

HMP Everthorpe

Inspection date

15 January 2009

Inspection number

330998

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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. HMP Everthorpe is a male category C training prison, located approximately 15 miles west of Hull, with a population mostly from Yorkshire and Humberside. All offenders at HMP Everthorpe are over 21 and most are under 45 years. The minority ethnic population is approximately 18%; 75 are foreign nationals.
2. The prison's current occupational capacity is 689 of which 607 offenders are in employment, learning or skills provision. The average mean stay at the prison is 10 months. Approximately 7% of offenders are on short sentences ranging from three weeks to six months. About 50% of offenders serve sentences of three years or more.
3. The Yorkshire and the Humber LSC contracted provider is The Manchester College (TMC). This contract provides Skills for Life provision, art and design, information technology and a range of other education and vocational courses. TMC subcontracts its construction courses to East Riding College. The prison offers a range of learning and skills provision including National Vocational Qualifications (NVQs) in recycling operations, performing manufacturing operations, distribution, warehousing and storage, business improvement techniques, physical education (PE), horticulture, cycle repair, parenting and family learning. The prison subcontracts its delivery of NVQs in some workshops to The Hull College Group. A wide range of external agencies and voluntary sector organisations are involved in preparing offenders for resettlement following release.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
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: Outstanding: Grade 1
Quality of provision	Good: Grade 2
Employability training	Contributory grade: Good: Grade 2
Literacy, numeracy and ESOL	Contributory grade: Satisfactory: Grade 3
Personal development and social integration	Contributory grade: Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

4. The overall effectiveness of the provision is good. Overall achievement and standards are good, and outstanding in personal development and social integration. The achievement of most qualifications is good or better, and many learners produce high standards of work. However, achievements are low in literacy and numeracy at entry level 3 and in English for speakers of other languages (ESOL).
5. The overall quality of provision is good, and satisfactory in literacy, numeracy and ESOL. Much teaching, coaching and learning are good. The best sessions support effective learning and encourage skilled learners to pass on their skills to others. Teaching is effective in ESOL and applied Skills for Life sessions, but uses a narrow range of strategies in discrete sessions. Support for literacy and numeracy in TMC vocational workshops is insufficient. The use of individual learning plans is ineffective across most provision. Many learners demonstrate good personal development but this is not recognised or recorded.
6. The range of provision is good overall. Employer engagement is particularly good in employability training. The prison offers a wide range of opportunities for personal development. However, construction provision at level 2 is insufficient, as are applied Skills for Life opportunities provided by TMC.
7. Support for learners is good overall. In sessions, peer support is effective across all provision. Recently improved information, advice and guidance are particularly effective in employability training, but less established in other areas.
8. Leadership and management are good. The prison's strategy for learning and skills makes good use of external links. Improved and extended learning and skills provision ensures that provision meets the changing needs of the prison population and employers. Initiatives to support offenders in their transition to resettlement are good. The allocations process is particularly thorough. The development and implementation of the Skills for Life strategy is slow.
9. Equality of opportunity is good. The prison promotes equality and diversity well. Art learners produce powerful images with diversity themes that are prominently displayed throughout the prison. The content of much class activity and occasional whole prison events links clearly to diversity and maintain its high profile. A strong ethos of respect and fairness permeates staff and learner interactions.

Capacity to improve

Good: Grade 2

10. The prison's capacity to improve is good. Many weaknesses identified at the previous inspection, and leadership and management inspection grades, have improved. Qualification outcomes are good or better. The prison offers enough places to bring it close to full employment. New provision planned to start shortly, intends to provide enough places for every offender. The self-assessment process is inclusive and identified many of the strengths and areas for improvement identified at inspection. However, in literacy, numeracy and ESOL, the report overstates some identified strengths, omits some areas for improvement and is overgraded. TMC has a well established range of processes to assure the quality of provision. However, insufficient observations of teaching and learning were completed last year. The provider has made satisfactory progress with its schedule for observations in 2008/09. It has adequate quality assurance arrangements for its own provision and that delivered by subcontractors. The quality improvement group meets regularly, attended by a balanced range of representatives from learning and skills.

Key strengths

- Good achievement and standards in most provision
- Much good teaching, coaching and learning
- Good external links
- Much effective work to improve and extend learning and skills provision
- Particularly thorough allocations process
- Good promotion of equality and diversity

Key areas for improvement

- Ineffective use of individual learning plans
- Slow development and implementation of Skills for Life strategy

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

11. Achievement and standards are good. Achievement of qualifications is very good, as identified by self-assessment. Achievement on gardens and bicycle repair programmes run by the prison is an outstanding 100%. Of the 129 learners who began qualifications offered by Hull College in the last 15 months, 82% have achieved their qualification and 13% are still on programmes. Achievement on many courses offered by TMC is outstanding. For example, on lift-truck, advanced information technology (IT), painting and decorating, plumbing and food hygiene programmes, achievement is 100%. Achievement is very good on the basic scaffolder course, the certificate in preparing for a business venture at level 2, on CLAIT level 1 and on the level 1 certificate in career planning, ranging between 86% to 98%. In the basic construction skills bricklaying course, a satisfactory 76% achieved their qualification.
12. Standards of learners' work are high, as identified by self-assessment. Gardening learners' work is of a particularly good quality. The prison's grounds are maintained very well, and the gardening team recently won second prize in a prestigious national competition. In construction workshops, some learners produce work at a higher level than required by their award, and is often of a commercial standard. Learners take pride in their work, much of which is displayed.
13. Development of soft skills is good. Most learners develop a work ethos, including the ability to work independently to a required timescale. Punctuality and attendance are good. Sessions start promptly. Learners arrive promptly and continue to work well until the end of the session.

Quality of provision

Contributory grade: Good: Grade 2

14. The quality of the provision is good. Teaching, coaching and learning are good, as identified by self-assessment. In the workshops, provision is adapted well to meet individual needs. Good individual coaching enhances and accelerates individual learning. Group work is planned well and uses short and diverse activities effectively to maintain learners' interest. Good use is made of peer tutors to support other learners. In i-media, excellent use is made of highly skilled learners who give good demonstrations to and teach groups of other learners. Learners considering starting up their own businesses benefit from good quality Business Link presentations that help them self-assess their qualities and plan for business ideas. Resources and facilities are satisfactory overall, although some of the construction workshops are small for the current numbers of learners.
15. Literacy and numeracy support in workshops is insufficient. Where learning support assistants provide support in workshops, for example in bricklaying, painting, and decorating, it is good. However, most workshops have learners

identified as needing literacy and numeracy support that is not provided. The self-assessment report did not identify this.

16. The use of individual learning plans is incomplete, as identified in the self-assessment report. Tutors have a satisfactory understanding of the information provided on the individual learning plan by information, advice and guidance workers, for example, literacy and numeracy levels and preferred learning styles, but do not understand their role in recording and monitoring targets. On some programmes, for example, career planning for self-employment, newly introduced individual learning plans identify clear targets that are reviewed regularly. However, most individual learning plans just record dates when elements of units should be achieved and are not used to set measurable, specific and individualised targets. No targets are set for, or records kept of, soft skill development. However, learners and tutors have a good understanding of learners' progress and achievements.
17. The range of provision is wide and the prison is developing it further, as identified by self-assessment. All work areas have accredited provision. Effectively modularised provision enables short stay offenders to gain accreditation. A wide range of provision is available including some qualifications that are highly regarded by employers such as the construction sector certification scheme card and lift-truck. Good business start up provision ensures learners receive the same level of service and information that they would outside the prison. In PE, a good range of level 1 and level 2 accredited provision is available. An excellent new initiative is preparing learners as health trainers to work in the local primary care trust.
18. As identified by self-assessment, the construction provision delivered by TMC is only accredited at level 1, which is too low a level to be appreciated by some employers. Plans exist to introduce higher levels, which staff are keen to do. At entry level, vocational provision is insufficient.
19. Good use is made of information, advice and guidance to ensure the suitable allocation of learners to programmes, as identified by self-assessment. Initial assessment accurately identifies learners' literacy and numeracy levels and learning styles and, where appropriate, checks for colour blindness. Tutors have a good understanding of how the information affects learning. Learning is sequenced logically, for example by ensuring that learners take qualifications with a short lifespan, such as lift-truck, close to the end of their sentence.
20. Links with employers, training providers and other external agencies to promote resettlement are good. The Helping Offenders by Providing Employment (HOPE) project has developed good links with employers and training providers and has so far helped 60 learners find training or employment on release. Links with the Prince's Trust and Business Link are good. The prison uses a database where learners' curriculum vitae can be shared with employers and employers can advertise job opportunities. Prison staff and employers work together closely to support learners.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Good: Grade 2

21. Achievement and standards are good. Much achievement is good overall. Most learners are on level 1 literacy and numeracy programmes, where achievement is very good at 90% and 93% respectively. However, for the smaller groups in literacy and numeracy at entry level 3 achievement is below 50%. Data for ESOL is incomplete, but of the 31 learners who began a qualification, only 11 achieved during 2007/08. Current ESOL learners are making satisfactory progress. The self-assessment report identified the first part of this finding, but not the latter.
22. Learners achieve a high standard of literacy and numeracy in practical cooking. However, these skills are not transferred to discrete provision. Learners who attend family learning sessions read well using intonation and expression. Other learners develop reading skills effectively through Toe-by-Toe, where mentors have highly developed interpersonal skills. Punctuality is good, and attendance satisfactory. Some class sizes are small.

Quality of provision

Contributory grade: Satisfactory: Grade 3

23. The quality of the provision is satisfactory. Teaching and learning are satisfactory overall, and good in the small ESOL provision. In these sessions, differentiated learning is planned and implemented effectively. Personal targets and learner progress are monitored and recorded accurately. The balance of group and independent learning is good and builds on learners' interests. Learners with diverse needs and levels of ability are actively engaged in challenging discussion and encouraged to expand vocabulary using a good range of resources including information and learning technology.
24. Learners develop literacy and numeracy skills effectively when working in vocational areas or for a personal reason. In cookery, theory sessions and practical work are planned well and provide many opportunities for practising listening, reading, writing and numeracy skills. Toe-by-Toe mentors competently support learners through the scheme. Story Book Dads and family learning promote literacy skills to small groups of learners. In the two workshops where literacy and numeracy support is offered, teaching and learning are satisfactory.
25. Teaching and learning strategies are too narrow in discrete Skills for Life provision. The self-assessment report does not identify this. In many sessions, different learning styles are not catered for adequately and the range of abilities is too wide. Too many sessions are characterised by learners working in isolation on individual worksheets, with little group teaching. Few opportunities exist for learners to develop communication skills, share views, discuss issues and help each other. Learners often wait for the tutor to be free to mark work or set the next task. Sessions are too long and structured and paced inadequately to maintain interest. Classrooms are equipped well with modern technology but information learning technology is rarely used to enhance learning. Interruptions

are commonplace and alternative demands on learners' time frequently disrupt the continuity of learning.

26. In most vocational areas, literacy and numeracy support is insufficient. The expansion of contextualised learning into TMC workshops is slow. Only two workshops have good literacy and numeracy support at an early stage of development. Industrial manufacturing courses delivered by The Hull College Group provide contextualised literacy and numeracy support within vocational qualifications. This was partly identified in the self-assessment report.
27. Individual learning plans are insufficiently detailed. This was partly identified in the self-assessment report. Long-term individual learning is not planned adequately. Too much learning focuses on short-term exam tasks. Planning for deeper learning is insufficient. Little use is made of realistically challenging and achievable targets and timescales to complete tasks. Much recording of the learners' progress is collated retrospectively with little measurement of effectiveness. References to the quality of work are insufficient and too much emphasis is placed on the quantity. Additional skills and qualities developed during sessions are not well planned for or recorded when achieved.
28. The range of provision is satisfactory. The expanded range and depth of the provision better meets the needs of learners. Sessions for literacy and numeracy are now separate. ESOL arrangements now provide a well structured full-time programme. Outreach work to vulnerable offenders and for in-cell learning has extended, but has no clear strategy. A small evening provision in literacy and numeracy offers a useful transition for learners who are not ready to join mainstream education, and those in full employment during the day.
29. Support for learning is satisfactory. Learning support from peer mentors, learning support assistants and peer interpreters is effective. The improvements in information, advice and guidance ensure that tutors have current initial assessment and learning style information. However, this is not always used in planning for individual learning. The improved initial advice and guidance arrangements have not yet begun to affect this aspect of provision to the same degree as in vocational training.

Personal development and social integration

Achievement and standards

Contributory grade: Outstanding: Grade 1

30. Achievement and standards are outstanding. This was identified in the self-assessment report. The achievement of qualifications is outstanding. In-year data for 2008/09 indicates achievement at 100%, an improvement on the already high achievement of 2007/08. Most learners achieve level 1 qualifications. A few learners take level 2 or 3 qualifications and some learners have successfully achieved grades B and C in art at GCSE and A level. Some learners have also progressed successfully into further and higher education in this subject.

31. Standards of work in art are particularly high. Work shows much personalised and creative development with individual interpretation of ideas and a high technical standard. Many works are of large scale. Learners new to art and those with a long break since their last work make good progress and quickly show skill in their chosen medium.
32. Learners with existing skills take pride in passing them onto others and contributing improvements in the life of the prison. One learner who is a skilled bookbinder worked to conserve books in the library and art room, and produced good quality sketchbooks for others using reclaimed materials. Another learner was similarly effective in teaching others information and communication skills. Toe-by-Toe mentors have highly developed interpersonal skills.
33. Learners show good engagement and concentration in sessions and work with purpose. In social and life skill sessions, they contribute to discussions and debate well, listening to the views of others and presenting their own considered ideas. They develop confidence in research, presentation skills and group work. The prison actively engages in, and is successful with, a range of external competitions. Standards are high and participants develop many useful skills such as teamwork and interpersonal skills. Learners take great pride in their skill development, in success in external competitions, and in the benefits their work provides to others. Attendance and punctuality are good.

Quality of provision

Contributory grade: Good: Grade 2

34. The quality of provision is good. Teaching and learning are good. This was identified in the self-assessment report. Effective and well planned teaching and learning activities promote self-confidence, mutual respect, develops self-esteem, teamwork, communication and listening skills and awareness of the needs and values of others. Social and life skill sessions are structured effectively to provide a balanced range of learning activities. Diversity sessions help develop mutual understanding through raising awareness of different cultures, faiths and values. Art sessions enable learners to develop individually through a high standard of individual coaching from professional artist tutors and peers with specialist craft skills.
35. The recognition and recording of personal and social development across learning and skills provision is insufficient. This was partly identified in the self-assessment report. The individual learning plan is used to sign off and monitor accreditation. It has no links to personal development targets or the sentence plan. Much skill development across different learning and skills activities is unrecognised, such as the skills developed by peer mentors or the development of communication and teamwork skills. The art department have recently developed a learning journal to record these developments, but it is too soon to assess its effectiveness.
36. The range of provision is good, as identified in the self-assessment report. The prison offers a particularly wide range of opportunities to develop personal and social skills. Effective parenting and family learning courses supports the success

of family days, and sometimes provide the stepping-stone into wider learning for participants. Many external activities such as the Windlesham Trophy in gardening and Koestler competitions provide extended challenge in the application of skills developed in sessions. Evening sessions have been introduced recently following research into learners' interests. The PE department offers an exercise referral scheme that successfully meets the individual needs of a high proportion of offenders with severe and complex mental and/or physical health problems and helps ensure men maintain their healthy lifestyles following release. Recent developments of a teamwork course also provided by the PE staff support improve effectiveness of the enhanced thinking skills course. A small range of distance and open learning provision meets specific needs at higher levels or in specialist areas.

37. Support for learners is satisfactory. Learner support from peer mentors is good. A well run family day, open to all who have completed the parenting programme, helps maintain family bonds. The availability of information, advice and guidance has improved significantly since the previous inspection. Information about activities is widely displayed and accessible throughout the prison. Tutors receive good information about literacy and numeracy initial assessment, and learning styles, from the induction process, but it is not always clear how this is used. The improved initial advice and guidance arrangements have not yet begun to affect this aspect of provision to the same degree as in vocational training.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

38. Leadership and management are good. The prison's strategy for learning and skills makes good use of external links. This was identified in the self-assessment report. At strategic level, the prison is active in the development and promotion of the Humberside National Offender Management Service agenda with other Humberside prisons and the Humberside Probation Trust. The HOPE project has been very effective in developing many good employer links. Consultation at sector skill level supports and contributes to vocational programme and qualification development. A wide range of external statutory and voluntary sector agencies provide responsive multi-agency support for resettlement. The prison works well with other training prisons in many regional developments.
39. Much particularly effective work has improved and extended learning and skills provision. This is identified in the self-assessment report. The curriculum has developed flexibly to meet the changing needs of the prison population. Programme development uses researched intelligence, and feedback from employers and learners, about the skills needed to fill local skills gaps. The provision of Skills for Life has increased, and ESOL is available where there was none at the previous inspection. Significant developments in information, advice and guidance show particular benefit in employability training. Good investment in

staff development for education and prison staff actively support many developments. The promotion of a coherent and collaborative approach to learning and skills across the prison has senior level commitment. The prison effectively supports continued funding for the HOPE project staffing after its European Social Funding ended. The One Step Closer programme gives all learners an opportunity to meet a good range of agencies who can help them with health, accommodation, training and employment issues when they are due for release. However, this is not yet fully established and currently only 50% of offenders due for release attend.

40. The allocations process is particularly thorough. Significant improvements have streamlined allocations and ensure that information, advice and guidance is central to the process. Allocation decisions make use of all available information and establish clear links to sentence planning and pathways targets. Sequencing of interventions relates to the stage of the sentence and ensures that qualifications are current on release dates. Job shop staff respond promptly to referrals and applications. Detailed records of all aspects of learning, work and qualifications are maintained. Information, advice and guidance and job shop staff make regular wing visits on a three-weekly cycle to wings to follow up unemployment and wing referrals. Waiting lists are fairly and systematically managed, but are misleadingly long. They include offenders who are at the appropriate stage of their sentence to start a course, those who have expressed an interest in a course at some stage in their sentence and historical entries from the previous system that may no longer be relevant.
41. The development and implementation of the Skills for Life strategy is slow. This was not identified in the self-assessment report. The strategy was recently completed in December 2008, and some key Skills for Life staff are unfamiliar with it. The strategy outlines current arrangements, but lacks sufficient vision to develop provision for a whole prison approach. The volume and range of Skills for Life provision has improved, but a marked difference exists in the effectiveness of discrete and applied provision. The latter is far more effective but there is not enough, and in particular, insufficient established provision in workshop support. Progress on the action plan to embed Skills for Life into vocational areas has been slow, with little indication of significant progress since summer 2008. External Skills for Life support for improvement is now in place with some immediate improvement targets for early in 2009.
42. Equality of opportunity is good. This was identified in the self-assessment. The prison promotes equality and diversity well. Art learners produce powerful images with diversity themes that are prominently displayed throughout the prison. Individuality and success are actively celebrated. The content of much class activity links clearly to diversity. Artwork carefully balances creative freedom with respect. A wide range of social and life skill modules offer potential for learners to explore topical issues that challenge their perceptions. Tutors are skilful in supporting balanced debate by presenting different views that extend learners' worldview. Occasional whole prison events, such as Black History Month maintain the high profile of diversity. A strong ethos of respect and fairness permeates

staff and learner interactions. Recently introduced and effective learner consultative forums help identify learners' needs and resolve issues. For example, at a learner forum, one learner raised concerns about potential disadvantage for paroled prisoners in current pre-release arrangements. The pay policy is fair and transparent. It rewards offenders in work or learning equally. Access to learning and skills is fair. Typically, learners are allocated a place for planned activities within a short space of time.

43. The prison's equal opportunity strategy establishes clearly how the prison will meet the needs and interests of the range of different groups within the prison population. Staff responsibility for different aspects of equality is clearly designated. The prison collects and analyses much data to check the effectiveness that their equality measures and make modifications, for example to meet the needs of the few offenders with disabilities. Most areas of the prison are accessible. Education and prison staff have joint equality and diversity training. The prisons' new diversity training programme has been completed by 40% of staff since September 2008, with clear plans to achieve 100% by the end of 2009. Achievement data indicates no significant differences in the achievements of different groups. Diversity issues and concerns are dealt with promptly and thoroughly. A scrutiny panel, including offender representation, samples any investigation that has a racist origin.

What learners like:

- 'I really enjoyed learning about story books and how to make my kids happy'
- Lots of chances to do different things
- The tutors and instructors are helpful and friendly
- 'My qualification will help me when I get out of prison and look good for my boss'
- 'It's good to be learning new things'
- 'I've never worked before and its given me an insight into what I can do if I keep out of trouble'
- 'My job in the gardens. I learn something new every day and I look forward to coming here all weekend'
- 'I'm the happiest man in the world now. I thought I would never be able to do this'
- 'We feel listened to and have seen changes based on what we've suggested'

What learners think could improve:

- More higher level qualifications
- 'Not enough cooking – it's good to eat your own food and you can learn how to manage on little money outside prison'
- 'We want skills to be useful to life outside prison'