

HMYOI Reading

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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' quality monitoring or annual assessment 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. HMYOI Reading (the prison) is situated in the town centre of Reading, Berkshire. It accommodates prisoners between the ages of 18 and 21 years. The prison has an operating capacity of 297. At the time of inspection there are 234 prisoners. Around 22% are on remand awaiting trial, 22% convicted, 52% sentenced, 3% on sentence recall and 1% are detainees. Around half of the population stay under a month and less than 10% stay at Reading over six months. Prisons from minority ethnic groups account for around 18% of the population and foreign nationals around 12%.
2. The Offender Learning and Skills Service (OLASS) provider is Milton Keynes College. Provision is part-time and around 70 places are available. The education and vocational subjects offered by MKC includes: literacy, numeracy, English for speakers of other languages (ESOL), creative writing, customer care, business studies/self-employment, budgeting and money management, information technology (IT), music technology, art, cookery, food hygiene, healthy and safety and manual handling programmes. Learndirect offers computerised literacy and numeracy provision for ten learners. The library is contracted to Reading Borough Council Library Service.
3. The prison service offers vocational training for around 30 prisoners on kitchen planning multi-skills construction course, construction skills certificate scheme (CSCS) award, NVOs in catering and accredited physical education (PE) programmes. PE comprises vocational and personal development programmes in addition to recreation activities, with staff working in partnership with Reading football club and the Princes Trust. The prison offers offending behaviour programmes, such as enhanced thinking skills (ETS), substance dependency programme (SDP), anger replacement therapy (ART), an offender substance abuse programme (OSAP) and a short alcohol awareness programme.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Good: Grade 2
Employability training	Contributory grade: Good: Grade 2
Literacy, numeracy and ESOL	Contributory grade: Good: Grade 2
Personal development and social integration	Contributory grade: Good: Grade 2
Quality of provision	Satisfactory: Grade 3
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Satisfactory: Grade 3
Personal development and social integration	Contributory grade: Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Achievement and standards are good. The quality of provision, leadership and management and equality of opportunity are satisfactory.

Capacity to improve

Satisfactory: Grade 3

5. Capacity to improve is satisfactory. The effectiveness of recent steps taken to improve since the last inspection is good, following initial delays. Many of the weaknesses identified at the 2007 inspection have been addressed, although some remain, which directly affect learners. The prison service has effective partnership working with its learning and skills contractors and partners. In addition it has contacts with 38 community groups and employers who provide 'working out' opportunities for prisoners released on temporary licence (ROTL). The prison has made good links with HMYOIs Onley and Portland to support new learning and skills provision that can be further developed for those prisoners who are sentenced and transferred there.
6. Success rates on many programmes have risen again in 2008-09 after falling in 2007-08, although for many programmes have not reached the high levels in 2006-07. Achievement of qualifications by learners completing programmes is significantly better than success rates and on all programmes they are higher than in 2007-08 and on some higher than in 2006-07.
7. Quality improvement arrangements for monitoring and evaluating the provision are incomplete. Training and lesson observations are not carried out to monitor all stages of the learning journey across the prison and support staff with improvements as appropriate. The quality improvement group meets regularly and data is analysed and used well to inform decisions about improvements.
8. The self-assessment was not an overall report to analyse and evaluate the learning and skills provision prison-wide and support the prioritising of improvements and formulation of an action plan. A self-assessment report was completed by MKC, the prison's plan-a-kitchen/ construction programmes and the PE department. The head of learning and skills produced an informative position statement at the beginning of the inspection to identify key factors relating to developments, themes common to the areas' self-assessment reports (SARs), priority areas for improvement and overall grades for each of the Common Inspection Framework key questions. The leadership and management section has usefully detailed against each of the criteria.

9. The prison recognises that it is in a transitional period with many prisoners on short stay at HMP Reading. The inspection grades are similar to the overall grades in the position statement, although inspectors graded achievement and standards a grade higher.

Key strengths

- High achievement of accredited awards by learners completing programmes
- Good multi-skills construction and PE provision, including celebration of learners' success
- Information learning technology (ILT) is used well in literacy and numeracy
- Productive arrangements for learners working in the local community
- Good management of recent improvements across the provision
- Effective partnership-working supporting learning

Key areas for improvement

- Insufficient recognising and recording the development of learners' employability and personal skills
- Insufficiently effective promotion of provision to maximise participation
- Insufficient range of opportunities for learners with low literacy and numeracy abilities
- Insufficient reinforcement of equality and diversity through learning
- Incomplete processes for monitoring and evaluating the provision

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

10. Overall achievement and standards are good. Achievements overall are good. Learners achieve well on most accredited education and training programmes. The majority of learners who complete their chosen programme achieve a qualification. Achievement by those completing IT programmes are high at 88% for CLAIT level 1 and at all other levels the rate is 100%. Learners also achieve well on NVQ programmes in catering and 13 have gained a level 1 NVQ in the last 12 months. Achievement is high at 100% for the small number of learners attending and completing the business studies self employment programme and the 'managing your money' course which is sponsored by a national bank. All learners who complete the BWLA course, basic fitness and free weights programmes, First Aid at Work certificate and Heartstart programme, achieve. Achievement on the 'Project XL' multi skills construction course is good with the majority of learners who complete the three week course and gain an Asdan award, construction skills certificate scheme (CSCS) awards and key skills communication certificates.
11. The standards of learners' work overall is satisfactory for all programmes and good in some practical activities. Those on the multi skills construction programmes learn skills in paper hanging and painting quickly. Portfolios of evidence for NVQ catering are of a good standard with a wide range of diverse evidence including photographs of preparing food for specialist events. Many learners have increased their confidence and self-esteem since attending education and training sessions and being involved in community work programmes. In ICT classes learners are enthusiastic and quickly become more knowledgeable about the use of computers, work practices and procedures. They value their qualifications and the opportunity to learn new skills which will enhance their employability.
12. Punctuality is satisfactory across employability and vocational training and prisoners generally arrive on time for the start of classes and the prison regimes make every effort to timetable classes to fit in with offending behaviour programmes. Attendance is generally satisfactory in most sessions.

Quality of provision

Contributory grade: Satisfactory: Grade 3

13. The quality of the provision is satisfactory. Teaching and learning are satisfactory in education and vocational training. Most learners are well-motivated and engage well in learning sessions. Better teaching sessions are well planned with clear objectives and a lively range of tasks. In some learning sessions over reliance is made on using paper-based resources. Equality and diversity are not re-enforced in some sessions.

14. The multi-skills construction provision is good. Programmes are well managed and learners are encouraged to work in teams and support each other. For example, on the multi skills construction course learners are encouraged to try new skills without prior instruction in a controlled and safe environment. One example is the hanging of wall paper, where learners identify problems and solutions and record these for discussions later. The evidence is then used effectively to support key skills in problem solving. Progression to further training and for future employment is a key focus. There are good celebrations of success with learners' families visiting for presentations of awards.
15. Teachers in PE use 'camping out' projects both in the prison and outside to help learners develop interpersonal skills and build relationships to support employment and personal life. Teaching on ICT is very supportive and much good work is done on a one to one basis to help learners develop at their own pace. Tutors make good use of interactive ICT resources to supplement teaching. Assessment and verification is thorough and effective.
16. Education, training and practical work activities mostly meet the needs of learners. The multi skills construction course is designed to provide learners with foundation skills to enable them to progress onto further training upon release or transfer on to other prisons. The prison has recently introduced an NVQ level 3 in information, advice and guidance in partnership with St. Giles Trust. Other practical training in brickwork, painting and decorating and motor cycle maintenance is soon to be available within the prison. Some literacy and numeracy support is available in the practical training but this is not fully implemented.
17. The recognising and recording of employability and personal skills developed in unaccredited work is insufficient, such as the laundry, clothing exchange stores, grounds and as orderlies. Prison staff are trained to deliver cleaning training to prison cleaners and orderlies, similar to level 1 accredited training which is not feasible to offer due the short stay of many learners.
18. Working in the community arrangements for prisoners based in the resettlement unit are productive and well managed. Eleven prisoners under release on temporary licence (ROTL) are in placements in the community, of whom two are employed. A further four ROTL prisoners work around the prison. Some learners in placements also attend local colleges for further training.
19. Support for learners is good and education staff and prison staff work well together with rapport and respect between learners and staff. Learners' personal files contain a great deal of information about learners' training, progress on programmes and development of social skills.
20. Initial assessment is satisfactory and in most cases the information is transferred to learners' individual learning plans and used effectively to plan learning. In some cases individual targets and actions to support targets are identified but not

monitored and used to develop new targets for progression and improvement. Some sessions have low numbers of learners, especially ICT at less than 50%.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Good: Grade 2

21. Overall achievement and standards are good. For the year 2008-09 there are good achievement rates for learners who complete their programmes, 91% for accredited programmes and 100% for non accredited programmes. On Learn direct programmes the achievement rate is 72%. The retention rate is good at 85% for accredited course and 50% for non accredited programmes. The retention rate for learndirect programmes is 97%. Attendance rates are satisfactory at 69% and most learners attend classes on time.
22. Development of literacy, numeracy and language skills is good. Most learners participate and communicate well in class and show respect for other class members and staff. Learners help each other and are keen to explain what they have learnt. Beginner learners gain in confidence quickly. At the end of a numeracy class one learner demonstrated a new technique he had learnt in the class to multiply by 9 using his fingers. The standard of learner work is satisfactory and learners take pride in their work.

Quality of provision

Contributory grade: Satisfactory: Grade 3

23. Overall the quality of the provision is satisfactory. Teaching and learning are satisfactory with some good aspects. Most classes take place in a pleasant learning environment. Most classrooms have interesting and up to date wall displays. However some rooms are small and are hot at times. In the best classes there is a good pace and tutors circulate to engage all learners. Good use is made of challenge and constructive feedback.
24. Good use is made of information learning technology (ILT) to develop literacy, numeracy and language skills. Learners make good use of computers to work on Learndirect literacy and numeracy programmes. Tutors make good use of newly purchased computer equipment including interactive whiteboards to add variety and demonstrate learning points. Learners enjoy using literacy and numeracy software packages which support independent learning.
25. Assessment of literacy, numeracy and language skills is thorough. All prisoners have a basic skills initial assessment at the prison induction. They have a more detailed diagnostic assessment when they attend learning sessions. Individual learning plans (ILPs) include relevant targets for individual learners. However most learners are not clear about their targets and do not have sufficient ownership of the ILP and some ILPs lack target dates.

26. Most lessons are well planned but the lesson plans are generic and do not include enough detail on aims for each session. Planning for individual learners is detailed. The range of learning activities is insufficient in some classes. In some classes there is an over reliance on task based worksheets or textbooks. Little use is made of everyday topics which learners can relate to easily. In many classes too little use is made of group activities to develop confidence in speaking skills and expressing opinions with little evidence of tutors preparing their own worksheets or other materials for individual learners.
27. The range of provision is satisfactory to meet the needs of learners. Classes are available five mornings and four afternoons every week in literacy, numeracy and ESOL from entry one to level two. A new computer based course, Rapid English, is currently being piloted. A large number of Learndirect programmes are also available for learners who are in prison for two weeks or less. ESOL programmes are now being internally accredited and learners gain a certificate to illustrate what they have achieved.
28. The number of learners in some groups is low in relation to the identified low literacy and numeracy abilities of prisoners over the last six months. At the time of inspection there are low numbers of learners particularly on level 1 literacy. The average MKC class size on inspection week was three learners. Learners have commented that if they attend education classes they cannot always attend gym or other activities. There is little provision of literacy or numeracy support for learners outside the education department. However vulnerable prisoners in E wing have literacy and numeracy support three times a week.
29. Support for learners is satisfactory. Good relationships between Tutors and learners are evident and respect is shown in classes. Tutors refer learners to IAG workers for specialist advice and guidance.
30. Tutors do a brief assessment of dyslexia needs and make adaptations for dyslexic users including provision of colour overlays. They also pay attention to preferred learning styles. However MKC staff have not had training for dyslexia identification and/or support. Dyslexia support from an external organisation, has recently been started.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

31. Achievement and standards are good. Achievement rates on cookery, music technology and PE programmes are high with 100% in cookery and music technology and between 95% and 100% in PE. Some prisoners' art work is of outstanding quality, although only 40% achieved qualifications in the last 12 months. Food produced in cookery classes is good and uses fresh ingredients and re-inforces healthy eating. Portfolio work in all subjects is at least satisfactory and is well organised.
32. These include the Prince's Trust XL programme, personal development and active and healthy living programmes. Twenty nine learners started on the Duke of Edinburgh's Award in the last 12 months and although none have achieved the full award six have completed a part qualification and 23 remain on the programme giving a retention rate of 100%. In addition pass rated for key skills in improving own learning at level 1 is very high at 100%. Learners' portfolios of evidence are satisfactory and contain a varied amount of diverse evidence.
33. PE learners' recognition and recording of personal development skills is particularly good on the team building XL programme but this is not recorded on other programmes.
34. Attendance and punctuality at PE programmes are satisfactory and learners are well motivated and keen to learn. On all programmes learners behaviour is managed well and learners are respectful of each other and staff. Numbers on programmes are good in cookery and music technology but art classes and taster classes do not regularly fill classes to capacity.

Quality of provision

Contributory grade: Satisfactory: Grade 3

35. Overall the quality of provision is satisfactory. The teaching and learning is good on the PE team building programme. Teachers are well qualified and work well with groups of learners who have barriers to learning. Learners explore a wide range of issues relating to team working and relationships and this work is facilitated very effectively. The 'camping out' exercises develops the learners' interpersonal skills, citizenship and community awareness in a safe and protected environment. The development of personal skills is well recorded in portfolios and learners are encouraged to help each other to identify their strengths and weaknesses and set goals for progress.

36. MKC teaching and learning sessions are generally satisfactory. In music technology highly motivated learners use new computers and keyboards and wear headphones to work on their own compositions to meet award body criteria. More able learners assist others well and good individual support is also given by the teacher.
37. Some aspects of art and cookery learning environments are unsatisfactory. The same and inappropriate small art room as at the 2007 inspection is still being used. Ventilation is poor, windows do not open and the extractor fan is ineffective. Colourful wall displays show prisoners' art work and stimulate interest about artists, although ICT and some resources are insufficient to support e-learning. Prisoners in cookery classes were well-motivated and participate well in both theory and practical classes. The standard of the learner's kitchen work clothes is poor and with insufficient attention to some aspects of kitchen cleaning.
38. The good range of subjects include music technology, art, cookery and taster programmes in digital art, multi-cultural cookery and guitar playing by MKC and a good range of PE programmes. Progression from entry to level 1 is good in music technology introduced since the last inspection. Accreditation and appropriate software to develop to level 2 is being planned. Some prisoners taking OCN level 1 and 2 cookery classes are keen to progress to work in the kitchen and take NVQs in catering. The PE personal development programmes are effective and meet learners' needs. Learners speak positively of increased levels of confidence and motivation. The support from local community groups and football clubs enhances learners' interpersonal skills, for example, communication skills as well as their sporting skills. The 'Getting Started in Football' programme is very popular and allows learners to understand the nature of team sports and the benefits to participants in a safe environment. PE staff engage fully with learners and provide strong support for learners often working as a member of the team of learners. The PE programmes are well managed and thoughtfully structured to encourage learners of all academic and sporting abilities to contribute and develop. Additional programmes run by external organisations are offered ad hoc, such as a poetry course by Company Paradiso and art by Art Beyond Belief.
39. Access to programmes for learners with below entry 3 literacy and numeracy abilities is limited. Taster sessions are not used as an introduction to learning for progression onto other subjects or to provide subjects focused information relevant to resettlement. Some prisoners are attending these individual subjects for multiple weeks.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

40. The senior management and partners have managed the recent improvements well. Changes in response to a prisoner needs analysis survey, with better use of

data analysis and evaluation, reduced length of programmes to better meet many short lengths of stay, education induction integrated with the prison programme, Learndirect and St Giles provision starting and dyslexia support now being offered by the Forward Step organisation.

41. Skills for Life has introduced systems for recognising and recording learners new unaccredited skills and knowledge and a 'Rapid English' programme. Seven MKC and one prison service teacher have completed teacher training programmes and numbers participating in learning and skills have significantly increased since the 2007 inspection. Implementation of three new vocational training areas of bricklaying, painting and decorating and motor-bike maintenance are imminent offering 30 extra places.
42. Clear strategic direction in recognising the importance of learning and skills to the overall effectiveness of the establishment is being implemented through effective partnership working. Partnerships between MKC, Learndirect, prison service trainers, PE staff and residential and induction prison officers are starting to offer a cohesive provision for learners. Arrangements to support developments include the quarterly partnership meetings, monthly provider meetings and the re-instated quality improvement group. In addition the PE department has effective links with external organisations to enhance their provision as does the resettlement unit, which links to 38 community projects as well as employers providing placements and work for prisoners on ROTL.
43. Quality improvement arrangements for monitoring and evaluating the provision are incomplete. For example observations are not carried out to monitor all stages of the learning journey across the prison and support staff with improvements as appropriate. Likewise monitoring of the quality of the completion of forms relating to planning and reviewing learning are not sufficiently in place. Induction to the wide range of programmes is not sufficiently cohesive or exciting to promote interest. Information in the new and useful cross-prison passport is insufficiently used by guidance staff.
44. Promotion of the provision during induction is insufficient. Around 50-60 prisoners do not participate in any form of education, training or work activity, despite there being vacant places on programmes and in work, including areas with accredited training. Induction focused on literacy and numeracy testing and sterile choosing of programmes, it is not effective in stimulating an interest in learning and this has been recognised by the prison who are producing a DVD to show and use on the in-cell television channel.
45. Equality of opportunity is satisfactory. The prison has appropriate diversity and disability policies for staff, visitors and prisoners. Staff and learners work together well in an environment of mutual respect with good and effective systems developed by the prison to evaluate the prison's approach to equality and diversity through discharge surveys. Issues and concerns highlighted by prisoners are dealt with efficiently and effectively. Prisoners actively promote equality and diversity and provide thoughtful contributions to inductions for new prisoners. The

prison has carried out full impact assessments for access to education and work. This are comprehensively detailed with actions and targets which are thoroughly monitored by the senior management team. The prison pay policy 2008-09 is equitable and reviewed annually.

46. Celebrations of learners' successes in PE and the multi-skills provision are good. Family days are well supported by staff, families and prisoners. Prisoners are encouraged to give presentations to their families at these events. Surveys completed by families serve to influence future events. The prison participates in a good range of events to raise staff and prisoners' awareness of equality and diversity. These include, for example, Black History Week and events focusing on travellers. Other activities include visits by theatre groups and 'Art Beyond Belief'.
47. The majority of staff have received prison refresher training in equality and diversity. The prison is developing a range of equality support programmes but these have yet to be implemented. In some sessions, learners' understanding of equality and diversity is insufficiently reinforced and opportunities to do this through activities, resources or discussion. In some, inappropriate language is unchallenged.
48. The procedures for safeguarding learners meet current government requirements. Appropriate staff vetting and training is carried out. The prison has suitable policies and procedures in place to minimise risk and address identified concerns. However, community work placements' safe guarding policies for those working out on ROTL are not routinely checked.
49. Access to programmes is limited for learners with below entry 3 literacy and numeracy those in the VP and segregation units. Education and vocational training areas are reached by stairs making access more difficult for those with mobility difficulties. Some subjects can be taught in other areas. Evening PE provision is only available to enhanced prisoners. The prison does not routinely monitor the achievement of different groups of learners, for example, those on remand and convicted prisoners.

What learners like:

- 'Much better here than some prisons I've been in'
- 'Multi-skills course is good as I've learnt things I can use at home'
- 'Gym and football are brilliant'
- 'The self-employment course is the best course I've done here'
- 'English and ICT are fun to do'
- 'My confidence has improved since I've learnt to read and write'

What learners think could improve:

- 'Want programmes to do bricklaying and carpentry'
- 'More gym, but can't go in the evenings as I'm not enhanced'
- 'Getting a kitchen job to do the NVQs after doing cookery in education'
- 'More pencils and books in art'
- 'More programmes that help you get a job'
- 'Better access to gym as clashes with education'