualified for the area in which they teach. Most staff hold or are working towards a nationally recognised teaching qualification. Newcastle College offers staff access to a comprehensive programme of staff training. However, some staff are not up to date with current industrial practice. Staff appraisals are up to date and include a process to identify and provide support for personal and professional training needs.

Equality of opportunity

Contributory grade 3

50. Arrangements for the management and promotion of equality of opportunity are satisfactory. There are effective measures to eliminate oppressive behaviour and develop learners' understanding of equality and diversity issues. For example, one programme suitably deals with health issues in a context that tackles commonly held prejudices. Induction includes the use of a video created by a group of learners to tackle racism. The video has been shared with other prisons. There is effective use of non-stereotypical imagery on display posters. The prison has an appropriate range of written policies and procedures that include those for disability, anti-bullying, race relations and foreign nationals.

51. Policies and procedures are implemented appropriately by staff. For example, during inspection effective action in dealing with a bullying incident during a class session was observed. All staff receive relevant equality and diversity training as part of their induction. However, not all staff have received recent updating of this training. Copies of relevant policies are widely displayed within the education and training areas. There is appropriate collection and use of equality of opportunity data. It is used appropriately to monitor participation rates of different groups. However, data is not adequately analysed or used to compare the success of different groups.

52. Education and training staff treat learners with respect and dignity. Staff and learners have an appropriate understanding of their rights and responsibilities. Most complaints

from learners are dealt with appropriately and informally. Learners can use either the formal prison or education and training complaints system. Learners understand how to use them and are confident that any issues raised will be dealt with promptly and effectively. On the few occasions when learners have raised concerns they were effectively dealt with in a timely and confidential manner. There is inadequate access to one floor of the education centre for people with mobility difficulties. However, suitable alternative education and training facilities are made available when necessary.

53. The prison has recently introduced an activities committee that meets on a weekly basis. Its membership comprises a wide range of representatives from different prison areas. The committee carries out a satisfactory process for the allocation of offenders' activities in work, training and education. Available work and learning opportunities are adequately advertised to offenders within the library and the information and advice centre. Advertising in the wings has recently ceased, but continues in the wing housing offenders on the HIT programme. Adequate help is made available to offenders who experience difficulty in completing the application form. Pay rates are advertised well and ensure that learners are not financially disadvantaged by their activity choice. Written applications are processed through a central system. Applicants receive a written notification of the committee's decision. Although many activities have waiting lists, all applicants are dealt with equally.

54. Learners' achievements are celebrated appropriately. Some small presentation events are carried out. The range of enrichment activities is satisfactory. Regular visits from external organisations and individuals are used to encourage learners' interest in vocational areas and to develop their wider appreciation in areas such as theatre and music, and poetry readings by a poet imprisoned for his beliefs were used to aid discussion on politics and personal values. The prison has a small number of learners who speak English as an additional language. However, displays of information contain little use of languages other than English.

55. Arrangements to meet the needs of the multi-faith community are satisfactory. The main religious festivals are celebrated. The prison chaplaincy ensures effective co-ordination of external representatives from different religious groups to meet the needs of the prisons multi-faith community. Learners can attend a small number of non-accredited courses as part of the work administered by the chaplaincy. All learners also have appropriate access to anger management, personal motivation, drug awareness and enhanced thinking skills programmes as part of the offender behaviour programme.

56. The library has sufficient resources to support the education and training programmes. Access to the library is satisfactory. However, new offenders on one wing do not have guaranteed access to the library for their first two weeks at the prison. There is an adequate range of easy reading books that are integrated well within other library categories. Although the library does not have its own stock of books in foreign languages, the library has a satisfactory arrangement with a book supplier from whom it rents books at individual request. Dictionaries are available in the five main languages found in the prison, and appropriate legal and reference books are available. Music on CD is not supplied by the library, although a number of talking books are available.

Quality improvement

Contributory grade 3

57. Since the contract for education and training was transferred to Newcastle College in

August 2005, much preparatory work has been carried out to improve the provision. The college has well-advanced plans for further developments, and staff training has been provided to improve tutors' understanding of their roles in the improvement strategy. A member of the education management staff has been appointed to co-ordinate quality improvement across the provision.

58. Good use is made of learner feedback to improve the provision. All learners complete a questionnaire on completion of their programmes. In addition, regular feedback is gained from well-attended learner forums. All feedback is analysed and evaluated to aid further actions for improvement. In response to feedback, new courses, including plastering and dry stone walling, have been provided to meet the interests of learners. Improvements to classrooms and a new IT classroom have been introduced in response to learners' suggestions. The prison effectively ensures that learners receive feedback on changes introduced through this consultation process. To improve feedback from staff, tutors have started to provide monthly feedback against the five key questions of the Common Inspection Framework.

59. Although arrangements for quality improvement are satisfactory, there is incomplete implementation and evaluation of quality assurance procedures. Some procedures to help provide feedback on performance and drive improvement have not been appropriately implemented. The outcomes of quality processes are not always systematically used to provide a coherent action plan that allows evaluation of effectiveness. Informal processes are not fully effective in ensuring that all learners receive an equally good and improving experience. Practices to ensure consistent application of quality assurance processes are not fully effective. For example, the course review process is not fully, or consistently, applied and there is incomplete implementation and evaluation of sampling as part of internal auditing. Quality assurance documents are not dated to ensure that the most current versions are being used. Use of data to set targets and monitor progress for quality improvement purposes is inadequate.

60. Newcastle College has introduced arrangements for lesson observations and has trained a team of observers for this purpose. Observation procedures include the production and use of detailed feedback to staff as part of an annual appraisal. At the time of the inspection most tutors had been observed. During inspection, inspectors awarded fewer good or better grades than those awarded by the college observers.

61. A quality improvement group meets regularly and has a detailed remit for its activities. The group receives detailed reports on the education and training provision. However, it does not always effectively consider issues that affect learners or drive improvement. The data used at the meetings is generally concerned with the amount of education and training provided, rather than its standard. Internal verification and assessment practice is satisfactory and meet the requirements of awarding bodies. There are suitable opportunities to share good practice.

62. The self-assessment process is satisfactory. The self-assessment report of April 2006 was the fourth produced by the prison. It has a development plan that is monitored appropriately by the quality improvement group. The process of compiling the report was inclusive and each programme area produced its own self-assessment. The views of an appropriate range of staff and learners were used in the process. In most areas, the report is generally critical and judgmental. It identified some of the strengths and weaknesses

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found by inspectors. Some of these have a significant effect on learners. However, some strengths were judged to be no more than normal practice. The report does not use data effectively to support judgements.

AREAS OF LEARNING

Engineering and manufacturing technologies

Grade 2

Contributory areas:	Number of learners	Contributory grade
Motor vehicle		2
Other government-funded provision	7	2

63. There are currently seven learners on motor vehicle courses accredited to entry level 3 in automotive vehicle maintenance. The course lasts eight to 10 weeks and is composed of 10 units to provide learners with a basic knowledge to enable them to progress towards the skill levels required for entry into the industry. Certificates are awarded for each course module completed. The motor vehicle workshop can accommodate eight learners on each course. Each group of learners start the course at the same time and work in pairs on the four vehicles in the workshop. Training is delivered by a tutor from Newcastle College.

64. Training programmes for counterbalance lift truck driving lead to industry-standard qualifications. Successful learners are then able to operate as drivers within the industry. Each training course is completed in eight days and takes three learners. Twenty courses are run annually, although no course was running during inspection. The courses have been running since February 2004 and during that time 113 learners have been enrolled. Training is delivered by one instructor from Newcastle College.

Motor vehicle

Strengths

- particularly motivated and enthusiastic learners
- good achievement in lift truck
- well-planned training in motor vehicle
- good record-keeping, monitoring and reviewing of progress
- well-resourced training areas

Weaknesses

- frequent disruption to training by regime activities
- insufficient industry familiarisation activities for the instructors
- insufficient learner places on programmes

Achievement and standards

65. All learners are particularly motivated to learn and to achieve and are enthusiastic about their learning. They work well individually and in pairs and their behaviour is good, with strict observance of the workshop codes of practice. Learners are able to clearly explain the tasks on which they work. All current learners are keen to work in the motor industry. A number of former learners on the course have found employment as mechanics after their release.

66. There is good achievement of drivers' qualifications in lift truck. During the two years since the course started, of the 113 learners who have started the course, 97 have gained the qualification, giving a success rate of 86 per cent. Only seven learners failed the test. Retention on the course is 94 per cent with only seven learners leaving early. Current achievement and retention in motor vehicle are satisfactory at 60 per cent and 83 per cent respectively. During 2005-06, 21 out of the 35 learners starting the course achieved the full qualification and a further two learners achieved a part qualification. Of 12 learners who did not complete the course, six were released or transferred to other prisons.

The quality of provision

67. Training in motor vehicle is well planned and is adapted to meet the needs of the learners. The course is well organised and learners fully understand the requirements of the programme. Lessons are structured so that each practical assignment is preceded by a theory session delivered to the group in which there is good use of a flip chart, diagrams, videos and sample parts of vehicles to provide learners with an understanding of the vehicle systems under discussion. In many instances, learning materials have been adapted by the tutor in order that information was presented clearly and at a level readily understood by the learners. Learners receive good levels of guidance and advice when carrying out set practical tasks.

68. In motor vehicle, the tutor has established a good system to monitor learners' achievements and progression. Learners' records are updated daily and progress is reviewed frequently against set targets. Records are detailed and provide a clear summary of the course units completed, with comments from the tutor on each learner's performance, together with advice and guidance to help the learner improve. Records of progress are held by the learners and they contribute to them by routinely completing job cards for set tasks and commenting on their own performances. Learners use the system to negotiate a plan for learning with the tutor.

69. The training areas for motor vehicle and lift truck are particularly well resourced. The lift truck training area has been designed and equipped to provide a real warehouse working environment and the area is well equipped with three vehicles. In motor vehicle, learners have a full range of tools and equipment and are able to work on new vehicles with modern systems, gaining necessary skills needed by employers. The motor vehicle workshop is well maintained and the tutor has established workshop codes of conduct to ensure good housekeeping for tidiness and health and safety. Both workshops provide good learning environments that give learners the experience of industrial working conditions.

70. Arrangements for the assessment and verification of learners' skills fully meet with awarding body requirements and the reports of external verifiers are positive. In motor vehicle, for example, assessment of learners is well planned and carried out systematically. Learners are well prepared and have ample opportunity to practise skills before being assessed. They are fully aware of the skills being assessed and the criteria being used. Evidence of learners' skills is collected through observation and discussion, and learners' portfolios of coursework are well presented.

71. Arrangements for literacy and numeracy support meet learners' needs. Learners'

literacy and numeracy skills are assessed before starting the course and the findings of these tests are given to the tutor. For those learners with learning support needs, a half-day session each week is dedicated to providing support. Literacy and numeracy support is delivered by an education department tutor within the context of the motor trade. Learners' numeracy skills were improved by using examples relating to the costs of buying and maintaining a car, and literacy skills were improved through the drafting of a motor accident report. Generally learners are well supported and there are adequate arrangements to ensure equality of opportunity for learners on the course to achieve their learning objectives.

Leadership and management

72. Training is frequently disrupted by regime activities, activities which place considerable demands on the time of the learners. Absences from timetabled workshop sessions are frequent, and in some cases learners are timetabled to attend other activities, such as gym, four times a week. In other cases, learners are taken out of the workshop to attend appointments for healthcare without the prior knowledge of the tutor. The frequent absence from workshop sessions is disruptive. Learners often work in pairs on set tasks and their progress is slowed by tutors repeating theory instruction sessions for previously absent learners.

73. There are insufficient industry familiarisation activities for tutors. Most tutors work in isolation and are not able to meet with other tutors to share ideas and update their industrial knowledge. Tutors operate in areas of learning in which technology is changing rapidly, especially in the use of computerised equipment for servicing motor vehicles. At present the tutors have few opportunities to attend in-service training outside the prison. They rely upon their considerable industrial knowledge and informal contacts to keep up with developments in technology and training within the industry.

74. There are insufficient learner places on the programmes. The motor vehicle and lift truck programmes are popular and there are waiting lists for learners to join the programmes. The two programmes provide for around 100 learners a year, well short of the demand. Lift truck courses are eight days in length and, with 20 courses run a year, the small training area is not used to capacity. Motor vehicle is taught to groups of learners who start at the same time. The transfer of learners out of the programme can lead to the workshop running below capacity until the start of a new course. In 2005-06, for example, 12 course places were lost because of the transfer of learners.

75. Tutors are involved in the self-assessment process and complete standard forms evaluating provision against the key questions in the Common Inspection Framework. Strengths and weaknesses are identified with brief comments on the evidence used. New monthly course monitoring reports have been introduced by Newcastle College to record learners' progress and achievement and to record reasons for learners leaving the programme early. The effectiveness of the arrangements has not yet been evaluated.

Construction, planning and the built environment**Grade 2**

Contributory areas:	Number of learners	Contributory grade
Construction crafts		2
Other government-funded provision	40	2

76. There are currently 40 learners on construction crafts programmes, of whom eight are on bricklaying programmes, seven on painting and decorating programmes, nine on plastering programmes, and 16 are on wood skills programmes. Wood skills is accommodated in two workshops and learners work towards a level 1 award in furniture craft and an intermediate woodworking award at levels 1 and 2 accredited through the Open College Network (OCN). Eight learners are working towards the furniture craft award and eight learners were on intermediate woodworking programmes. Accredited training courses in bricklaying, painting and decorating, and plastering lead to level 1 qualifications in basic skills in construction. Each trade has its own dedicated workshop with a specialist instructor, each employed through Newcastle College. Training in bricklaying and in plastering is completed in 20 weeks. The painting and decorating course is completed in 16 weeks. The three courses run separately and new learners may join a construction crafts programme when a vacancy occurs. Each course can accommodate up to a maximum of nine learners.

Construction crafts*Strengths*

- very good achievement in intermediate woodworking
- good standards in learners' practical skills
- highly motivated learners
- particularly good instruction in bricklaying and plastering
- well-planned training
- particularly good workshop facilities

Weaknesses

- no qualifications achieved in painting and decorating
- insufficient opportunities for learners to progress to higher levels

Achievement and standards

77. Achievement during 2005-06 on the intermediate woodworking programmes is very good at 96 per cent. Of 47 learners who started the programmes, 27 achieved level 1 awards and 18 achieved level 2 awards. In addition, 64 per cent of these learners achieved level 1 literacy certificates. In furniture, crafts and plastering, achievement is satisfactory. In level 1 furniture craft, 59 per cent of learners achieved the award. In plastering, 14 have achieved full or part qualifications and nine learners are still working towards full completion. Bricklaying is a new course that started in March 2006. Learners are successfully completing their assessments, although certificates of unit credit have yet to be

claimed.

78. No qualifications were achieved in painting and decorating during 2005-06. Before the new contracting arrangements the workshop was closed for several months owing to instructor absence. In October 2005, the workshop reopened with a new tutor from Newcastle College. Learners then completed their course and assessments, but these were deemed invalid as the course being followed had previously been discontinued by the awarding body. Scheme approval for the delivery of the new course has been achieved and action is being taken to enable some learners to use previously completed work as evidence for the new award.

79. Learners demonstrate good standards in their practical skills. All learners have good workshop practices and they adhere strictly to codes of conduct to ensure safe working. All learners make good use of personal protective equipment. Learners are well trained to use hand tools and machinery with confidence and competence. In wood skills, for example, in-house certificates are awarded to learners recording their competence in using bench machinery. In bricklaying and plastering new learners develop high skill levels very quickly. In wood skills, learners complete projects that help them develop their planning skills as well as their practical skills. In painting and decorating, a large number of learners plan and complete set assignments.

80. Learners are highly motivated to achieve and do well at their work. In bricklaying and plastering in particular, learners work very well to ensure they complete their assignments and tasks within set deadlines. Many of the learners aim to find employment in construction on release, and work well to acquire a range of skills to improve their employability.

The quality of provision

81. Instruction in bricklaying and plastering is particularly good. The tutors have considerable experience in industry and as further education tutors, and they use this well to teach the learners. Both courses are very well organised as a graduated series of practical assignments. Learners are made fully aware of the structure of the programme with schedules for completion of practical assignments and well-planned assessments. Each learner has an individual learning plan containing their aspirations and learning objectives and any additional learning support needs. The tutors spend considerable time with each learner discussing their assignments and take care to praise good work and give advice on how to improve. Marking schemes for assignments contain detailed comments to help learners improve and progress onto more challenging tasks. Learners receive thorough explanation of the criteria to be met at each stage of the programme.

82. In other workshops, the standard of instruction was satisfactory or better. In painting and decorating, sessions are well organised and learners are given clear instructions and a planned schedule for their assignments. In wood skills, there is routine use of lesson plans with identified target outcomes. Individual objectives are set for each learner for each session. Classroom-based sessions held outside the workshop areas are less successful. In painting and decorating, for example, learners receive a weekly session to support theory work, but the learners do not always understand the relevance of the theory to their practical work. There is not enough co-ordination between the support sessions and the workshop activities.

83. Training is planned well by tutors and is adapted to meet learners' needs. In wood skills, and painting and decorating, the learners have good access to learning materials. Learners work on a chosen prescribed project for which detailed schemes of work have been written. The schemes of work contain clear guidelines so that learners are well aware of the tasks to be completed and the competences to be demonstrated at each stage. In bricklaying and plastering, course requirement materials from the awarding body have been written into learners' record sheets in their portfolios. Information is presented at an appropriate level to their communication skills and in a form that enables them to monitor their own performance and progress. Progress in learning is maintained through the application of a programme of graduated work tasks.

84. The workshop facilities are particularly good. Each workshop is spacious and well equipped with materials, hand tools and bench machinery. The quality and range of hand tools and bench machinery fully supports learning and the materials budgets adequately meet programme needs. Learners are able to work on individual projects without the pressure of sharing space or equipment. In painting and decorating, and plastering, learners were each assigned their own working area. In bricklaying, space was given to display finished assignments to motivate learners, as well as being used for demonstrations by the tutor. There is good display in the workshops of information materials and examples of learners' work.

85. There are insufficient opportunities for learners to progress to higher levels. Resources for staffing, accommodation and equipment are sufficient to support level 2 courses. However, apart from intermediate woodworking at level 2, the current provision does not provide opportunities for learners to achieve above level 1. Many learners want to achieve a level of competency required for employment within the industry. Learners do, however, receive training in the PE department to achieve a construction site certificate that enables them to work on building sites.

86. The arrangements for literacy and numeracy support meet learners' needs. Timetabled support sessions are available to learners across all construction programmes. For many learners, the achievement of literacy, numeracy or key skills certificates is set as one of their learning goals. In wood skills, for example, all learners follow level 1 key skills in communication delivered within the workshops using occupationally relevant learning materials. A dedicated support tutor provides individual and small group sessions that are timetabled within the programme. Additional help with portfolio-building is provided in the education department where necessary.

Leadership and management

87. Procedures for selecting learners for some courses are inadequate, especially for the level 1 wood skills programme. Generally learners on construction programmes are enrolled without visiting workshops or being given sufficient advice to make informed decisions. In some instances, learners are following construction courses even though these are not their preferred choices. A significant number of learners who leave construction programmes early do so to transfer to other programmes when places become available. Construction programmes are popular and there are waiting lists for learners to join. Recent changes have allowed greater involvement of education managers in the selection process of learners' activities as part of sentence planning. It is too early to judge the effectiveness of these changes.

88. There is routine monitoring of selection and participation by ethnicity, although selection procedures largely lie outside tutors' control. Tutors celebrate learners' successes by using workshop displays of achievement boards and exhibiting examples of their work.

Information and communications technology**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Developing IT systems</i> Other government-funded provision	24	2
<i>ICT for users</i> Other government-funded provision	33	2

89. Currently 57 learners are on ICT courses. Of these, 28 learners attend the education centre to follow examination-based modular courses in the use of IT at levels 1, 2 and 3. An additional five learners from the HIT programme are on these courses in preparation for release from prison. Twenty-four learners study ICT as part of the prison's ICT project. This is partly funded by private enterprise and run by the prison, in partnership with Newcastle College, to provide offenders with ICT skills and qualifications required by the industry. The programme consists of modules of study in using IT, networking and computer operating systems. These learners also carry out commercial IT work for local community groups and charity organisations. Six members of staff deliver the ICT programmes, all of whom hold appropriate ICT qualifications. Assessment of learners is carried out by teaching staff and online testing is used as required. The education centre has two IT suites and there is a further suite in the HIT unit and a fully equipped IT room for the ICT project.

Strengths

- good achievement
- good development of independent learning skills
- good progression routes
- wide range of qualifications

Weaknesses

- insufficient clarity of ICT staff roles and responsibilities
- insufficient use of management information and data

Achievement and standards

90. There is good overall achievement of ICT qualifications at 67 per cent during 2005-06. In particular, achievement on the ICT project was 100 per cent for the IT essentials courses at levels 1 and 2. Of these learners who left the programmes early, most did so due to release or transfer to other establishments. In a few cases, learners were removed from the programmes for disciplinary reasons. On examination-based IT for users programmes, learners achieve course modules over a wide range of topics, including graphics, databases, desktop publishing and web design. Trends in achievement are positive and the numbers of learners gaining qualifications are increasing over time.

91. Learners develop a good range of independent learning skills. Some learners with little previous experience of IT improve their word processing and computer application knowledge at a good pace. Good use is made of a range of resources by learners to find solutions to problems, and teaching staff actively encourage learners to progress their

learning and set their own personal challenges and goals. Learners improve their confidence and self belief as they develop new skills and competence in producing good work.

The quality of provision

92. The programmes provide good progression routes for learners through an extensive range of qualifications at different levels. Learners undertake study at entry level and progress through to level 3. One of the entry-level qualifications has recently been introduced to increase the opportunities for learners with limited ICT skills and enable them to achieve within a short timescale. Some learners who have acquired computing skills progress onto assignments involving commercial work tasks. By completing computer-based work for the prison, and for local and national outside organisations, they gain important employability skills, such as quality assuring their work, and working within set deadlines for completion.

93. The range of qualifications is extensive and covers the use of IT and many IT applications and maintenance operations recognised by the industry. ICT key skills training is available at levels 1 and 2. At any one time, there are up to 60 learner places available across this area of learning, with many learners attending part-time as part of a wider curriculum of study. Many learners aim to gain employment within computer-related industries on release.

94. Teaching is satisfactory. There is good individual learner support from tutors. In larger classes and in the ICT project, two members of staff provide additional individual coaching. Tutors ensure that learners are constructively engaged in their work while using a format of individual coaching to allow learners to develop skills at a pace suited to their abilities. Tutors plan sessions well and the schemes of work guide learners' progress towards gaining qualifications in line with set targets for achievement. Learning sessions for learners on the ICT project are varied and enable learners to gain relevant knowledge through exploring practical applications of IT. In some ICT for users sessions, however, learners are not always set sufficiently challenging tasks to fully develop their capabilities. The monitoring of learners' progress by tutors is satisfactory. They routinely record details of the work completed by learners on log sheets. These log sheets are used effectively by learners to help them monitor their own progress and to be aware of any outstanding tasks to be completed to achieve their goals.

95. The use of individual learning plans is satisfactory overall. In the ICT project, these documents are detailed and regularly updated. In other areas of ICT their use is less effective. In some cases, individual learning plans are incomplete and are not used to identify learners' short- and long-term learning targets. Arrangements for identifying and supporting learners' literacy and numeracy needs are satisfactory. All learners complete an assessment of their literacy and numeracy levels and, where a support need is identified and requested, the relevant help is provided by an appropriately qualified member of staff.

96. Resources to support learning are satisfactory. Staff are experienced and appropriately qualified. They provide effective support to learners and give encouragement to help them improve and achieve. Teaching staff show interest and concern for learners, and working relationships are constructive. Accommodation and equipment are generally of a good standard, with spacious classrooms containing modern industry-standard hardware. These

teaching areas provide pleasant working and learning environments. All the IT rooms are decorated with brightly coloured posters that provide useful information and give hints and tips on using computers.

Leadership and management

97. ICT staff are not sufficiently clear about their roles and responsibilities. The leadership and management structure for ICT is not well established, and currently there is no curriculum leader. It is not clear where overall responsibility lies for developing the work of the department. One member of staff has taken partial leadership responsibility, but her role primarily extends to representing the department at programme managers' meetings and chairing the quarterly ICT department meetings. There has been slow implementation of new improvement measures, such as the staff observation programme.

98. Management information is not used routinely by staff to monitor course performance. Data on progress and achievement is not adequately used to set targets as part of a strategy for continuous improvement. In some cases, staff are not fully aware of how many learners have successfully achieved their qualifications or of any trends in performance. However, surveys of learners' opinions are carried out to help identify areas that need to be improved. Action taken in response to learner feedback is displayed in public areas outside the ICT rooms.

99. The promotion of equality of opportunity is satisfactory. Learners and staff generally display mutual respect and this is particularly the case in the ICT project, where standards of respect and motivation are high. Arrangements for self-assessment are satisfactory. Although the self-assessment report highlighted strengths identified during the inspection, it did not identify weaknesses related to leadership and management.

Leisure, travel and tourism**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		2
Other government-funded provision	75	2

100. The PE department is open to offenders every day, with evening activities taking place on five days each week. The department offers a range of sports and fitness activities that enable learners to achieve nationally recognised qualifications, as well as to use the facilities for enjoyment and to promote health. The department is staffed by one senior PE officer and 12 full-time PE officers, and staffing is supplemented by four offenders working as orderlies. Currently 75 learners are following accredited sports and recreation programmes. These courses include weight lifting, first aid, exercise fitness assistance and instructing, the Duke of Edinburgh Award, manual handling and safe lifting, sports leadership, soccer, basketball, volleyball, badminton, customer care, and diet and nutrition. The accredited programme is planned as a compilation of short courses for groups of learners and is repeated throughout the year. Many courses lead to OCN accreditation. In 2005-06 there were over 500 enrolments of learners on accredited PE courses.

101. The non-accredited recreational programme offers activities in power chi yoga, fitness, boxercise, soccer, recreational weight lifting and power lifting, and a course on tackling drugs through sport. On average, two-thirds of the prison population participate each month in these recreational programmes. Sports facilities include a sports hall, an all-weather playing area, a grass football field, a fitness suite, a weights and gym room, a teaching classroom and a fitness testing room.

Sport, leisure and recreation*Strengths*

- good achievement on accredited courses
- good development of learners' workplace knowledge and practical skills
- good teaching and learning on accredited courses
- broad range of accredited courses
- particularly effective induction of learners in the PE department
- good teamworking by PE staff

Weaknesses

- poor attendance levels on some courses
- insufficient development of learners' key skills
- insufficiently developed individual learning plans

Achievement and standards

102. Learners' achievement of qualifications and awards on accredited courses are good. Overall achievement in 2005-06 was 89.5 per cent and on 15 out of 29 courses the achievement rates were 100 per cent.

103. The development of learners' workplace and practical skills knowledge is good. They develop confidence and competence in first aid, customer care, communication, coaching, sports leadership, and health and safety, and also improve their knowledge of diet and nutrition. Learners demonstrate appropriate use of exercise and weights equipment. The standard of learners' practical work is good and many improve their self-esteem while participating in vocational training and recreational exercise classes. PE successfully engages learners in education and improves their employability skills. Records indicate that several learners over the past two years have succeeded in gaining jobs in the fitness industry on release.

104. Learners' attendance at some classes is poor. For example, in those classes observed by inspectors, the average attendance rate was only 57 per cent. Poor attendance is more often caused by the demands made on learners' time by regime activities, rather than a lack of interest by learners. In many cases, reasons for non-attendance are not conveyed to the PE officers either before or after the event. Considerable amounts of time are used by PE officers to deal with absence. Progress for learners is slowed by the need to repeat some lessons.

The quality of provision

105. Teaching and learning on accredited courses is good. Tutors prepare their lessons well and make good use of the resources to support learning. Tutors possess good occupational knowledge and experience and use this well to provide effective demonstrations to stimulate interest and fully engage learners. Lessons are delivered at a pace and level suited to learners' needs and they contain a good variety of learning activities. Tutors make good use of practical examples and use learners' personal experiences to illustrate points. The tutors deliver lessons with enthusiasm and they frequently challenge learners and check their understanding of key learning objectives. In practical classes, there is good emphasis on the adoption of good techniques particularly with regards to the safe use of equipment. The use of modern technology to support teaching and learning has not yet been fully explored, although interactive whiteboards have recently been installed.

106. There is a broad range of accredited courses available to learners, with 16 different courses in coaching, officiating and instructing. These provide good progression for learners up to level 2. Recently the PE curriculum was expanded with the addition of a level 1 NVQ programme in sport and recreation. Four PE orderlies are now registered for this course.

107. The induction programme for learners enrolling onto PE programmes is particularly effective. As part of induction, learners' health and readiness to participate in exercise is thoroughly assessed and used to plan programmes. Learners are instructed in the safe use and handling of equipment. Remedial classes are provided for those with health difficulties to improve their fitness and confidence levels before attending mainstream activities. As part of the induction, all learners sign an agreement regarding adherence to expected standards of behaviour. Working relationships are good between tutors and learners and the general atmosphere within the PE department is non-threatening and conducive to learning.

108. Indoor and outdoor facilities and resources for practical activities are good and these are used extensively throughout the week, including evenings and weekends. The 60 learners from the HIT programme make good use of the specialist fitness testing and cardiovascular training equipment. The weights and gym room is well equipped, but small, and at busy times the restricted space between the many pieces of equipment is barely adequate to meet health and safety requirements. PE staff are vocationally well qualified in a variety of sports activities and carry out regular professional updating of their knowledge within the prison service and with external agencies. Resources obtained from external agencies to support the delivery of courses are good and are used well by tutors and learners.

109. There is insufficient development of learners' key skills. The integration of skills for life support within the PE curriculum is not well developed. For example, planned support for learners' literacy and numeracy skills is not contained within lesson plans or within assessments. There are not enough learning materials available in the PE department to support learners' key skills development. Tutors have received little or no training in providing this support and they do not know how such support can be incorporated into their work. For those learners with identified literacy and numeracy needs, it is assumed that appropriate support will be provided outside of the PE department by education staff.

110. Individual learning plans are insufficiently developed. New paperwork has been introduced, but not all staff are familiar with it. The individual learning plans do not link findings of initial and diagnostic assessments to programme planning. Short- and long-term learning targets, with timescales, are not clearly identified in the plans. The monitoring and assessment of learners' progress, however, is generally satisfactory. Learners' on the HIT programme, for example, receive detailed progress reports every eight weeks, with tutors' comments to help them progress. However, written feedback to learners not on the HIT programme is not as detailed and tutors rely on providing informal verbal feedback. These learners do, however, have an adequate understanding of their progress.

Leadership and management

111. There is good teamworking within the PE department. Communications between staff are good and there is a clear line management structure. Good arrangements are made to maintain continuity of provision for learners when staff are absent or involved in other duties. Central resource banks of teaching and learning materials are continually being developed and are accessible to all tutors. Daily team meetings are used effectively to inform tutors of daily events and information regarding individual courses and learners. There is a well-planned annual programme of courses and activities that is communicated effectively to staff and learners. Staff roles and responsibilities are clearly defined and there is effective internal moderation, standardisation and observations of teaching to ensure consistency in the quality of the provision.

112. There is good support for equality of opportunity within PE, and discrimination is not tolerated. For example, the game of kabaddi, traditionally played by some minority ethnic groups, has been introduced into the gym as a fitness activity. The self-assessment report identifies some of the findings identified on inspection, but it is insufficiently critical and there is no specific action plan for improvement for the department. The collection and use of data to evaluate performance, and aid management, is not carried out on a routine basis.

Preparation for life and work**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> Other government-funded provision	100	3
<i>Independent living</i> Other government-funded provision	55	3

113. A total of 155 learners are following preparation for life and work courses. All courses are delivered through the education department and include skills for life and social and life skills programmes. Currently 100 learners are taking courses in literacy and numeracy leading to national certificates. Much of the learning support is provided on an individual basis. Some learners receive learning support in the training workshops and in work areas such as the laundry and the kitchens.

114. The independent living and leisure skills programme, attended by 55 learners, offers courses in personal finance, men's health, parentcraft, and preparation for work, all of which are accredited through The Open College Network at entry level to level 2. A performing arts course is offered as part of the social and life skills programme. Its main purpose is to challenge, engage and motivate offenders to learn, but offers accreditation through the Prison Service's programme for fathers. Many learners take key skills as part of social and life skills courses. Learners can attend education either part- or full-time and may request additional individual support in literacy and numeracy, often provided by volunteer support tutors from the local community.

Strengths

- good achievement in preparation for work and key skills
- particularly good working relationships between tutors and learners
- very good facilities for performing arts
- effective integration of literacy and numeracy support into workshops
- good use of volunteer tutors

Weaknesses

- poor management of attendance at some classes
- insufficiently detailed learning objectives for some literacy/numeracy learners
- insufficient identification of individual learning needs in some lesson plans
- insufficient access to ICT facilities for learners on social and life skills courses

Achievement and standards

115. Achievement on preparation for work courses is good. In 2004-05, 78 per cent of learners gained qualifications. Key skills achievement in media is very good at 86 per cent in 2004-05. Retention and achievement is satisfactory on literacy, numeracy, and social and life skills courses. Of these learners attending literacy and numeracy classes in education during 2005-06, 60 per cent gained a qualification. Data kept by tutors at class

level indicates that in some classes many learners progress to higher levels. However, this information is not routinely analysed. Key skills are integrated across social and life skills courses and significant numbers of learners gain additional qualifications. For example, in construction, 57 per cent of learners achieved qualifications at levels 1 or 2 in communication and/or numeracy.

116. Working relationships are particularly good between tutors and learners. Tutors' classroom management is good and learners behave well in class and demonstrate interest in the courses and a willingness to work. Generally, learners act in a mature manner and tutors challenge any instances of learners' use of bad language.

117. Management of attendance at some classes is poor. Some courses run with very few learners. For example, the average attendance during the last month on one literacy/numeracy course was only two learners. Arrangements for managing the timetable are not adequate to ensure that learner places are efficiently filled. Not all tutors are informed of reasons for learners' absence, and in some cases learners have dropped out of courses and not been replaced. Of the 14 learners listed on one register, five learners failed to attend any classes. Some tutors, however, do get reasons for learners' absence from prison officers and, where appropriate, endeavour to fill course vacancies. Learners frequently leave lessons to attend other activities in the prison which disrupts the continuity of their learning.

The quality of provision

118. Facilities for performing arts are very good. The performing arts studio provides a good working environment that reflects the standards expected in a commercial theatre and television studio. The studio has specialist equipment and facilities with stage, lights, musical equipment, video, screen and computer equipment, to provide a wide range of multimedia activities for learners. These are used very well to develop a wide range of performance skills and to develop learners' individual skills.

119. Support for learners' literacy and numeracy needs has been integrated effectively into the training workshops and many areas of work. Learners in construction, motor vehicle, in the laundry and the kitchens benefit greatly from the support they receive. Specialist trained tutors are employed by the education department to provide individual and small group support, often using occupationally specific learning materials to support the training programmes. In PE, the introduction of literacy and numeracy support into sports programmes has not been implemented.

120. Very good use is made of volunteer tutors recruited from the local community. Currently, 55 volunteers provide individual literacy and numeracy support to learners to support the work of paid tutors. The prison provides extensive initial training for volunteer tutors leading to a level 2 qualification in adult support. About a third of current employed tutors in the education department started as volunteer tutors. The support of volunteer tutors is popular with learners who are unwilling or uncomfortable in attending conventional education classes. There is a waiting list of learners requesting support sessions. The volunteer programme has been well promoted through a local television network and through the local press. In one class observed by inspectors, eight volunteer tutors provided individual learner support. Four offenders have also been trained to level 2 to act as peer tutors.

121. Learning objectives set for learners following literacy and numeracy programmes are not sufficiently detailed. Although new individual learning plans are currently being piloted, the use of diagnostic assessment materials remains inconsistent and the findings are not always used adequately to develop detailed learning plans. Many individual learning plans do not have sufficiently clear learning goals, beyond those identified as target qualifications. In some outreach work, diagnostic assessment is not carried out and learning programmes are based on general screening results.

122. Newly introduced lesson plans do not sufficiently identify learners' individual learning needs. Some staff supplement their lesson plans with individual and group lesson plans indicating specific activities and learning objectives, but this good practice is not widespread. Lesson plans do not incorporate strategies for supporting learners in lessons where they are working towards different levels of qualifications. In some cases, tutors provide differentiated activities for learners on an informal basis, but these activities are not recorded and it is difficult to monitor learners' progress.

123. Learners on social and life skills courses have insufficient access to ICT facilities and most classrooms do not have adequate ICT facilities. A newly equipped ICT suite to support learners has recently been installed, but its use is not widespread and some staff have not had computer training. Currently the arrangements for IT resources do not adequately support all learners.

124. Teaching and learning are satisfactory overall. In the better lessons, careful attention is given to making learning interesting and relevant to learners. For example, in one literacy and numeracy group, learners tasted samples of food from different counties to stimulate the use of descriptive language in written and verbal form. Most staff are experienced and hold teaching qualifications in their subject areas. Some staff are planning to work towards subject-specialist qualifications in literacy and numeracy. Learning resources are generally satisfactory and are used well by tutors.

Leadership and management

125. Management of preparation for work and life courses is satisfactory. Programme manager meetings take place every two months and observations of learning, as part of tutor appraisal, have been implemented. Data is collected at course level and contributes to the prison's key performance targets. Staff are set targets related to these, but not towards retention and achievement of learners at course level. Arrangements for equality of opportunity are satisfactory and there is good display of materials to support equality and diversity. In some cases, equality and diversity issues have formed the basis of class discussions. Arrangements for self-assessment are adequate, and staff were involved in the process. The report did not identify some of the key strengths and weaknesses found by inspectors.

