

# HMP Peterborough (female) Reinspection

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**Reinspection date**

31 January 2008

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## Background information

### Inspection judgements

#### Overall effectiveness

The grades given for achievement and standards and the quality of provision and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

**Outstanding** provision should typically have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 1. All strands within achievement and standards and the quality of provision will be graded 1 or 2.

**Good** provision should have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 2 or better. All strands within achievement and standards and the quality of provision will be grade 3 or better.

**Satisfactory** provision should have adequate or better grades in leadership and management and at least two of the strands within achievement and standards and the quality of provision grades. An adequate provider might have a range of grades for the strands within achievement and standards and the quality of provision, with no more than one graded 4.

Provision will normally be deemed to be **inadequate** where two or more of strands within achievement and standards and the quality of provision and/or leadership and management are judged to be inadequate.

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

## Description of the provider

1. HMP and YOI Peterborough is a contracted out prison operated by Kalyx UK under a 25 year design, construct, manage and finance contract agreed in February 2003. The prison opened on 28 March 2005. HMP Peterborough is a closed prison for remand and sentenced females, including convicted young offenders (18 to 20 year olds) the prison is also a first stage lifer centre for female offenders sentenced to mandatory or discretionary life. The capacity of the prison is 360 women in uncrowded conditions, including a mother and baby unit accommodating 12 mothers. At the time of the reinspection there were 304 female offenders. During 2006/07 the prison received an average of 289 receptions per month. The average length of stay is five weeks. Many women are received on overcrowding drafts from HMP Bronzefield (Greater London and Southeast region), HMP Eastwood Park (Southwest region) and from elsewhere. Of the prison population one quarter are on remand or unsentenced, 21% serving 12 months or less and one third serving between 12 months and four years. Of the population approximately 20% are of minority ethnic groups, 47% have literacy needs and 74% numeracy needs.

## Overall effectiveness

### Reinspection Grade 3

2. At the previous inspection, leadership and management of learning and skills were inadequate as were the arrangements for equality of opportunity. The quality of provision in employability and vocational training, literacy, numeracy and language, and personal and social development were also inadequate. At the reinspection leadership and management and equality of opportunity are satisfactory. The quality of provision in all aspects of employability and vocational training, literacy, and numeracy and language are also satisfactory and personal development and social integration is good.
3. The inspection team considered the reliability of the self-assessment process to be good. Self-assessment is fully inclusive. Some staff and senior managers received training in the self-assessment process. All reports from different areas of the prison are collated to form a comprehensive evaluation of the prison. Learners and external agencies were also included in the process. The grades in the self-assessment report represented that of inspectors, except for personal development and social integration which was graded lower. The self-assessment report is accurate and clearly identifies the strengths and areas for improvement. Staff are clear about what they have achieved and what still remains to be done.
4. The prison has demonstrated that it has good capacity to make improvements. Significant progress has been made in addressing the weaknesses identified at the previous inspection through a comprehensive action plan. An effective quality improvement process is beginning to have a positive impact on the quality of the provision. Staff across the prison are now fully aware of the impact that changes made to the prison regime can have on learning and skills.

## Grades

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= inadequate

### Grades awarded at previous inspection

Achievement and standards and the quality of provision		4
Contributory grades:		
Vocational training and employability		4
Literacy, numeracy and language support		4
Personal development and social integration		4

Leadership and management		4
Contributory grades:		
Equality of opportunity		4

Grades awarded at reinspection

Achievement and standards and the quality of provision		3
Contributory grades:		
Vocational training and employability		3
Literacy, numeracy and language support		3
Personal development and social integration		2

Leadership and management		3
Contributory grades:		
Equality of opportunity		3

## About the reinspection

Number of inspectors	4
Number of inspection days	5
Number of learners interviewed	39
Number of staff interviews	45
Number of employers interviewed	0
Number of locations/sites/learning centres visited	1
Number of visits to the provider	3

*The following strengths and weaknesses were identified during this reinspection:*

### **Achievement and standards and the quality of provision**

#### ***Vocational training and employability***

##### *Strengths*

- Good partnership working promoting employability
- Good and relevant employment across the prison

##### *Weaknesses*

- Slow progress in implementing accredited programmes
- Insufficient recognition and recording of employability skills

#### ***Literacy, numeracy and language support***

##### *Strengths*

- Good individual learning plans and target-setting to support teaching and learning
- Good support and guidance for learners

##### *Weaknesses*

- Insufficient accreditation of learning

#### ***Personal development and social integration***

##### *Strengths*

- Good range of courses improving learners' confidence and self-esteem
- Good information, advice and guidance for resettlement
- Very good links with external providers to support learning

##### *Weaknesses*

- Insufficient monitoring of individual learners' progress
- Insufficient resources to support art and media provision

## **Leadership and management**

### *Strengths*

- Good implementation of strategies to address weaknesses
- Effective team working across the prison
- Good development of quality improvement processes

### *Weaknesses*

- Insufficient depth of analysis of data collected
- Some slow progress in staff recruitment and development

## Achievement and standards and the quality of provision

**Grade 3**

### **Achievement and standards**

#### *Vocational training and employability*

5. Achievement of accredited courses is satisfactory overall. Most courses are of short duration and include manual handling, food hygiene, first aid and health and safety. Completion rates range from 56% in food hygiene to 99% in manual handling. In IT all learners that completed the course received some units of accreditation. The longer duration courses in industrial learning and the assistant gym instructor's course produce satisfactory results. Achievements are low on the stage 2 industrial learning at 38%.
6. Punctuality at sessions is satisfactory; the late arrival of a few learners did not impinge on the flow of the lesson. However, in some lessons time is wasted at the end of the session, sometimes up to 15 minutes while learners wait to go back to the residential areas. Attendance on the gym instructor's course is poor with only seven out of a possible 16 attending. On IT courses, learners that join the course with poor computer skills make good progress.

#### *Literacy, numeracy and language support*

7. In most courses achievement rates are satisfactory. This is a significant improvement since the previous inspection which judged achievement and standards as inadequate. The overall success rate for literacy is 56% and for numeracy is just below 66%. Achievement of entry level/level 1 literacy is a prerequisite for some work. Most learners are aware of the importance between gaining qualifications and their future employability. Changes to the structure of education have provided learners with improved access to learning. The numbers of learners who complete courses has increased. In the six week period before the inspection, 98% retention was recorded. Tutors place a strong emphasis on achievement and improving skills. In most classes, learners show good levels of concentration and make good progress. Standards of learners' work are satisfactory with good examples in some English for speakers of other languages (ESOL) and numeracy files.
8. Attendance is good, with an average of 89% and is now well monitored. The new allocation procedures and the improved quality of individual learning plans (ILPs) provide a greater focus for raising standards. Although some modifications take place to the allocations, every effort is made to ensure learners are not removed from courses unnecessarily.

#### *Personal development and social integration*

9. Learners gain significantly in confidence and self-esteem through attendance on the wide range of therapy programmes offered in The Bridge Centre and personal development workshops in The Link. Learners are effectively encouraged to share their experiences and are exceedingly supportive of each other in addressing a range of social and emotional



difficulties. This often gives learners the confidence to progress to education or other work. Good teamwork and self-confidence are further developed through good involvement in activities such as the Anne Frank Trust and a fundraising committee. Some highly imaginative work is produced in the art workshop.

10. Achievement on structured personal development and social integration programmes of learning is satisfactory. Most learners complete their programmes and achieve the outcomes set. For example, in the past year 77% of learners enrolled completed a parenting course, 83% completed a course in finance and debt management and 78% completed a course in alcohol awareness. None of the courses lead to external accreditation although internal certificates of attendance and completion are awarded on many programmes

## **Teaching, training and learning**

### ***Vocational training and employability***

11. Teaching and learning is satisfactory overall. In business studies and IT, lesson plans support the structure and flow of the lesson well. In most cases learners are engaged and interested. There is some good teaching of courses provided by external agencies. Most areas of the prison used for teaching are adequate and provide basic teaching and learning aids. However, the gym instructor's course is taught in the corner of the sports hall which is unsuitable. The teacher's voice is difficult to hear and the PowerPoint projections onto the wall are difficult for learners to see. The chairs in IT are inappropriate and do not meet the necessary health and safety requirements.

### ***Literacy, numeracy and language support***

12. Lessons are well planned and most contain a good balance of activities. They broadly meet individual learners' needs through a range of learning styles although a few plans do not fully record specific learner needs. In the better sessions, good timing helps maintain interest, pace and a purposeful atmosphere. Tutors challenge and extend learners' confidence, encourage them to contribute to class discussion and check their understanding of concepts. ILPs are well used to guide and support learning and the quality of target-setting is good. Most lessons have learning objectives agreed with learners at the beginning of sessions but not enough attention is given to reviewing learning at the end of sessions. Learners' work and files are monitored well and demonstrate evidence of progress in learning. Most work is marked regularly, with tutors' comments to help learners determine what they must do to progress further. In less effective lessons, low level disruption is not always challenged effectively, activities are insufficiently challenging and there is an over dependency upon worksheets. Few worksheets are tailored to meet the needs of different learners and some are poorly reproduced.
13. The library is well stocked with a good range of books including easy readers and a small number of audio books. However, tutors make limited use of the library as a teaching and learning resource although borrowing for personal reading by learners is high in the evenings and at weekends. While the library computers store general prison information, there is no access to CD-ROMs such as Encarta and other reference materials to enhance

teaching and learning. There are few special events to promote library use and enhance literacy development and enjoyment.

### ***Personal development and social integration***

14. Learners are effectively encouraged to participate in activity based learning and in most cases work well together and support each other. Learning support assistants give good support to the therapy work in The Bridge Centre. Many programmes are run by tutors from external agencies that bring a good additional perspective to learning. They have not yet, however, been included in the prison's programmes of lesson observations. There is little use of the recently introduced ILPs to support learners' progress.
15. There are insufficient resources to run the art and media workshop. Groups of over 30 learners attend morning and afternoon art sessions. Some learners choose to study art and are keen to improve their skills. Too many learners however, are allocated to the art class without any wish to attend and are disruptive. The single member of staff running this workshop is unable to effectively meet the needs of such a large and diverse group.

### **Range of provision**

#### ***Vocational training and employability***

16. There is good partnership work to promote employability. The prison is involved in a range of initiatives to develop external partnership working, including employer engagement. A 'reducing re-offending' trial project aims to strengthen links with potential employers both locally and nationally. Links have been made between the prison catering department and a national hotel chain where there are skill shortages. There are plans to train offenders to a level where they may be able to fill those gaps through release on temporary license or release. The focus on promoting links with national organisations recognises that many offenders come from a wide geographical area. The learning provision is extended through links with the local city council in innovative projects such as recycling and gardening to provide real work experience in the local area. Effective use is made of external companies, agencies and departments to provide worthwhile and relevant business activities.
17. There is good, relevant employment across the prison. Offenders participate in a diverse range of jobs. The prison uses the existing skills of offenders to assist in the delivery of the valuable holistic therapy programmes. Some offenders carry out challenging jobs with high levels of responsibility, for example as receptionists in the holistic therapies department and as assessors in the industrial learning academy. The kitchens provide a number of employment places where offenders gain a range of food preparation skills by working across all sections in the kitchen. There is a strong emphasis on health and hygiene in the kitchens. Offenders undertake food preparation training and food hygiene certificates if they remain in the kitchen for more than two months. In the kitchens and holistic therapy area offenders have an interview for the job they have applied for to ensure suitability.
18. There has been slow progress in implementing accredited programmes. Progress has been delayed in some areas through problems with recruiting suitably qualified staff to deliver vocational courses. Staff are currently undertaking professional development for the future

delivery of accredited programmes. Insufficient attention has been given to offer a broader range of provision both accredited and non-accredited. The hairdressing salon is not used effectively as a training resource and little has been done to develop the horticultural skills of those offenders in the gardens. The gardeners still spend time emptying bins and some learners have not undergone manual handling training which was criticised at the previous inspection.

19. The industrial learning course has improved in response to the previous inspection and the hairnet workshop has been replaced in favour of an arts workshop. Within the catering department plans to offer accreditation have yet to come to fruition.
20. There is insufficient recognition and recording of employability skills developed by offenders. Records of the progress made and skills achieved are rarely available and this was a weakness at the previous inspection. Where ILPs are used there is some effective target-setting but the review of progress towards these targets is weak. It is difficult to ascertain how well learners are progressing on their courses, lists of tasks that have been carried out are sometimes available but this does not indicate what learning and progression has taken place and the employability skills developed. The valuable skills offenders gain in employment are not formally recognised.

#### ***Literacy, numeracy and language support***

21. A satisfactory range of literacy and numeracy programmes from entry level 1 up to level 2 are in place. Slow progress is being made in embedding literacy and numeracy into other programmes. Some literacy, numeracy and language support classes cover too wide a range of learning needs, for example from entry level 2 to level 1 in one group. Insufficient opportunities are available for accreditation, for example, no national certification is available from the ESOL programme or the speaking and listening course. The range of courses is too narrow. Managers are aware of this and have begun to negotiate appropriate internal verifier training to tackle the problem.
22. Induction to education is good. Initial assessment of literacy and numeracy levels is thorough and is well used to develop ILPs. ILPs are used effectively in most lessons to monitor progress. Students contribute well to their progress and targets that appropriately support and guide their learning. At reception into the prison, offenders are screened for a range of conditions including those that can have an impact on learning. External professionals have been slow to respond to prison managers' requests to provide specialist support to tutors and other staff. The recent introduction of a computer based system for initial assessment is beginning to provide further screening opportunities of educational learning needs. An organisation that specialises in mental health work has been commissioned to provide an eight week accredited art, music and drama course. However, there are no modified keyboards and few other appropriate resources for those with additional learning needs or specialist support for tutors. Classroom accommodation is generally satisfactory. New boards in the corridors enable learners' work to be displayed and celebrated. Most classrooms have access to computers although they were not well used during the inspection. Eight interactive whiteboards have been purchased and are awaiting installation.

#### ***Personal development and social integration***

23. Since the previous inspection the prison has greatly increased the number and range of courses and activities, which is now good. A wide range of therapy activities is available in The Bridge Centre. Offenders have taster sessions in a wide range of holistic and beauty therapies as part of their induction to prison life. This effectively helps to reduce the stress of the initial period in prison. Further treatments are available for a small fee. There are good links with drug rehabilitation and mental health teams who refer clients for therapy sessions. Other workshops include a writing group, yoga, an insomnia group, feng shui, sound therapy, a music workshop and Spanish.
24. There are very good links with a wide range of external providers who run many of the activities. Some of these are funded directly by the prison while others use charitable or other external funding to support their work. The prison has carefully co-ordinated the work of all agencies involved to ensure the work is appropriately targeted to meet offenders' needs effectively. This includes regular meetings with providers working in each area of activity and service level agreements.

## **Guidance and support**

### ***Vocational training and employability***

25. A well resourced and managed facility within the prison brings together a range of external agencies providing a welcoming environment for advice, guidance and support for offenders. Representation from agencies such as Connexions, Jobcentre Plus and NACRO work together with the shared aim of providing good offender support towards resettlement. Offenders provide good support, advice and guidance to their peers within the 'Link' information, advice and guidance centre. They encourage and advise on education, training and employment and signpost relevant agencies within the prison. Although there are plans to have learning areas within the workshops to support learner's educational needs, this has yet to be implemented.

### ***Literacy, numeracy and language support***

26. Learner support and guidance are good. Three peer mentor learning support assistants (LSA) provide unobtrusive support for individual learners. However, currently there is no training programme to support and accredit their work. Additional peer mentoring and support is provided by two 'connections workers' who provide particular assistance to new learners during the induction and initial assessment process. One to one support by tutors is timetabled to support those learners who require it. Tutors provide much encouragement and use praise effectively to maintain engagement and extend learners' contributions. Some learners who are unable to attend classes receive support in the residential units. Learners on the ESOL course who can benefit from extended provision are identified appropriately and supported to continue the programme. Further support for these groups has been arranged by enabling them to remain together to attend art courses.

### ***Personal and development and social integration***

27. The prison has significantly improved the advice and guidance available to learners about the range of activities and courses available and this is now good. Information is covered thoroughly at induction and reinforced by information in the residential wings, workshops

and through well produced information leaflets. There are good examples of learners work and celebrations of success displayed in workshop areas.

28. As identified at the previous inspection, the information, advice and guidance provision in The Link centre to help prepare offenders for release remains very good with a wide range of external agencies available to offenders.

## Leadership and management

**Grade 3**

### Strengths

- Good implementation of strategies to address weaknesses
- Effective team working across the prison
- Good development of quality improvement processes

### Weaknesses

- Insufficient depth of analysis of data collected
  - Some slow progress in staff recruitment and development
29. The prison, since the previous inspection, has successfully implemented a number of strategies to manage the change to learning and skills. The successful use of national improvement agencies have significantly developed managers and staff understanding of learning and skills. The change process has been taken on with enthusiasm with a detailed action plan to address the weaknesses identified at the previous inspection. Allocation to work is now satisfactory taking into account offenders needs and sentence planning with understanding of the functional areas of the prison.
30. A major impact on the implementation of change is the restructure and format of the quality improvement group. This is now chaired by the director. Attendance is good and membership covers all activities of the prison. This group has been significant in developing understanding of the different activities of the prison and how any action taken in one area has an impact on another. Links with external agencies and employers have significantly improved. Service level agreements have been formed with partnerships working together to meet learner needs, including a corporate alliance for increasing access to vocational training upon release.
31. All prison staff are now working as a team. Significant development has been taken by staff in raising their understanding of learning and skills. Personal and residential wing officers are fully conversant about the importance of movements across the prison to improve the weaknesses of punctuality in attendance identified at the previous inspection. Attendance and punctuality are now satisfactory. Different regimes such as interventions, allocations and education and workshop staff all work together to ensure work and learning has purpose to the offender.
32. The production of a quality improvement manual along with staff development activities, which include the observation of teaching and learning and the understanding of self-assessment, have taken place and led to improvements in teaching and learning. Staff can now easily access policies and processes such as using an ILP and are clear about the reasons for change and how to go about the process.

33. A large amount of data is now being collected. A small amount of this data is being used to make decisions but there is an insufficient level of scrutiny of the data to help the decision making process. The quality improvement group and senior management have yet to determine the questions that need to be asked of data. Targets have not yet been set by individual staff members but managers are using some performance targets for participation and outcomes. This weakness was identified in the self-assessment report. Progress was slow in appointing suitable staff including a permanent education manager, but has recently been resolved. The slow progress of implementing some accredited provision is due to not having suitably qualified staff. The prison is now providing training for staff development to rectify the position.

## **Equality of opportunity**

## **Contributory grade 3**

34. Equality and diversity is satisfactory. Learners are treated appropriately in workshops and in lessons and there is a high level of respect between staff and learners. Access to learning and skills has improved and is satisfactory. Lesson plans take appropriate account of the diverse needs of learners and so do most teachers during lessons. The prison has used the five themes of Every Child Matters, to produce a document relevant to offenders. These themes are clearly displayed in the central part of the prison and offenders are taking pride in adding information to the displays. A second exhibition of the Anne Frank story was successfully implemented. Information of activities available and canteen list have just been produced in the five languages predominantly used within the prison. Little staff development has taken place to further the understanding of equality and diversity.

# HMP Peterborough (male) Reinspection

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Adult Learning Inspectorate Inspection Report 13 October 2006

**Reinspection date**

31 January 2008

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## Background information

### Inspection judgements

#### Overall effectiveness

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**Satisfactory** provision should have adequate or better grades in leadership and management and at least two of the strands within achievement and standards and the quality of provision grades. An adequate provider might have a range of grades for the strands within achievement and standards and the quality of provision, with no more than one graded 4.

Provision will normally be deemed to be **inadequate** where two or more of strands within achievement and standards and the quality of provision and/or leadership and management are judged to be inadequate.

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

## Description of the provider

35. HMP and YPI Peterborough is a contracted out prison operated by Kalyx UK under a 25 year design, construct, manage and finance contract agreed in February 2003. The prison opened on 28 March 2005. The male prison is a category B for remand 18 years and over and sentenced 21 year and over males serving the magistrates and Crown courts in Cambridgeshire, but 60% of the offenders originate from outside the catchment area. Most are from London or greater London on overcrowding drafts. Peterborough prison can accommodate 480 men in uncrowded conditions and 624 men with overcrowding. At the time of the reinspection there were 630 men.
36. During 2006/07 the average receptions per month were 426. The average length of stay was 11 weeks. Approximately 31% of the prison population are on remand or unsentenced and 36% are serving between 12 months and four years. Some 3% are life sentences. 23% of the prison population are from minority ethnic groups. Of the male population 64% have literacy needs and 74% numeracy needs.

## Overall effectiveness

### Reinspection Grade 3

37. At the previous inspection, leadership and management of learning and skills as were the arrangements for equality of opportunity were inadequate. The quality of provision in employability and vocational training, literacy, numeracy and language, and personal and social development were also inadequate. At the reinspection leadership and management and equality of opportunity are satisfactory. The quality of provision in all aspects of employability and vocational training, literacy, and numeracy and language, and personal and social development are also satisfactory.
38. The inspection team considered the reliability of the self-assessment process to be good. Self-assessment is fully inclusive. Some staff and senior managers received training in the self-assessment process. All reports from different areas of the prison are collated to form a comprehensive evaluation of the prison. Learners and external agencies were also included in the process. The grades in the self-assessment report represented that of inspectors. The self-assessment report is accurate and clearly identifies the strengths and areas for improvement. Staff are clear about what they have achieved and what still remains to be done.
39. The prison has demonstrated that it has good capacity to make improvements. Significant progress has been made in addressing the weaknesses identified at the previous inspection through a comprehensive action plan. An effective quality improvement process has been formulated and is beginning to have an impact on the quality of the provision. Staff across the prison are now fully aware of the impact that changes made to the regime have to learning and skills.

## Grades

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= inadequate

### Grades awarded at previous inspection

<b>Achievement and standards and the quality of provision</b>		<b>4</b>
Contributory grades:		
Vocational training and employability and		4
Literacy, numeracy and language support		4
Personal development and social integration		4

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

Grades awarded at reinspection

<b>Achievement and standards and the quality of provision</b>		<b>3</b>
Contributory grades:		
Vocational training and employability		3
Literacy, numeracy and language support		3
Personal development and social integration		3

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

## About the reinspection

Number of inspectors	4
Number of inspection days	5
Number of learners interviewed	37
Number of staff interviewed	28
Number of employers interviewed	0
Number of locations/sites/learning centres visited	1
Number of visits to the provider	3

*The following strengths and weaknesses were identified during this reinspection:*

### **Achievement and standards and the quality of provision**

#### ***Vocational training and employability***

##### *Strengths*

- High achievement rates at level 1 and on short courses
- Strong focus on employment skills

##### *Weaknesses*

- Low achievement rates on level 2 courses
- Some poor resources
- Insufficient accreditation of skills

#### ***Literacy, numeracy and language support***

##### *Strengths*

- Good use of individual learning plans to support and guide learning
- Good support and guidance for learners

##### *Weaknesses*

- Slow implementation of ESOL accreditation
- Insufficient progress in implementing literacy and numeracy in vocational areas

#### ***Personal development and social integration***

##### *Strengths*

- High retention and completion rates on programmes
- Good information, advice and guidance for resettlement

##### *Weaknesses*

- Insufficient monitoring of individual learners' progress
- Insufficient recognition of achievement in workshops and some programmes

### **Leadership and management**

**Strengths**

- Good implementation of strategies to address weaknesses
- Effective team working across the prison
- Improved opportunities for learning activities
- Good development of quality improvement processes

**Weaknesses**

- Insufficient depth of analysis of data collected
- Some slow progress in staff recruitment and development
- Insufficient learning and work opportunities for vulnerable offenders

## Achievement and standards and the quality of provision **Grade 3**

### **Achievement and standards**

#### *Vocational training and employability*

40. Achievement and standards have improved since the previous inspection and are now good at level 1. However, achievement rates at level 2 remain low.
41. In the 12 months from November 2006 to November 2007 all learners on ICT courses achieved at least one unit and a high proportion achieved two or more units. Nine learners achieved a full diploma. However, few learners achieved any units and none achieved a qualification at level 2. All of those learners who completed the assistant fitness instructor course achieved a qualification as did those who completed manual handling, first aid and health and safety courses. Some 90% of those who completed the food hygiene course achieved the certificate. The achievement rate for industrial cleaning at level 1 is high with 83% of those completing the course achieving the qualification. At level 2 just 46% of those who completed the course achieved a qualification.
42. The standard of learners work is satisfactory. Cleaners demonstrate confidence in the use of machinery and have a good knowledge of cleaning processes and the use of chemicals. ICT students have appropriate keyboard skills and confidently use software packages in their work. Some have produced interesting and useful documents. Those in the workshops are industrious and produce work to the required standard and at an appropriate rate. These skills are recognised by the contracting company who have offered jobs on release to some offenders.

#### *Literacy, numeracy and language support*

43. Overall achievement rates for learners on literacy, numeracy and language support programmes are satisfactory. Achievement rates range from 50% at entry level 3 numeracy programmes to 74% for learners on level 2 numeracy programmes.
44. Attendance patterns, which were a weakness at the previous inspection, are now satisfactory. Since the introduction of the new six week programme in education, retention has improved significantly from 68% to an overall level of 98%. Attendance at sessions has improved staff are now issued with class lists that accurately indicate which learners are scheduled to attend.
45. The standard of learners' work at all levels is satisfactory. The work is assessed regularly by tutors, who comment appropriately on the quality of the work and the progress learners are making.

#### *Personal development and social integration*

46. Achievement on externally provided personal and social development programmes of learning is good. Most learners complete their programmes and achieve the outcomes set. For example in the past year 88% of learners completed a parenting course, 100%

completed a course in self-employment and 86% completed a course in alcohol awareness. None of the courses led to external accreditation although internal certificates of attendance and completion are awarded on many programmes. Collection of data on art and Spanish courses has only recently been started therefore there is no record of retention and completion over time.

47. Learners gain in confidence and self-esteem through attendance on courses. New learners in an art class quickly developed drawing skills and some are motivated to continue to study art on release. Learners in a Spanish class quickly gained the confidence to speak simple phrases. Feedback from learners on the range of externally provided courses indicates that they provide valuable skills. Some work has been started to accredit key and other skills that are developed on programmes offered and in workshop settings but progress with this has been slow.

## **Teaching, training and learning**

### ***Vocational training and employability***

48. Teaching and learning is satisfactory overall. In the better lessons teachers make very good use of direct questioning to test learners understanding and to extend their thinking. Lessons are well planned and include a variety of activities and teaching methods. Individual support is good, particularly from learning support assistants. In the less effective lessons teachers do not adequately support those with additional literacy or numeracy needs and do not fully engage all learners.
49. Individual learning plans are well structured and most include appropriate targets. Good records of individual achievement are maintained and some tutors carry out good reviews of learners' progress on a regular basis.
50. There are some poor resources. In the gym learners do not have access to a suitable classroom for teaching theory. Teaching takes place in the large gym which has very poor acoustics. The ICT room is too cramped and there is insufficient space on desks for learners work or for books. The chairs in the ICT teaching room do not meet health and safety requirements as they are not fully adjustable. In the **learndirect** centre the desks are far too small.
51. Other resources are satisfactory. Workshops are clean, tidy and spacious with appropriate tools and equipment. Tools are appropriately maintained. The industrial cleaning workshop is well equipped and spacious.

### ***Literacy, numeracy and language support***

52. Teaching and learning are now satisfactory. At the previous inspection this area was judged to be a weakness. In the better sessions literacy learners are motivated and enthusiastic about their learning and make good progress. In these sessions teachers establish a good rapport with learners and provide a varied and interesting range of teaching activities. Learners demonstrate their newly acquired skills and frequently receive praise for successfully completing their activities.



53. English for speakers of other languages (ESOL) learners receive reinforcement of previous learning through the use of IT facilities. There is a clear focus on speaking and listening and effective use is made of visual aids in developing the learner's identification and spelling of IT equipment.
54. In the inadequate sessions teaching is unimaginative, there is an over reliance on the use of worksheets, learners make slow progress and little use is made of teaching materials to enhance teaching. Frequent disruption takes place when learners, unchallenged, leave the classroom and return after a short period of time.

#### ***Personal development and social integration***

55. In most classes teaching and learning are at least satisfactory and learners are encouraged well to participate in activity based learning. Learners usually work well together and support each other. Many programmes are run by tutors from external agencies that bring an additional perspective to learning. However, they have not yet been included in the prison's programmes of lesson observations. The recently introduced individual learning plans are used well in art and Spanish to support learners' progress. Clear targets for achievement are set and learners take pride in recording their progress against these. On most programmes however, there is insufficient monitoring of individual learners' progress.

#### **Range of provision**

##### ***Vocational training and employability***

56. There is a strong emphasis on developing offenders' employability and work skills. The prison has increased the range of opportunities for offenders to develop work skills, which was insufficient at the previous inspection. A cycle repair workshop is in place and a laundry is due to open next week. A new horticultural trainer has been employed and he is developing offenders' skills. There is a positive work ethic in workshops where offenders are busy and working at appropriate rates. Breaks are well managed instilling structure and discipline to work areas. Individual learning plans are being implemented for all offenders in workshops whether or not they are on formal programmes. Staff are introducing individual targets around work skills such as punctuality and team work. These are not always sufficiently defined or measurable but are beginning to impact on offenders' development. Staff throughout the prison have a good understanding of the importance of developing employability skills and much planning and development has taken place. Developing employment skills is a priority in the prison and is well supported by staff.
57. Despite the good progress towards developing employability skills there remains insufficient accreditation of these skills. The prison has not yet implemented qualifications for those in workshops, cycle maintenance or for horticulture. Plans are in place but at the time of inspection these qualifications were not available to learners.

##### ***Literacy, numeracy and language support***

58. Since the previous inspection there has been an increase in the range of programmes in numeracy. Learners can now achieve qualifications below level 1. Numeracy courses are available at entry levels 1, 2 and 3 and learners can progress to levels 1 and 2. Literacy programmes are available at level 1 and 2.
59. Learners on ESOL programmes receive no accreditation for work completed successfully. On completion of their six week programme in the education department they are either offered a repeat of the programme to further improve their language skills or the option to move onto a literacy and/or numeracy course. The prison has recently received approval to accredit the programmes but staff training has yet to start.
60. Insufficient progress has been made in implementing literacy and numeracy support in vocational areas. Plans are at an early stage to introduce literacy, numeracy and key skills support in the vocational workshops and gym and recruitment of learners to the programme has started, but it is too soon to judge the effectiveness of this provision.
61. The library is a satisfactory learning resource for learners. A range of books is available to support learning in literacy, numeracy and language programmes. Easy reader books are prominently displayed, large print books, graphic novels and intermediate study books are all available. For ESOL learners, there is a satisfactory range of foreign fiction books and small selection of DVDs and CDs. Easy readers are well used with approximately 50% of the stock on loan.

### ***Personal development and social integration***

62. Since the previous inspection the prison has increased the number and range of courses and activities in this area. There are very good links with a wide range of external providers who run many of the activities. Some of these are funded directly by the prison while others use charitable or other external funding to support their work. Courses include parenting, anger management, self-employment and alcohol awareness. A Gamelan course uses Indonesian percussion instruments to promote team working and communication skills. This programme has been used with a wide range of different groups of offenders who receive recognition of achievement in the form of a certificate and CD on completion of the programme. Good communication skills and teamwork are also developed through learners' involvement in the Anne Frank Trust.
63. There are good links with drug offending and mental health teams who refer clients for therapy session. Other programmes include well structured art and introductory Spanish programmes.

### **Guidance and support**

#### ***Vocational training and employability***

64. Learners' literacy, numeracy and language needs are identified during induction and the results are readily available to tutors and workshop supervisors. This information is recorded on individual learning plans but not all tutors make adequate use of this. Individual support for learners in some lessons is very good and some lesson plans include appropriate activities and support arrangements. However, in a few cases tutors do not adequately plan for the diverse needs of learners and a minority of tutors fail to provide adequate support during lessons. In some lessons tutors are supported by offenders who

act as learning support assistants and provide additional support for learners. The support provided by these individuals is very good. Workshop staff have a clear understanding of the needs of offenders but literacy, numeracy and language support in the workshops has only just begun and has so far had little impact.

#### *Literacy, numeracy and language support*

65. There is now good use of individual learning plans to support and guide learning. Since the previous inspection, the improvement in individual learning plans now provides a useful document, clearly presented, containing informative and detailed information on each learner. During induction to the education department all new offenders to the prison have the choice of completing the initial assessment either through a paper based test or on a recently introduced computer based system. Offenders are encouraged to use the new system if their computer skills are suitable. A further employment questionnaire identifies their preferred choice of vocational training programme.
66. Initial assessment results are recorded in the individual learning plan and learners are involved in developing their own focused short term and long term targets. The results of progress reviews are recorded and learners' comment on the completion of tasks and activities in working towards their goals. Learners make good use on the individual learning plan to self-assess their own progress towards their learning goals. They comment and record their daily experience during their learning and skills sessions. This provides good information to teachers on the learners' experience. The thorough reviews focus on summarising previous work, setting new short term targets and identifying any further support learners require. Teachers use the individual learning plans in planning future learning.
67. Learning support assistants provide good support for learners who find it difficult to sustain progress in their learning sessions. This was a strength identified at the previous inspection and has been maintained. They set challenging targets for learners but support them sensitively to overcome their barriers to learning. They are well respected and proud of the support they offer to learners in developing their literacy skills. The management of their activities in some sessions, is focused and guided by the teacher, but in other sessions they receive little or no guidance in their work. However, there are no qualifications offered to learning support assistants.
68. Offenders with the title of connections workers who attend the induction sessions support the teacher in providing a good service in supplying a wide range of information to new offenders on learning and skills programmes, personal and social development courses and the prison regime. A learning support assistant further supports them during the induction sessions.
69. Learners identified by their teachers during learning and skills sessions as requiring additional literacy and numeracy support receive sensitive individual coaching to meet their needs. This is well regarded by learners.

#### *Personal development and social integration*

70. The prison has significantly improved the advice and guidance available to learners about the range of activities and courses available. This is covered thoroughly at induction and is reinforced by information in the residential wings, in workshops and through well

produced information leaflets. There are good examples of learners work and celebrations of success displayed in workshop areas.

71. As identified at the previous inspection, information, advice and guidance provision in The Link centre to help prepare offenders for release remains very good, with a wide range of external agencies available to offenders.

## Leadership and management

## Grade 3

### Strengths

- Good implementation of strategies to address weaknesses
- Effective team working across the prison
- Improved opportunities for learning activities
- Good development of quality improvement processes

### Weaknesses

- Insufficient depth of analysis of data collected
- Some slow progress in staff recruitment and development
- Insufficient learning and work opportunities for vulnerable offenders

72. The prison, since the previous inspection have successfully implemented a number of strategies to manage the change to learning and skills. The successful use of national improvement agencies have significantly developed staff and managers understanding of learning and skills. The change process has been taken on with enthusiasm with a detailed action plan to address the weaknesses identified at the previous inspection. Allocation of work is now satisfactory taking into account offenders needs and sentence planning with understanding of the functional areas of the prison.

73. A major impact on the implementation of change is the restructure and format of the quality improvement group. This is now chaired by the director. Attendance is good and membership covers all activities of the prison. This group has been significant in developing understanding of the different activities of the prison and how any action taken in one area has an impact on another. Links with external agencies and employers have significantly improved. Service level agreements have been formed with partnerships working together to meet learner needs, including a corporate alliance for increasing access to vocational training upon release.

74. All prison staff are now working as a team. Significant development has been taken by staff in raising their understanding of learning and skills. Personal and residential wing officers are fully conversant about the importance of movement across the prison to improve the weaknesses of punctuality in attendance identified at the previous inspection. Attendance and punctuality are now satisfactory. Different regimes such as interventions, allocations and education and workshop staff all work together to ensure work and learning has purpose to the offender.

75. The prison has invested to significantly improve the opportunities for learning activities. Further workshops have been developed including cycle repair and there are clear plans to implement qualifications in horticulture, laundry and light assembly. The opportunities have increased the number of places for work and learning but are still not sufficient for the increased number of the prison population.

76. The production of a quality improvement manual along with staff development activities which included the observation of teaching and learning and the understanding of self-assessment have led to improvements in the quality of teaching and learning. Staff can now easily access policies and processes such as using an individual learning plan, are clear about the reasons for change and how to go about the process.
77. A large amount of data is now being collected. A small amount of this data is being used to make decisions but there is insufficient scrutiny of the data to help in the decision making process. The quality improvement group and senior management have yet to determine the questions that need to be asked of data. Targets have not yet been set by individual staff members but managers are using some performance targets for participation and outcomes. This weakness was identified in the self-assessment report. Progress has been slow in appointing suitable staff including a permanent education manager, which has recently been resolved. The slow progress of implementing some accredited provision is due to not having suitably qualified staff. The prison is now providing training for staff development to rectify the position.

## Equality of opportunity

## Contributory grade 3

78. Equality and diversity is satisfactory. Learners are treated appropriately in workshops and in lessons and there is a high level of respect between staff and learners. Access to learning has improved and is satisfactory. Lesson plans take appropriate account of the diverse needs of learners and so do most teachers during lessons. The prison using the five themes of every child matters have changed it into every learner matters. These themes are clearly displayed in the central part of the prison and offenders are taking pride in adding information to the displays. A second exhibition of the Anne Frank story was successfully implemented. Information in the five languages predominantly used within the prison of activities available and canteen list have just been produced. The establishment of a group who are new to prison is due to be implemented in the next few weeks. Little staff development has taken place to further the understanding of equality and diversity. Since the previous inspection a separate vulnerable offender unit has been established. Insufficient work opportunities are available. Some timetabled activity for assistance with numeracy and literacy has been established but rarely takes place. Some distance learning packages have been made available but are often hindered by restriction on resources.