

HMP and YOI Askham Grange

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

Preparation for life and work programmes:

- Employability training
- Literacy, numeracy and ESOL
- Personal development and social integration

Description of the provider

1. HMP and YOI Askham Grange is an open prison for women situated near York. It currently holds 96 residents although its certified normal accommodation is 128. The prison provides 10-bed residential accommodation and day nursery facilities for mothers and their babies aged up to two years old. All residents are sentenced and are sent to Askham Grange from other prisons. For many residents Askham Grange is the last prison in their sentence before release. The average length of stay is one year, but approximately 27% of learners serve 12 weeks or less.
2. The head of learning and interventions is the senior manager responsible for all education, training, employment and business enterprise activities for residents together with the library contracts, the prison catering and maintenance and gardens work. The head of learning and interventions reports directly to the deputy governor.
3. The education contract is held by The Manchester College (TMC), who subcontract some provision to Craven College and to SOVA. The education department offers qualifications in: family learning through Share accreditation at entry level and at levels 1, 2 and 3; literacy and numeracy at entry levels 1, 2 and 3, and at levels 1 and 2; information technology at introductory level and levels 1 and 2 and advanced; customer service at levels 1 and 2; business administration and hairdressing at levels 1, 2, and 3. The prison service offers qualifications in first aid, food preparation, food hygiene, health and fitness and horticulture to levels 1, 2 and 3. Craven College provides Catalyst, a programme of motivational and personal development. Learning provision is part-time with most learners attending classes in more than one subject. The library provision is subcontracted to York Council.
4. All learners access information, advice and guidance provided by TMC, SOVA and York Guidance Services. TMC provide initial guidance and assessment needed for activity within the prison. SOVA provide guidance for activity outside the prison while learners are still in custody. York Guidance Services provide detailed career guidance, psychometric tests and career health checks.
5. Apart from two residents who are on maternity leave all the population are participating in external and/or internal work, training or education with a focus on resettlement. Learners can attend colleges and universities, and participate in voluntary community work and paid employment outside of the prison on a daily basis. Currently 10 learners are attending further education courses and four are following higher education courses in the community. A further three are following distance learning programmes. Currently 20 are in paid employment and 22 are on voluntary unpaid placements outside of the prison. All women work in the prison, contributing to the running of the establishment. Work in the prison includes running the conference centre, the visitors' reception, the library, the

gym, the kitchens and the gardens and driving learners to work and training outside of the prison.

Summary of grades awarded

Effectiveness of provision	Outstanding: Grade 1
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Outstanding: Grade 1
Employability training	Contributory grade: Outstanding: Grade 1
Literacy, numeracy and ESOL	Contributory grade: Outstanding: Grade 1
Personal development and social integration	Contributory grade: Outstanding: Grade 1
Quality of provision	Outstanding: Grade 1
Employability training	Contributory grade: Outstanding: Grade 1
Literacy, numeracy and ESOL	Contributory grade: Good: Grade 2
Personal development and social integration	Contributory grade: Outstanding: Grade 1
Leadership and management	Outstanding: Grade 1
Equality of opportunity	Contributory grade: Outstanding: Grade 1

Overall judgement

Effectiveness of provision

Outstanding: Grade 1

6. The overall effectiveness of Askham Grange's provision is outstanding, as is its capacity to improve. Achievement and standards are outstanding in employability training, in literacy, numeracy and ESOL, and in personal development and social integration programmes. The quality of provision is outstanding in employability training and in personal development and social integration programmes. It is good in literacy, numeracy and ESOL provision. Leadership and management of the provision are outstanding as is equality of opportunity.

Capacity to improve

Outstanding: Grade 1

7. Askham Grange's capacity to improve is outstanding. Strengths identified by the previous inspection have been improved and weaknesses successfully resolved. For example, data is now used well to monitor and improve provision. Its use has improved significantly since the previous inspection when it was a weakness. Many additional improvements have been made since the previous inspection. For example, links with employers, the range of quality provision, and teamwork and communication to support learning have all been further developed. Grades awarded at this inspection were higher than the previous inspection. Achievements and the development of learners' skills against set targets in all areas are outstanding. The prison concentrates on the resettlement of offenders into employment on their release from prison. Very good use is made of learners' and staff's ideas to continually improve provision. Quality assurance is very good. Procedures are applied consistently in all areas of education, work and training. Programmes delivered in the community are evaluated effectively to ensure they are of good quality. The inspection team had a high degree of confidence in the self-assessment process. Self-assessment includes staff and learners feedback. A wide range of evidence, including data, learners' views and end of course reviews contributed to the report which is concise and accurate. The inspection found the same strengths as self-assessment identified. Areas for improvement identified by self-assessment were not weaknesses, but areas which, if resolved, would further improve already good areas of provision. The grades given at inspection were higher than those awarded by self-assessment.

Key strengths

- Outstanding development of personal and work related skills
- Very good achievement rates
- Good teaching, learning and coaching
- Outstanding information, advice and guidance

- Outstanding individualised learning and support to enhance employment opportunities
- Outstanding leadership and management of learning and skills for resettlement
- Excellent use of release on temporary licence for residents to support work experience and resettlement
- Outstanding promotion of equality of opportunity
- Very good action to improve the quality of provision

Key areas for improvement

- Some missed opportunities to maximise external placement opportunities

Main findings

Employability training

Achievement and standards

Contributory grade: Outstanding: Grade 1

8. Learners' achievements are outstanding and support resettlement to the community on release well. Almost all learners, even those on very short stays, leave with some form of accreditation that will help learners when they apply for jobs. Many gain a significant number of very worthwhile qualifications that help them gain employment on release from prison, such as national vocational qualification (NVQ) at level 3 in personal training, NVQ at level 3 in hairdressing and NVQ at level 2 in librarianship. Achievements are very high as identified by self-assessment. In 2006/07 and 2007/08, achievements on NVQ at level 2 and at level 3 business administration courses and on NVQ at level 2 gym instructor courses were outstanding at 100%. In 2007/08, success rates on ICT programmes were an outstanding 100%, a very good 94% on horticulture programmes and a very good 88% on NVQ at level 2 in professional cookery. Achievements in hairdressing at levels 2 and 3 have improved significantly since the previous inspection and are now 100%.
9. Standards of learners' work are very good in all areas, as identified by self-assessment. Learners take on both new and routine tasks with great enthusiasm. They enjoy being challenged and work very well as a team, taking responsibility for their own learning and understand the requirements of industry and business. Employers speak very highly of learners' enthusiasm and their standard of work. Learners manage the prison's conference facility, dealing with the public and developing their customer service, ICT and business administration skills to an exceptionally high standard. Learners also staff the prison visitor reception, again to high professional standards. Customer service qualifications are very well used to develop learners' social and communication skills to a high standard. Learners are well prepared to meet business standards and requirements on their release from prison. For example, catering learners regularly work extremely well under considerable pressure and very tight time constraints to produce food of a very good quality for conferences and the prison dining room which is shared by residents and staff. Learners in hairdressing complete complex technical work such as colour corrections on clients from the general public to a very high standard. Gym assistants use their learning and qualifications to excellent effect by managing activities in the gymnasium and teaching residents and staff which further develop their employability skills.
10. Most residents and learners are released on temporary licence to work in the community close to the prison. Employers speak very highly of learners' skills, knowledge and attitudes which help learners access excellent work-placements. Employers are impressed by learners' absolute commitment to doing a good job while on work-placement or in paid employment to contribute to their eventual release from prison. Learners know the importance of reliability, commitment and

punctuality and demonstrate these qualities very well in their work or work-placements. They are well prepared for employment opportunities on their release from prison. Attendance and punctuality are good in both the prison and external work-placements.

Quality of provision

Contributory grade: Outstanding: Grade 1

11. Training is good or better in all areas of work and coaching is outstanding as identified by self-assessment. Tutors in the prison and in work-placements plan training effectively and adapt work very successfully to take account of learners' work skills development needs to support their resettlement. Learners are very focused, have high expectations and work consistently hard to produce their best work and achieve their goals to help them gain offers of employment. Tutors provide excellent coaching which enables learners to make good progress, relative to their abilities and previous experience and qualifications. Assessment meetings between learners and tutors motivate learners and help them understand their progress and what they can do to improve their work in the prison and in the workplace. Tutors and learners have individual meetings to monitor individual learning plans. They agree and record progress and future targets to help learners complete their qualification. Learners support each other well in their work and learning sessions. Tutors promote the excellent relationships with learners through professional conduct based on mutual respect. More able learners support their peers in lessons very effectively. Learners' concentration is sometimes disrupted by the prison Tannoy system.
12. Learners work in a professional and productive environment. Learning and skills facilities are very good and used innovatively to develop industry and business standard skills. Training areas and rooms are equipped well with computers and business related software. Although no access to the internet is available, good arrangements are in place to enable learners to access the internet at York library and through external work and college places. Excellent displays of available programmes and learners' work are organised in all areas. A few rooms are poorly ventilated. Work in the prison gardens, kitchens, conference centre, library, gym, reception and the advice centre reflects real work and helps learners identify the work-placements they would like to experience to help them in their resettlement programme. Prison work environments are of a good quality and reflect real commercial standards.
13. Learning and skills opportunities are excellent and focus on helping learners gain industry recognised accredited qualifications that meet the community skills gaps in the areas in which they will be released. For example, learners who want to work in health and fitness can take the Focus level 1 'assistant instructors', Focus level 2 gym instructors', level 1 healthy lifestyle management, manual handling and first aid courses in the prison. Learners can progress to level 2 exercise to music and level 3 personal trainer qualifications run by local colleges of further education.

14. Information, advice and guidance are outstanding with excellent working arrangements with other prison services. It considers each learner's progress and achievement profile and prison reports and helps learners identify and work towards their employment goals and resettlement needs. Learners have a thorough induction provided by TMC within two days of arrival at Askham Grange. This focuses very clearly and immediately on individual resettlement needs and intervention requirements. It includes an initial assessment of literacy and numeracy which is followed by further diagnostic assessment, which are used well to plan learning and support. Learners receive outstanding careers guidance from York Guidance Services and SOVA at an early stage of their stay. This involves an in-depth discussion with an external careers specialist and results in a detailed action plan from which an individual programme of learning activities is produced and linked to sentence plans. These services work exceptionally well together and with work-placements to provide a single work and careers programme. This process boosts learners' confidence and self-esteem as they become aware that many of their goals are achievable. In addition, checks are carried out during learners' stay to monitor their progress towards their chosen career and make any necessary changes.
15. As well as receiving formal support through progress reviews and ICT workshops, learners benefit from outstanding personal support from tutors and other staff. Personal support is well planned and provided through individual meetings to discuss learning and/or personal concerns. Learners are helped with referrals to other appropriate agencies. Individual learning needs are supported well and learners are encouraged to talk their concerns through with someone. Learners are fully aware of the different support available to meet their needs. Communication between tutors and prison staff is excellent. Learners support and care for each other exceptionally well and a strong sense of belonging and team working exists in training sessions. Currently 19 learners are in full-time work in the community, three of whom attend evening provision to complete their hairdressing NVQ portfolios.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Outstanding: Grade 1

16. Achievement rates are outstanding in many literacy and numeracy programmes. In 2007/08 in literacy the achievement rate at entry level was 100%, at level 1 the achievement rate was 86% and at level 2, 88%. In numeracy achievement rates at entry level 2 and 3 were 85%. The achievement rate for numeracy at level 1 was 81% and at level 2 was 95%.
17. Development of learners' skills and confidence is excellent as identified by self-assessment. Many learners arrive at Askham Grange with few qualifications and little confidence in the application of literacy and numeracy. However, they make outstanding progress in the development of these essential skills and quickly recognise how their progress in literacy and numeracy helps to support their personal and work life. They apply these skills extremely well to improve

communication with family and friends and to develop life and work skills in preparation for their future. In turn, many also use their skills to very good effect by helping their children develop their language and number skills.

18. Learners' perform to a high standard in positions of responsibility when working in the local community in good quality hair salons, catering departments and offices. They develop confidence in writing letters, reading books, and in communicating with prison staff and visitors. Attendance at work and learning sessions is very good. Particularly good progress is made in numeracy where more learners arrive with a lower level of attainment. Progression rates onto further programmes are good, with 54% of learners progressing to a higher level literacy programmes and 72% of learners progressing to higher level numeracy programmes. When learners are released from prison they are supported well to take further literacy and numeracy programmes to help them progress with their learning.

Quality of provision

Contributory grade: Good: Grade 2

19. Teaching and learning are good or better as identified by self-assessment with a clear steer on gaining early achievements to help build confidence. Learners receive excellent individual attention. Tutors plan and use time very creatively. Activities relate to learners' lives, successfully maintaining and developing their interest and understanding. Learners of different abilities complete activities at an appropriate level and pace. Tutors agree realistic targets with learners which are recorded on individual learning plans and reviews. Learners understand how literacy and numeracy can help them develop better living and coping skills. Good session logs are kept of individual work. Frequent and supportive checks on learning and progress are made.
20. The learning environment is good. Tutors successfully balance the need to know their learners with ensuring that relationships remain professional. Rooms are comfortable and spacious with good displays of learners' work alongside relevant and important prison information. Tutors cope very well with the long sessions by planning a range of very effective activities which successfully maintain learners' interest, relate to the real work environment and to their personal needs.
21. Good initial assessment provides effective analysis of learners' literacy and numeracy needs. All learners receive an initial assessment on entry to the prison unless records of previous assessments are received. Information about learners' needs is shared well to tutors. The results of an in-house assessment for characteristics of dyslexia are shared with learners to identify a suitable support programme. The needs of ESOL learners are very well supported during in-house literacy classes and in community education programmes.
22. A very good range of programmes and activities meet learners' literacy and numeracy needs and interests well. Literacy places emphasis on speaking and listening as well as writing. Learners' understanding of wider community issues is good. Sessions are well planned and integrated with programmes such as the examination of issues relating to faith and ethics. A speaking, listening and

writing session about the artist, Alison Laper's, sculpture of herself naked, pregnant and disabled in Trafalgar Square, is used very effectively to discuss prejudice and ethics. Another example involves learners listening to and reflecting on recordings of Muslim women and their experiences of living in Britain.

23. Learners receive good support from prison officers and staff. Information, advice and guidance are good. They help learners plan their learning and progression to further beneficial programmes and activities linked well to their resettlement needs and their future lives outside the prison. Individual support in literacy and numeracy is provided for those requiring it. One learner receives good support for a 'Toe-by-Toe' programme from another learner who was carefully recruited as her mentor to help her with her spelling which the learner had identified as a particular issue. Learning support is well managed. A learning support tutor has regular meetings with all mentors and effectively co-ordinates their work and they share issues and plan improvements well. Support for learners with learning difficulties and disabilities are very good. For example, one learner with behavioural difficulties benefited from attending the Dance United project to help her improve her self-control. Individual plans are developed with learners to give them the best possible chance of achieving their goals and are shared with all areas of the prison including the healthcare team and the disability officer who offer additional support.

Personal development and social integration

Achievement and standards Contributory grade: Outstanding : Grade 1

24. Achievements are very high, as identified by self-assessment. In 2007/08 all of the 150 learners who began externally accredited programmes and all of the 200 who began non-accredited programmes with the opportunity to complete, succeeded. Attendance and punctuality are good.
25. Learners benefit from excellent links made between personal development and social integration and work related skills. Through the Catalyst programme learners develop self-confidence, develop a good awareness of their own needs and become adept at making use of the services available to help them lead successful lives once they leave prison. Family learning programmes are very successful in helping learners develop their parenting skills, enhance their contact with family, friends and the wider community and increase their determination not to re-offend. Learners make excellent use of the discipline, confidence, team work and self-reliance they develop participating in activities such as the Three Peaks Challenge and the Dance United project, in other aspects of their work and learning. Customer service training and voluntary community placements successfully develop learners' confidence, social and employability skills. This has a positive affect on their resettlement into their communities. These successes encourage learners to progress to other education and training programmes during their stay and for them to take further study programmes on their release.

26. Learners apply the impact of their learning and skills development to discouraging young people from offending and participate in the 'Prison Me No Way' scheme, to which they are very committed. Projects of wider value to the prison or community are carried out, many of which are suggested by learners, such as clearing paths in the local village. Sculptures and mosaics made by learners are displayed in the prison gardens for the enjoyment of visiting children.

Quality of provision

Contributory grade: Outstanding : Grade 1

27. Teaching and learning are good or better. Staff are well qualified and experienced, and come from a range of highly relevant contexts with work skills needs such as health visiting. Sessions are planned particularly well and include a very good range of methods and activities to encourage learners' thinking about the impact of their learning and actions. Tutors are enthusiastic and sensitive to individual circumstances and the need for confidentiality. Learning environments are comfortable and purposeful with relevant displays. Tutors make excellent and careful use of both learners' and their own experience to enliven sessions and enhance thinking, discussion and learning. Tutors know and understand their learners' needs well. They provide high levels of individual support to help ensure learning goals are met. Learners enjoy their sessions and hold tutors in high regard. Opportunities are sometimes missed to make full use of information technology in developing learning.

28. The range of provision to meet learners' needs is outstanding, as identified by self-assessment. Most learners take the innovative Catalyst programme developed by the prison with Craven College, which includes help with making a good first impression, business start-up sessions and using creative skills to build confidence. Learners receive a high level of individual support as they assess themselves, set goals and work on the self-confidence and practical skills they need to achieve their goals. Innovative family learning programmes developed by the prison are delivered in partnership with the local authority's children's services directorate and the library service. These recognise the benefits of strengthening family bonds to reduce re-offending. Family learning is used well to help learners support their children while learners are in prison. They produce a wide range of good quality resources such as storybooks and games which are sent home for children to enjoy and to use with the learners on occasions such as home visits. Learners value greatly the opportunities the family learning programmes provide in helping them to play a significant part in their children's education.

29. Wider aspects of prison work develop learners' personal and social skills extremely well, as identified by self-assessment. The onsite nursery provides excellent opportunities for mothers to play with their children, to reflect on these experiences and develop their learning. The library is used extensively. At the time of inspection over 85% of residents had a book or CD out on loan. Learners access excellent enrichment both within Askham Grange and the wider community, which meets their diverse interests and cultural needs. Provision includes singing, hand-bell ringing, belly dancing, spiritual retreats and arts projects.

30. Information, advice and guidance are very good. Excellent opportunities for psychometric profiling, career health checks, job application and careers guidance, are provided even for those on very short sentences. A good system to measure progress in soft and transferable skills has been developed. Skills such as teamwork, communication and confidence are initially assessed and their development measured by the learner and their tutor at the beginning, middle and end of learners' sentences to evaluate their progress. Learners gain a very good understanding of their existing skills and strengths and of what they need to develop further. Learners are well supported in their studies. They receive very effective information, advice and guidance to plan and guide their learning and progression routes. Learners quickly recognise how important these skills are to help them become a full member of their community and contribute positively to it through their work.

Leadership and management

Outstanding: Grade 1

Equality of opportunity

Contributory grade: Outstanding: Grade 1

31. Leadership and management are outstanding, as identified by self-assessment. The prison business strategy focuses on resettlement by individualising programmes for learners to support them in gaining relevant industry standard skills in the areas required by business communities. All staff very quickly develop positive working relationships with learners and have a very good understanding of their needs. Following the thorough accurate initial guidance procedures, learners receive an individual timetable of activities, often involving a mix of internal and external education, vocational training and real work inside and outside of the prison, all very closely tailored to their individual needs. This is designed alongside other intervention activities and supports a positive resettlement programme. Learners benefit from excellent opportunities to apply and further develop their knowledge and vocational skills in a wide range of external organisations such as hotels, hairdressing and beauty therapy salons, housing agencies and commercial organisations. In addition learners gain valuable experience of work in community based organisations such as housing and advice centres. A very good range of provision is available to develop learners' general business skills such as interpersonal and listening skills. Excellent use is made of external programmes to meet individual career goals. Learning plans skilfully combine internal and external opportunities for maximum benefit. The good range of provision and progression routes offered in the prison has increased further since the previous inspection. Most residents achieve a qualification during their stay at the prison.

32. Release on temporary licence (ROTL) is used very well and is at the heart of the prison resettlement programme, with 63% of current learners accessing this facility. Excellent use is made of special dispensation for those not yet eligible for

ROTL to attend external projects and courses. All learners are able to access external provision when they need it.

33. Learning and skills have a strong and clear strategic direction and have a very high profile across the prison, with learning central to all activities. Excellent team working ensures detailed information about each learner is shared and used to develop and monitor holistic resettlement plans which focus on learning and skills. Staff have a positive 'can-do' attitude to resolving issues and removing barriers to progress. Team working and communication to support learners is very effective and further developed since the previous inspection. The head of offender management and the head of learning and interventions work very closely together. They ensure departments work together to provide opportunities for the learners and that learners take ownership of activities on their sentence plan. Managers at all levels show strong leadership. Staff work hard and successfully raise learners' realistic career goals. Staff are highly dedicated and strive for continuous improvement. They continually suggest how further improvements can be made. The establishment's data shows that over the last three years the re-offending rate is low at 12%, significantly lower than the national average, and that at least 50% of learners entered education, training and/or employment on release.
34. The management of learning and skills is outstanding. The head of learning and interventions works very closely with the education manager. Staff performance is closely monitored, responsibility is delegated well and staff are very effectively developed. The education department's skills are very well used to improve all the provision, for example, through supporting all training areas with observations of teaching and learning. A very useful detailed needs analysis and feedback from learners and employers are used well to plan and improve the curriculum.
35. Employer engagement and use of community and paid work-placements are good, as identified by self-assessment. An enterprise manager has been appointed and the quality and range of placements and communication with employers have improved further since the previous inspection. Good weekly enterprise team meetings share appropriate information about learners and employers work is monitored. Some excellent, external work-placements have been developed which allow learners to continue to develop their skills, be assessed in the workplace and work towards higher level qualifications, often provided by the employer. Learners are placed quickly and their progress and skill development in the workplace is carefully monitored.
36. Most employers provide very clear objectives and job requirements, but a few learners are insufficiently clear about the purpose of their community placements and are insufficiently involved in deciding which voluntary placement best meets their needs. This prison has identified necessary actions and work has begun to resolve the issue.
37. Action to improve the quality of the provision is very good and many improvements have been made since the previous inspection. More prison work

and training programmes are accredited. The conference centre's work has been further developed offering more learning opportunities. Achievement rates are now high in all areas. Quality improvement meetings are very effective and all departments and subcontractors contribute well to them. Good practice sharing within the prison is very effective. The quality of learning and skills development throughout the prison has improved markedly and is now outstanding in most areas. The head of learning and interventions receives regular reports from all areas which are monitored carefully. Progress, issues and actions plans are shared with the senior management team. Very good use is made of learners' views to improve the learners' experience, which are collected from an extensive range of sources including focus groups, conversations, feedback at sentence plan boards, end of course evaluations and learner subject area team meetings. Observations of teaching and learning are used well to improve the quality of teaching and learning.

38. Promotion of equality of opportunity is outstanding. Learners respect each others' freedom of speech and have a high recognition of individuality. They have a good understanding of the barriers faced by other people. Learners care about each other. Equality of opportunity is reinforced well in teaching and learning sessions. Innovative methods are used to tackle learners' prejudices. For example, one learner was teased about her hair colour so staff produced a display board showing beautiful and famous women with the same hair colouring, which was displayed in hairdressing. Staff treat learners with respect. They eat meals and exercise with learners and their children attend the day nursery with learners' children. Learners are given good levels of responsibility and trust within the prison. They run the library, visitors' reception, conference centre and gym and drive prison vehicles. Staff are very sensitive to learners' needs and barriers to participation. Sexuality, culture and lone parent status are taken into account when meeting learners' needs. Staff work hard to ensure all learners have an equal chance to tackle issues and improve their lives. Great efforts are made to ensure opportunities meet individual needs. For example, appropriate hair salons are sourced as placements for those wanting to work with the Afro Caribbean community. Provision is responsive to the needs of those on short stays. There are sufficient places and there are no waiting lists. Evening classes are available so those who have been out of the prison during the day can attend. All learners can access additional support for literacy, numeracy and ICT. Learning assistants are suitably qualified and well matched to the learners they work with. Since the previous inspection a stair lift has been installed to ensure learners with mobility problems can access education.
39. The procedures for safeguarding learners meet current government requirement. Start and completion rates of those with physical disabilities and from minority ethnic groups are now monitored. Achievement rates for these groups are very good and match success rates for other groups. Swift and effective action is taken to investigate and resolve any potential equality of opportunity issues in external workplaces and within the establishment. Numbers of such incidences are extremely low.

What learners like:

- 'Askham has been a turning point in my life'
- 'Askham has helped me turn things around'
- 'I've only been here 10 days and I've already learned so much'
- 'I never had the opportunity to learn before and now I can - you're never too old to learn'
- 'I now think of myself as an ex-offender'
- The pleasant atmosphere in education and 'being able to have a laugh with teachers'
- The enjoyable sessions
- Feeling accepted
- The good range of well structured activity
- How well tutors use their experience in sessions
- The 'fantastic tutors' who make it easy to learn

What learners think could improve:

- Some large groups reduce individual attention and make the room cramped