

INSPECTION REPORT

HMP Everthorpe

02 April 2004



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

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

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

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

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMP Everthorpe

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Everthorpe (the prison) is a category C prison for men, situated in East Yorkshire and built in 1958. The prison has an operational capacity of 469 and is fully occupied. Ninety per cent of prisoners are serving sentences of between two and six years in length. No prisoners are serving a life sentence. Approximately 60 per cent of the prison's population are aged between 21 and 29 years of age, and approximately 20 per cent are from minority ethnic groups. All convicted and sentenced prisoners are required to work or attend education or training, although at the time of inspection approximately 60 prisoners were without work or education. Employed prisoners work in the prison's workshops, grounds and kitchens, or as orderlies performing various duties around the prison.

2. Education and training are managed by the head of learning and skills, who reports to the governor of the prison. The contract for education services is for 12,500 training hours each year. It is held by a local authority adult education department, which also provides education in one other prison. The education department is headed by a full-time manager, a deputy manager, three senior staff and 18 fractional staff, one part-time guidance worker and one part-time administrative assistant. It offers courses in information and communications technology (ICT), art, social and life skills, and literacy and numeracy. Resource-based learning provision for humanities and modern foreign languages is also available. Six prison staff are involved in the delivery of training, and another 11 in supervising work that does not include accredited training. The prison provides vocational training in construction, carpentry, desktop publishing and physical education. Work without accredited training is provided in contract services workshops, where prisoners perform light assembly work, as well as in the prison's kitchens and grounds, and in jobs such as wing cleaning. The library facility is provided by East Riding libraries, and is located in a new room near to the education area. One librarian and three orderlies are currently working in the library, with an additional librarian to be appointed.

SCOPE OF PROVISION

Construction

3. Sixty-four learners are following basic externally accredited construction programmes in trowel, wood and decorative occupations at level 1, and 18 learners are following an in-house certificated scheme in basic plumbing at level 1. The prison offers training for work programmes in wood occupations, in which learners commercially produce a range of components for sale to the general public. Eighty-six further learners are currently involved in non-accredited work in the wood mill and other assembly workshops.

4. Construction learners attend the workshops for five days a week to develop and enhance their practical skills and to gain the required background knowledge. Learners

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can start on programmes at any time during the year if appropriate vacancies exist. All construction programmes currently have a waiting list. Training is delivered by a team of 10 tutors, most of whom are appropriately qualified and experienced to instruct and assess learners. Some staff are currently working towards assessment and training qualifications.

5. The prison sometimes uses community work for charities and projects around the prison to develop learners' skills in a realistic work environment. Several learners receive additional literacy and numeracy skills support in the workshops. Key skills training and assessment are also delivered in the workshops by a specialist key skills tutor. All learners receive a detailed and thorough induction and sign a statement confirming their understanding of the health and safety policy.

Information & communications technology

6. Sixty-one learners are following programmes. Learners can join a course at a level that is appropriate to their level of current competence. Courses can be studied at entry level and levels 1, 2 and 3, and cover a range of applications including word-processing, databases, spreadsheets, graphs, business presentations, mail merge and desktop publishing. Three rooms are allocated for ICT, and four staff members deliver training across the different courses.

Hospitality, sport, leisure & travel

7. Training is provided in sport and recreation coaching activity, with 11 learners working towards community sports leadership awards. A range of sports coaching courses are also offered on an ongoing eight-week cycle, including first aid, weight training, fitness instruction and specific sports coaching awards. Sports courses use the sports hall, fitness rooms and outdoor playing fields. Small classrooms are used in other parts of the prison for theory work. Literacy and numeracy skills support is provided to learners who require it. A recreational physical education programme takes place during some periods of the day, evenings and at certain times at the weekend. A senior officer and three physical education instructors organise and deliver the physical education activities. More than 340 prisoners use the sports facilities each week for recreational physical education. All of these receive an induction to the physical education programme to ensure safe participation, and can achieve emergency first aid and manual handling certificates as part of this process.

Visual & performing arts & media

8. Twenty learners are following art and design courses, and eight are following music courses. Learners on art courses study full or part time. The music course involves part-time study. Art courses are available that lead to general certificates of secondary education (GCSEs), Open College Network (OCN) level 3 qualifications, and Advanced Subsidiary (AS) and A2 level qualifications. The music course is accredited at levels 1 and 2. The education manager has overall responsibility for the management of the art courses, and classes are taught by six teaching staff who are all part-time employees.

Foundation programmes

9. Forty-five learners are attending foundation programmes, which run part-time over five days. Thirty-seven learners are also receiving key skills support for other education and training programmes in construction, sport, and visual and performing arts. Additionally, six workshops provide support for 40 learners with literacy and numeracy needs. Sixteen learners are attending social and life skills programmes. Programmes are offered from entry level up to level 2. Key skills units in application of number and communications are offered at level 1. All programmes are externally accredited. One full-time staff member and six part-time staff members are specifically responsible for the delivery of literacy and numeracy, key skills, and social and life skills programmes. In addition to this, other subject specialists deliver literacy and numeracy training linked to occupational areas as part-time employees, and also cover for staff absence.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	25
Number of learner interviews	88
Number of staff interviews	42

OVERALL JUDGEMENT

10. The quality of provision is adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management and its approach to equality of opportunity are satisfactory. Its arrangements for quality assurance are unsatisfactory. Training is good in construction, ICT, and visual and performing arts, and satisfactory in sport and recreation and foundation programmes.

GRADES

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

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Construction		2
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Other government-funded provision	82	2
Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	61	2
Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation - Other government-funded provision	11	3
Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
Arts - Other government-funded provision	28	2
Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Literacy - Other government-funded provision	122	3

KEY FINDINGS

Achievement and standards

11. **Achievement rates in construction are good and learners produce good standards of work.** The good quality of work and good levels of learners' skills and competences are particularly evident in brickwork, wood and decorative occupations. Most learners on these programmes achieve their particular qualification.

12. **Learners achieve good achievement rates in ICT and produce good standards of work.** Most courses register achievement rates of over 90 per cent. Learners improve their skills considerably and also develop increased self-confidence.

13. Achievement rates are satisfactory in sport and recreation. Courses in sport are short modules of study linked to developing competence in sports coaching at level 1. Most learners who complete the courses successfully achieve the qualification.

14. **Achievement rates are very good in visual and performing arts, and learners produce work of a good standard.** Achievement rates in art at GCSE, OCN level 3 and AS level are good at close to 90 per cent. A significant proportion of music learners also successfully achieve their qualification. The quality of work in visual and performing art is very good, and learners frequently exhibit their work.

15. Achievements rates are satisfactory on foundation programmes. Learners make progress towards gaining accredited literacy and numeracy qualifications, and learners interviewed develop confidence to widen and raise their aspirations.

Quality of education and training

16. The prison provides good training in a range of construction occupations. **Training is particularly good in brickwork, wood and decorative occupations.** Key skills training and assessment are integrated well with the occupational work, and learners' progress is monitored well. **Insufficient use is made of individual learning plans and the provision in plumbing has some unsatisfactory aspects.**

17. **Training in ICT is good.** Learners receive good individual tuition and make good progress through their qualifications. Tutors make good use of assignments and provide good support and guidance. **However, insufficient use is made of information learning technology in some learning sessions.**

18. **Training is good in sport and recreation.** It is planned well and delivered at a level very appropriate to the learners' needs. **Staff give learners good support, and facilities for practical sport are good.** However, no classroom is available for theory work in the sports area, **and changing and shower facilities are poor.**

19. **Training and learning are good in visual and performing arts.** Training encourages learners to develop new skills and attain good levels of competence in their work. **However, accommodation for art and music classes is inadequate.**

20. **Foundation learners receive good support, and initiatives to develop literacy and numeracy skills in occupational areas are good.** Too much reliance is placed on the use of paper-based resources in foundation programme theory classes, **and an insufficient variety of training methods is used.**

21. **The range of courses and progression available is narrow in construction, sport and recreation, visual and performing arts and foundation programmes.** In construction and sport and recreation, no courses are available over level 1. Art classes focus almost entirely on painting and do not cover other specialisms. Foundation programmes make no provision for learners who speak English as an additional language.

Leadership and management

22. **The prison has a good strategy for education, training and resettlement.** Managers consider labour market information when planning new training provision. The prison's vision statement commits it to increasing its range of training opportunities, and emphasises employability and resettlement.

23. **Leadership of learning and skills provision is strong.** The newly appointed head of learning and skills has acted with vigour in identifying areas for improvement and has been strongly supported by the governor and management team colleagues.

24. **Workshops are managed well.** They provide a realistic work environment in which to develop work skills. They are organised well and suitably equipped to enable learners to produce good standards of work.

25. **Links between education and training are good.** The two are now managed together, and joint staff development events have been held to share good practice and develop common materials for planning and recording training.

26. **The prison effectively promotes equality of opportunity.** Staff and learners display a good understanding of the equal opportunities and related procedures, and the prison's work is based on concern for the welfare of individuals.

27. **Not enough opportunities for education and accredited training are provided.** Many learners are performing work in the prison that currently has no accredited certification attached to the training and skills being developed. This is particularly evident in the assembly workshops, kitchens, gardens and in cleaning duties.

28. **Staff appraisal processes are poor.** Current appraisal procedures are ineffective and are inconsistently applied. Some education staff have not been appraised for a number of years, and insufficient focus is placed on the quality of training of staff in other areas.

29. **The prison's use of management information is poor.** The management information systems used by the prison are inadequate. Data on learners' attendance, progress and achievement rates are not systematically recorded or analysed to provide insight into areas of good or poor practice.

30. **The prison's quality assurance of education and training is unsatisfactory.** Managers use informal processes to evaluate the quality of programmes, but these are not rigorous or systematic. The prison identifies this weakness in its self-assessment report, and has begun to develop standardised procedures.

31. Self-assessment is not fully established in the prison. The most recent self-assessment report, produced in February 2004, makes insufficient use of performance data and other evidence to support its judgements. The report's grades matched those of the inspectors for three of the five areas of learning.

Leadership and management

Strengths

- good strategy for education, training and resettlement
- strong leadership of learning and skills provision
- well-managed workshops
- good links between education and training
- effective promotion of equality of opportunity

Weaknesses

- insufficient opportunities for education and accredited training
- poor staff appraisal system
- poor use of management information
- insufficiently developed quality assurance process

Construction

Construction crafts

Strengths

- good achievement of qualifications and skills
- good training in bricks, wood and decorative occupations
- good standard of many learners' work
- effective key skills training
- good assessment and monitoring of learners' progress

Weaknesses

- some unsatisfactory aspects of plumbing provision
- insufficient use of individual learning plans
- insufficient progression opportunities for more able learners

Information & communications technology

Using IT

Strengths

- very good achievement rates
- good standard of learners' work
- good practical training

Weaknesses

- insufficient use of information learning technology
- insufficient reference to industry and commercial work
- no formal strategic plan

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good training
- good practical sports facilities
- good support to help learners' progress

Weaknesses

- poor changing and classroom facilities for sport
- narrow range of accredited courses

Visual & performing arts & media

Arts

Strengths

- very good achievement rates
- good standard of learners' work
- good training and learning

Weaknesses

- inadequate accommodation
- narrow range of provision in visual art

Foundation programmes

Literacy

Strengths

- good individual support
- good initiatives to develop learners' literacy, numeracy and key skills in practical sessions

Weaknesses

- insufficient variety of training methods in theory classes
- insufficient programme options

WHAT LEARNERS LIKE ABOUT HMP EVERTHORPE:

- feeling safe
- the supportive and helpful staff
- gaining qualifications
- developing new skills
- improving their literacy and numeracy skills
- improving their opportunities for employment
- involvement in a range of sports activities
- good ICT equipment

WHAT LEARNERS THINK HMP EVERTHORPE COULD IMPROVE:

- the range of courses - it could be wider
- the amount of opportunities to gain qualifications in work activity
- the length of time spent waiting for a place on a course
- the pay learners receive for attending education and training
- the quality of changing and shower facilities for sport
- the quality of accommodation for art and music

KEY CHALLENGES FOR HMP EVERTHORPE:

- increase the range and breadth of education courses
- increase the availability of accredited qualifications for learners in work
- improve quality assurance procedures and practice
- use data more effectively to inform management
- improve changing and shower facilities for sport
- improve accommodation for art and music

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Strengths

- good strategy for education, training and resettlement
- strong leadership of learning and skills provision
- well-managed workshops
- good links between education and training
- effective promotion of equality of opportunity

Weaknesses

- insufficient opportunities for education and accredited training
- poor staff appraisal system
- poor use of management information
- insufficiently developed quality assurance process

32. The current prison management team has been in place for less than a year. It has developed sound and clear strategies for the development of education, training and work at the prison. Managers consider regional labour market information when planning new training provision, selecting skills such as plumbing and bricklaying which are in demand in the local economy. They have produced a vision statement which commits the prison to increasing the range of training opportunities, with a focus on employability and resettlement. The prison's resettlement policy is linked to the Yorkshire and Humberside area resettlement strategy, and is supported by a three-year development plan. The development plan focuses on the weaknesses in provision identified by inspectors. For example, it includes development of management information systems to improve the monitoring of learners' progress and achievement rates, and expansion of the range of training opportunities. Plans are now in place for new programmes in manufacturing operations, catering, lift truck operation and industrial cleaning. The prison is currently setting up a resettlement centre which will receive all prisoners at the beginning and end of their sentence, enabling them to access training and help from a range of agencies. Partnerships with agencies such as a national volunteer mentoring organisation and Jobcentre Plus are well established, enabling prisoners approaching release to gain access to help and advice on employment and other personal matters.

33. The prison's leadership of the learning and skills provision is strong. The newly appointed head of learning and skills has acted with vigour in identifying areas for improvement and has been strongly supported by the governor and management team colleagues. Weaknesses in the performance of the education subcontractor have been identified and action taken to ensure the subcontractor complies with its contract. The prison's quality improvement group has been reconstituted with wider membership and

an ambitious agenda for quality improvement. The group is now responsible for approving the new quality assurance measures which are being set in place. These include a new quality assurance manual and calendar. A survey of the views of prisoners has been carried out and the results are being analysed to provide evidence for a review of the education provision. The management team has improved the structure of meetings in the prison to ensure effective communication with all staff. Staff are fully aware of the prison's strategic plans and demonstrate commitment to promoting the resettlement of prisoners through training and individual support. The prison gives high priority to promoting participation in education or training. All new arrivals receive an individual interview with a member of education staff during their induction week to help them identify suitable courses, and requests for education are given priority in the prison's job allocation procedure.

34. Links between education and training at the prison are good, as was identified in the self-assessment report. The two are now managed together, and joint staff development events have been held to share good practice and develop common materials for planning and recording training. Education staff deliver 14 sessions each week of literacy, numeracy and key skills support in the prison's workplaces, including the construction workshops and the gym. This enables them to engage with learners who may be reluctant to attend the education centre. The prison has recently introduced a job share arrangement which enables prisoners to attend education for half of the week, while working in a production workshop for the rest of the week. Education and training staff are represented on the prison's sentence planning board. However, links between education and training staff and prisoners' personal officers based on the wings are not developed sufficiently. The two aspects of the regime do not effectively share information with each other, and learners are not always provided with consistent and well-directed support.

35. The training workshops are managed well and provide a realistic environment in which to develop work skills. The contract service workshops have been successful in attracting a range of light assembly work, and have been able to reject the poor-quality work sometimes found in prisons. They are efficient and organised well, and generate an income significantly in excess of the targets set for the prison. Regulations prevent workshop managers from investing some of their earnings in new materials and equipment, and further development to meet demand from the companies supplying the work has been inhibited. Training workshops are equipped well and enable learners to produce good standards of work. A new workshop has been set up to provide training in desktop publishing. However, the prison does not provide enough opportunities for education and accredited training to meet the needs of the prison population. Of the 465 prisoners held at Everthorpe at the time of the inspection, only approximately one-third attend education or accredited training. Approximately 60 are unemployed. Many of the rest are performing work in which they could receive training and achieve vocational certificates, such as in the prison's kitchens, gardens, estates and on wing cleaning duties. The new head of learning and skills has identified all these areas for the development of training programmes. In some cases, such as the kitchens, plans are at an advanced stage and staff are being trained to deliver the qualifications. In education the range of course options is narrow, with taught classes in only two main subjects

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other than literacy and numeracy. The range of courses leading to qualifications above level 2 is very small in both education and training. The prison does not provide adequate opportunities for many potential learners.

36. The management information systems used by the prison are inadequate. Data on the attendance, progress, and achievement rates of learners are not systematically recorded or analysed to provide insight into areas of good or poor practice. No computer-based data collection takes place. Some workshop managers have devised their own computer-based systems for monitoring learners' progress, but these are not used outside the workshop and their data cannot be collated with those of other programmes. Similarly, data derived from surveys of learners are not systematically recorded and analysed, or reported to management. No data are kept centrally on the destinations of learners after training, and their progress from one course to another cannot be monitored. This weakness was identified in the prison's self-assessment report, and it has developed plans for the establishment of a performance monitoring unit to tackle the weakness. The prison has procedures for the appraisal of staff but these are not effective. The education subcontractor is responsible for appraising teachers, but has not done this for a number of years. No staff development plan exists, and teachers have received insufficient development in recent years. Prison service instructional staff are appraised regularly, but the appraisal process does not focus on the quality of training delivery and does not adequately deal with the need to update staff members' vocational and training skills.

Equality of opportunity

37. The prison's approach to equality of opportunity is satisfactory. It has appropriate written equal opportunities policies and procedures that cover a range of prisoners' concerns, including harassment, complaints and appeals. Copies are displayed throughout the prison and prisoners interviewed have a sound understanding of them. Reinforcement of equality of opportunity to prisoners is an ongoing process that builds upon the information and training given during induction. The prison takes the problem of bullying seriously and has a range of effective strategies and procedures to ensure that prisoners are not subjected to intimidation. Complaints made by prisoners are considered and appropriate responses are made, although concerns are not always dealt with immediately. Staff have a good awareness of equality of opportunity and diversity, and most have received specific training on the topics.

38. Learners attending education and training are treated with respect and dignity. Those interviewed speak favourably about the help and support they receive from staff. Staff show an active interest in the progress being made by learners. They provide effective help and guidance to allow learners to overcome barriers to learning and achievement of qualifications. Learning and training facilities provide a safe and suitable environment for learners to focus on their work. Learners display mutual respect for each other to create a positive environment for effective personal development.

39. The prison makes some use of learners' data to analyse participation and achievement rates, in an attempt to identify problems and overcome barriers to success.

This is currently at an early stage of development and has not yet significantly affected how courses are promoted or administered.

40. Workshop activities, especially those with external contracts, offer better pay than education and vocational training. Although prison managers recognise this, not enough incentives are offered to encourage prisoners to choose education and training.

Quality assurance

41. The prison's quality assurance of education and training is unsatisfactory. It has informal processes for managers to evaluate the quality of programmes, but these are not thorough or systematic. The prison identifies this weakness in its self-assessment report. The prison's quality improvement group was reconstituted following the appointment of the new head of learning and skills in November 2003, and has met monthly since then. The group has agreed a new quality assurance policy which is comprehensive and matched well to the needs of the prison. It has recently embarked on a programme to scrutinise existing procedures to determine the most effective practice, which will then be used to develop standard procedures for the prison. These plans are well conceived, but have not yet had an effect on the quality of delivery. At present insufficient monitoring of the quality of provision takes place, and systems for reporting on the quality of provision to management are inadequate. Most training staff are not observed to ensure appropriate standards. Systems have recently been introduced in education, where some co-ordinators have been trained to observe classes and seven teachers have been observed. These individuals received verbal feedback but the process is not sufficiently structured to support general improvements. Not enough management time is available for quality monitoring in training workshops. The views of learners are sampled through questionnaires, but these are administered informally and the results are not reported upwards or compared with quality standards. Data on the performance of different intakes of learners are not collected or monitored to determine whether training is successful. The arrangements for assessment and internal verification of courses are satisfactory. The self-assessment process is not yet established in the prison. The first self-assessment report was produced in February 2003, with an update produced in February 2004. All sections contributed to the current report, but in most cases insufficient use is made of performance data or other evidence to support the judgements recorded, and only a small proportion of staff were involved in the process. The self-assessment report's grades matched those of the inspectors for three of the five areas of learning. The report judged one area a grade level better than the inspectors, and one area a grade level worse.

AREAS OF LEARNING

Construction

Construction		2
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Other government-funded provision	82	2

Construction crafts

Strengths

- good achievement of qualifications and skills
- good training in bricks, wood and decorative occupations
- good standard of many learners' work
- effective key skills training
- good assessment and monitoring of learners' progress

Weaknesses

- some unsatisfactory aspects of plumbing provision
- insufficient use of individual learning plans
- insufficient progression opportunities for more able learners

Achievement and standards

42. Many learners who started on an accredited construction programme in 2003-04 successfully achieved their level 1 qualification. Several learners left the prison before completing the full programme but were nevertheless accredited with partial completion.

43. Most learners produce good-quality work. They carry out a wide range of tasks in all the workshops and are achieving good industrial standards. Many learners produce well-presented and structured portfolios. The evidence in most portfolios is clear and, in some, is cross-referenced to the awarding body's standards.

44. Learners in brickwork are motivated particularly well to achieve good industrial standards, often significantly above the level required for the programme they are studying. For example, two brickwork learners recently won a regional skills competition. They went on to take first prize in a national skills competition, which is sponsored by an independent organisation which promotes skills and learning for work through competitions, awards and events, and the Princes' Trust. These learners had to construct a wall with projecting piers and patterned brickwork to a very high

specification. Other learners are also involved in a landscaping project to construct a garden with a paved patio area and water features in a prison quadrangle, and some learners are producing good-quality products in the assembly workshops. These projects are being constructed to a good industrial specification and all learners are very motivated by the work involved. However, these learners are not receiving accreditation for the many skills they are developing.

Quality of education and training

45. Most of the practical training in construction is good. The training programmes are well developed and good training materials are used. Learners have very good working relationships with tutors. Most learners are enthusiastic and motivated towards achieving their learning goals. Training in practical skills, background knowledge and industrial applications are integrated well, and learners can see the relevance of each aspect of their training. Workshops contain appropriate equipment, hand tools, materials and work booths, and good simulations can be carried out. The good quality of training was identified in the self-assessment report.

46. Most learners have no previous construction experience or qualifications of any kind, but are making good progress in developing a range of vocational skills. Tutors give learners support and encouragement, to increase their motivation and desire to succeed. Staff from the education department visit the workshops to provide additional learning support and key skills training and assessment. This is effectively integrated and related to the vocational core subjects.

47. Most learners are clear about what they have achieved and what they have to complete to achieve their qualification. Charts are clearly displayed in all workshops to show the training that learners have received. Brickwork learners who feel confident about being able to complete work to industrial standards can choose to be assessed. Tutors in brickwork, and painting and decorating maintain a computer-based system to record learners' progress and achievement rates.

48. Individual learning plans do not identify additional learning support needs and are not kept up to date. They are maintained infrequently and are not individualised. They do not show short-term targets for element and unit completion and are not always used to monitor achievement or progress.

49. Some aspects of plumbing provision are unsatisfactory. Two members of training staff in one practical plumbing lesson observed were not appropriately qualified to train or assess the learners. Learning resources are mainly photocopied chapters from textbooks and the terminology contained in the text makes it difficult for learners with literacy and numeracy problems to understand the content. Learners' portfolios are untidily assembled and reflect insufficient organisation of their work. Some learners are not readily aware of what they have achieved and what remains to be done. Some of the more able learners who have gained previous experience in plumbing are working below their level of competence. Parts of the plumbing workshop are cluttered with old

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assignment work, materials and a variety of components which pose some health and safety hazards. However, another practical plumbing session observed was carried out much more effectively. The tutor in charge was well qualified and experienced and all learners stuck to their tasks and were well motivated throughout the session. Learners were observed installing bathroom suites, running pipe work to the hot and cold taps and fixing rainwater guttering. All learners were making good progress towards their learning goals.

50. The prison does not currently offer any accredited training programmes beyond level 1 to further develop learners' competence. Arrangements are currently being made with the various awarding bodies to offer vocational programmes at level 2.

Leadership and management

51. Staff teams work effectively to meet operational demands. Roles and responsibilities are clear and understood by staff. Lines of communication are good and staff interviewed feel well informed. Working relationships between staff, and between staff and learners, are good. Learners are provided with literacy, numeracy and language skills support, which is integrated with their vocational training. The quality assurance procedures are not used consistently across all occupational areas. Course information is not collected to analyse performance or training, and monitoring of provision is not carried out formally or systematically. The self-assessment report was not thorough enough. It graded the provision as good, but did not identify some of the strengths and weaknesses identified during the inspection.

Information & communications technology

Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	61	2

Using IT

Strengths

- very good achievement rates
- good standard of learners' work
- good practical training

Weaknesses

- insufficient use of information learning technology
- insufficient reference to industry and commercial work
- no formal strategic plan

Achievement and standards

52. Achievement rates and attainment are very good. Achievement rates on accredited courses are over 90 per cent, and most courses have retention rates over 90 per cent.

53. Learners produce a good standard of work. Their desktop publishing work shows artistic flair and is displayed on the education department's notice boards. Letters and posters show good colour combination and effective use of images from computer software packages. The assignment work displays good knowledge of database techniques, spreadsheet manipulation and internet hyperlinks. Learners use tables and pie charts effectively. Learners show good improvement in the development of skills and self-confidence.

Quality of education and training

54. Practical ICT training is good. Tutors use relevant examples and coaching during practical sessions to reinforce learning. Learners can work at a pace that suits them; in some cases this allows learners to progress rapidly. Most learners who are progressing ahead of their schedule go on to improve their work and enhance their learning. Learners in many of the practical sessions are very motivated and work unaided. Learners demonstrate good skills and knowledge while working on assignments. Learners provided each other with considerable peer support, and interaction and support between staff and learners is good. The good working relationships between

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tutors and learners help create the good learning environment. Learners observed demonstrate good behaviour and engagement. Sessions are planned well and valued by learners interviewed. Tutors use oral questions effectively to check on learners' understanding. Technical terms are clearly explained and are used in technical discussions. The good-quality training was identified in the self-assessment report.

55. ICT learners have good progression opportunities. The course programmes are designed to cover basic ICT skills up to level 2 and level 3. A combination of different courses from different awarding bodies provides small manageable steps in learning. The learners can join the courses at the appropriate point to suit their initial assessment results. Learners can achieve a certificate in the classroom, making maximum use of the flexible accreditation process.

56. The prison makes good use of well-designed assignments to develop learners' skills. Assessment and guidance are effective, and learners interviewed are motivated and encouraged to work to a good standard. Tutors use topical and relevant examples to reinforce learning. More able learners extend their assignments and enhance their skills and understanding. Assignments are reinforced by individual exercises to improve skills, and training staff consider learners' interests when selecting assignments. Good use is made of continuous assessment and feedback to reinforce learning. Workbooks are of a good quality, and learners are given useful additional handouts which include study notes and exercises. Learners can use a website simulation package for e-mail and internet surfing practise. However, the package is not fully developed or used for other internet-based applications.

57. As identified in the self-assessment report, learners receive effective guidance from knowledgeable, experienced and enthusiastic tutors. Tutors provide good pastoral support and show concern for individual learners' problems. Learners respond well to the interest shown and make good progress.

58. The prison offers a satisfactory range of ICT courses. However, it offers insufficient short courses in photographic manipulation, internet applications using simulation, and web authoring techniques using higher-level languages. It does not currently offer weekend provision. Learners receive satisfactory support for literacy and numeracy needs, which is organised outside of the ICT programmes. Initial assessment consists of a skills test to identify any support needs in areas such as spelling, punctuation or numeracy, which are then recorded and entered on to an individual learning plan. The amount and quality of library facilities for ICT are insufficient.

59. Insufficient use is made of a range of information learning technology. Classes do not use data projectors. One of the ICT rooms has an interactive whiteboard, but this cannot be used because the projector is not permanently installed and the staff have not been trained in its use. Presentations are not sufficiently creative, and do not use animation and colour imaginatively to capture learners' interest. Learners currently have to gather around a small computer terminal to watch demonstrations.

60. ICT staff have no formal contact with local employers to develop industrial links, and

do not make use of visiting speakers from industry and commerce. Although tutors explain how to operate software, they do not always extend learners' understanding of industrial applications. Learners receive insufficient exposure to industrial computer system development. Vocational desktop publishing commercial experiences are not sufficiently integrated with the education courses.

61. Desktop publishing sessions do not include enough digital photography manipulation or image development. Insufficient use is made of newly developed technology such as digital whiteboards. Courses do cover some internet work and e-mailing. Most of the computer hardware used is not connected in a network. No facility to send messages to other workstations exist, and the network is not sufficiently realistic. Not enough emphasis is placed on employability skills, such as levels of competence required for commercial work in ICT.

Leadership and management

62. Staff members work and communicate effectively as a team. They formally and informally share progress and problems relating to learners. Staff are well qualified and experienced, and are encouraged to take part in further personal development activities. Internal quality assurance is satisfactory. Some use is made of learners' feedback to improve the quality of provision, and initiatives are being put in place to monitor the quality of training. The self-assessment report is mainly a description of the work carried out in the department and is not sufficiently judgemental about the quality of provision. No overall formal plan currently exists for the development of the ICT provision and its improvement to meet the changing demands upon it. Educational tutors are not involved in the development of hardware, software and maintenance contracts and do not have sufficient development opportunities.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Other government-funded provision	11	3

Leisure, sport and recreation*Strengths*

- good training
- good practical sports facilities
- good support to help learners' progress

Weaknesses

- poor changing and classroom facilities for sport
- narrow range of accredited courses

Achievement and standards

63. Achievement rates are good on the short sport and recreation courses. Seventy-eight per cent of learners who started on a course in 2003-04 achieved their qualification. Many learners have little previous experience of sport and recreation coaching and they make good progress in developing their confidence, organisational ability and communication skills. Learners improve their understanding of how the body responds to exercise and produce well-planned training programmes. Learners are committed to the courses and they display good levels of motivation.

Quality of education and training

64. The training provided on the sports courses is good, as was identified in the self-assessment report. Learning sessions are structured and prepared well. Portfolios contain well-presented, good-quality evidence. Training on sports courses is delivered in an informative and motivational style at a level and pace appropriate to the needs of the learners. Learners follow a detailed training programme and produce good standards of work. They also organise and lead activity sessions and provide practical sports coaching for other prisoners.

65. Facilities for practical sport are good. The prison has a large, well-equipped sports hall and two fitness training rooms with a good range of equipment. Staff make good use of the outside playing fields to provide additional space and widen the choice of available activities. Support facilities are poor. No classroom is available in the sports

area for theory training, and the changing and shower areas are inadequate and provide no privacy.

66. Learners receive particularly good support. Working relationships between staff and learners are excellent. Staff display very good levels of competence, enthusiasm and a commitment towards providing good-quality training that is focused upon the needs of the individual. Learners respond by working hard and displaying a positive and co-operative attitude to each other. Staff are respected by learners and this contributes to an environment that is orderly and conducive to learning. Learners interviewed comment favourably on the support and guidance that they receive from staff, who they believe show a genuine concern for their welfare and treat them with respect. Effective literacy, numeracy and language skills support is given to learners to help them overcome difficulties with their theory work or in collecting appropriate evidence for their portfolios.

67. Before starting a training programme, all learners receive an appropriate initial assessment of their suitability for the course and to identify any additional support needs. Assessment of learners' work is satisfactory and is carried out throughout their training programme. Work that is assessed and returned to learners is accompanied by useful and supportive comments and guidance.

68. Although recreational physical education provides a good range of activity, not enough certificated courses are available for learners to study. No courses are offered above level 1, and the short courses that are offered focus upon a narrow area of sport and recreation.

Leadership and management

69. The recreational physical education programme and accredited short courses are planned and resourced well. Administration arrangements for all programmes are satisfactory and the prison has established effective procedures with awarding bodies to ensure prompt verification and certification of the courses. Communications between staff are effective and working relationships within the staff team are good. Staff have the opportunity to develop their expertise and competence by attending in-prison training courses or external training programmes. Insufficient formal monitoring of the quality of training takes place, although some feedback of learners' experience is collected to improve the quality of provision.

Visual & performing arts & media

Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
<i>Arts</i> - Other government-funded provision	28	2

Arts*Strengths*

- very good achievement rates
- good standard of learners' work
- good training and learning

Weaknesses

- inadequate accommodation
- narrow range of provision in visual art

Achievement and standards

70. Achievement rates on arts courses are very good. Pass rates in AS level art and OCN level 3 art were 100 per cent in 2003. In GCSE art, 88 per cent of learners achieved the qualification in 2003. Retention and attendance rates are good. Many learners who have little previous experience of art make significant progress and develop good skills. Learners interviewed take great pride in the good quality of work in their portfolios and display enthusiasm and interest in the subject. In the music class, learners who had never previously played an instrument or sung are developing good levels of competence and skill. Learners have good opportunities to exhibit work inside and outside the prison. The learners exhibit in libraries, galleries and schools, and a permanent collection of their work is displayed on all the main corridors throughout the prison. Learners have provided many local schools and community venues with murals. Music learners stage concerts in the prison's chapel for prisoners and staff, and for visiting groups. Four music learners have gained paid employment on release as a result of the skills they have developed.

Quality of education and training

71. Training and learning in art and music classes are good, as was identified in the self-assessment report. Staff are experienced, well qualified and teach with enthusiasm. Tutors often work with learners individually and design daily individual learning plans. These plans are discussed with the learner at the beginning and the end of each session and progress is effectively monitored. The learning plans include the requirement to

demonstrate a range of skills and work in teams with other learners. The learners work in groups to complete and discuss topics which arise out of these classes. They display competence and enthusiasm in talking about their learning and the progress that they have made, and enter into animated discussion about each other's work. In all cases tutors and learners enjoy a good working relationship that supports and encourages learners in their study. Some art learners with poor literacy skills are encouraged to develop these skills further by producing work in pictorial and written formats. Learners are shown the relevance of improving their literacy skills, and some start to attend literacy classes. Music learners take advantage of creative opportunities and increase their self-confidence. These learners gain an understanding of teamwork through having to work and solve problems in the small working area provided. Music learners often take guitars onto the residential wings outside of class times for additional practise.

72. As identified in the self-assessment report, accommodation for art and music classes is inadequate. The art room is cramped for the large class size, and most learners are working on large canvases in a small area. A second room has become available next door, but it is difficult for the tutors to watch learners who move between the two rooms, causing some disruption. The room is carpeted and cannot be used for activities which would wet it. The room used for music is unsuitable, and participation is considerably reduced. The room is a converted shower block, divided into three very small working areas, and is full of equipment. Wiring from guitars, microphones and speakers lies all over the floor and creates some health and safety concerns. Learners do not have a quiet room to use computers, make digital music or play the piano.

73. Initial assessment is satisfactory. Learners receive an appropriate assessment to support and guide their skills improvement. Individual support needs are accurately diagnosed and learners receive additional support if required. Learners interviewed feel well supported by their tutors. Assessment, verification and moderation of learners' progress on accredited courses are carried out satisfactorily. Learners are aware of their targets and the progress they have made.

74. The visual arts programme has a very narrow course content. Learners have insufficient opportunity to carry out three-dimensional work such as sculpture or pottery, or to work in many different types of media. Some learners attending art classes full time have achieved a good standard in working with oils, but are not encouraged to progress and often repeat a very similar painting in the same media. These learners' capabilities are insufficiently developed and they do not learn new techniques and skills. Some art learners are not stimulated in class and become disengaged and, at times, demotivated. Staff have expertise in other areas of art, but their skills are currently not being fully used.

Leadership and management

75. New staff are supported well through an effective induction and mentoring process. Staff have the opportunity to attend relevant training opportunities to improve their competence and for personal development. The quality of training is now being monitored and a learning session observation programme is being established that will give feedback to staff. Communications in the curriculum area are satisfactory, with

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formal meetings supplementing frequent informal contact. Equality of opportunity is effectively promoted, with good consideration given to the needs of learners.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy</i> - Other government-funded provision	122	3

Literacy

Strengths

- good individual support
- good initiatives to develop learners' literacy, numeracy and key skills in practical sessions

Weaknesses

- insufficient variety of training methods in theory classes
- insufficient programme options

Achievement and standards

76. Achievements rates are satisfactory. All 59 learners entered for entry level literacy and/or numeracy qualifications in 2003-04 successfully achieved their qualifications. Achievement rates for externally accredited literacy and numeracy qualifications are 82 per cent at level 1 and 83 per cent at level 2. Attendance at classes is satisfactory. In February 2004 the average attendance at literacy and numeracy classes was 75 per cent. Most learners make satisfactory progress towards their individual learning targets and almost all those interviewed reported improved levels of confidence and self-esteem. Learners in one session developed a satisfactory understanding of letter writing, including drafting, editing and making a final copy. One life skills session observed linked its topic of basic health and safety to cookery. Learners developed a good understanding of the types of hazards that are present in kitchens and how these dangers may be overcome.

Quality of education and training

77. Individual support for learners is good, as was identified in the self-assessment report. Group sizes are small and staff provide effective individual help in the sessions. Staff provide good individual counselling to learners on personal issues. Learners interviewed feel comfortable to discuss personal matters with their tutors, and receive effective advice and guidance to help them resolve their concerns. Most staff are able to support demotivated learners by encouraging them to see the benefits of learning new skills.

78. An adequate range of resources is available for use in classes, including textbooks, comprehensive handouts and videos, although some videos are out of date. The standard of classrooms is satisfactory. Learners' work is displayed on walls, together with relevant literacy and numeracy posters. Literacy and numeracy classrooms have computers in each room. Classes do not always use a sufficient range of resources. Staff are well qualified and have relevant expertise in teaching on foundation programmes. However, some staff absences have occurred and some classes have been covered by staff who are not occupational or curriculum specialists.

79. Initial assessment is adequate, and comprises an initial literacy, numeracy and language skills screening. Learners who attend literacy and numeracy sessions in the education block receive a further diagnostic assessment and questionnaire on their preferred learning styles. Learners attending key skills training sessions in the workshops, and in other subject areas, do not receive a formal initial assessment of their key skills competences. Satisfactory arrangements are in place for the marking of assignment-based qualifications. Training in key skills is newly introduced, and appropriate arrangements are in place to assess and verify key skills qualifications. Learners' work is frequently marked and positive comments are written on their work to encourage them to develop their skills further. Learners' progress is reviewed each month. Progress reviews focus on the development of literacy, numeracy and social and life skills. The best reviews keep a detailed record of how well learners have progressed against their specific learning targets, and set clear and measurable new targets. Some reviews do not record activities and progress against learning plans in adequate detail.

80. The range of training methods used in theory classes is too narrow. Many theory sessions rely too much on paper-based resources and the completion of word searches. Groups are often of mixed ability, and not enough different activities are used to encourage all learners to participate in sessions. Learners complete too much work individually, and not enough alternative training methods are used to engage learners with different learning styles. Learners in one session observed were adding the punctuation to a piece of text. The more able learners finished the activity quickly, but had no extension activities or progression exercises to move onto. The best observed sessions were in practical-based subjects. These sessions used a good range of training methods and resources, and learners participated fully in group activities. In one class on parenting, learners worked effectively in groups to explore the effect of imprisonment on families. The groups formally presented their findings, further developing the learners' speaking and listening skills. The education department provides information on its programmes at the prison induction. In addition to this, each prisoner is interviewed individually to assess their interest in participating in education. The information provided to prisoners is satisfactory, but some of the course literature is too complex for individuals with poor literacy skills.

81. The range of programme options provided is insufficient. Literacy and numeracy sessions last for three hours, and tutors find it difficult to maintain learners' interest. The prison does not provide an adequate range of opportunities to develop learners' literacy and numeracy skills through other subject areas. The provision of literacy and numeracy

support is not sufficiently varied. Life skills courses such as healthy living and personal effectiveness are offered, but some courses identified as being in demand such as group and team work and citizenship are not currently delivered. Outside of the education contract, the prison's chaplaincy has begun to provide a money management programme for learners, run over two half-days, and prison officers are also running a parenting from prison course. The resource-based learning centre provides literacy and numeracy support to a small group of learners who attend courses in other subjects such as modern foreign languages and geography. No language support is currently offered for learners who speak English as an additional language. Key skills training sessions are provided in workshops.

Leadership and management

82. Initiatives to develop learners' literacy, numeracy and key skills in practical sessions are good. The prison has launched effective initiatives recently to provide literacy, numeracy and key skills support in the workshops. It has produced some good occupational activity-based projects to develop these skills. These sessions run in a classroom adjacent to the workshop, and learners are encouraged to attend who would not normally be interested in attending education classes. Key skills training in construction is effective and learners are making good progress. Key skills training is also provided in sport, and has recently been introduced in visual and performing arts. Education and training staff regularly discuss the progress of this initiative. Learners can also see the relevance of these sessions as they are directly related to the work that they are carrying out.

83. Communication in the department is effective. The prison holds monthly staff meetings and specific curriculum meetings where staff can discuss relevant topics. Monitoring the quality of training is a relatively new initiative, and improvements in the quality of provision have not yet been observed. The self-assessment report for foundation programmes identifies some of the strengths and weaknesses identified at inspection. Staff development opportunities are readily available and most staff members have benefited from recent training in the national core curriculum in literacy, numeracy and language, dyslexia and disability awareness. Staff have recently received some basic diversity training.