

# INSPECTION REPORT

## **HMP Blakenhurst**

**09 December 2005**



ADULT LEARNING  
INSPECTORATE

## 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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** 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.
- adult information, advice and guidance services (**nextstep**)

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.

## Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

# INSPECTION REPORT

## HMP Blakenhurst

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# INSPECTION REPORT

## DESCRIPTION OF THE PROVIDER

1. HMP Blakenhurst (the prison) was built in 1993 and is a local Category B prison serving courts from the West Midlands, West Mercia and Hereford and Worcestershire areas. The prison is situated near Redditch in Worcestershire. It is managed under a 10-year service level agreement with the Home Office Contracted Out Prisons Unit. It holds up to 1,070 remand, convicted, and sentenced adult male offenders whose average length of stay is 28 days. On reception at least half of the offenders are aged between 21-30. At any one time, around 27 per cent are from minority ethnic communities. Over the past 18 months there have been up to 60 foreign nationals in the prison at any one time.

2. The head of learning and skills has overall responsibility for monitoring the quality of education and training and for developing the learning and skills agenda in the prison. Education in the prison, consisting of 30,000 hours a year is contracted out to Reed Learning. The education manager is supported by five full-time curriculum leaders, 16 full-time and 11 part-time teaching staff and an administrative assistant. A range of accredited courses is available at entry level, level 1 and level 2, much of it within the skills for life programme area. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. There is a small amount of education provision at level 3.

3. The gym, kitchens and industrial workshops provide structured activities including opportunities to gain accredited qualifications. With the exception of catering, which is subcontracted to an external company, staff in these areas are employed either as officer instructors or civilian instructors. The prison's resettlement activities consist of information, advice and guidance on education, training and employment, as well as offering work-related courses. The library provision is provided by Worcestershire County Council Library Service. There is one full-time qualified librarian post, held on a job share basis and a full-time assistant is due to take up a post shortly. Two prison orderlies also work in the library. The library is located near to the education area and has opening hours covering daytimes, evenings and weekends.

## OVERALL EFFECTIVENESS

## Grade 3

3. **The overall effectiveness of the provision is satisfactory.** Leadership and management are satisfactory, as are the arrangements for equality of opportunity. Quality improvement is good. In leisure, travel and tourism, the provision is outstanding and in preparation for life and work the provision is good. The quality of provision in information and communications technology (ICT) is satisfactory.

4. **The inspection team had some confidence in the reliability of the self-assessment process.** As the inspection was unannounced the prison did not produce a self-assessment report specifically for the inspection. However, over the past 12 months a self-assessment process has been implemented to review the quality of the education and training provision. The most recent self-assessment report represents a realistic view of the training across all the curriculum and occupational areas. It is judgemental and involves contributions from staff and managers. A realistic action and development plan

accompanied the report. Many of the judgements highlighted during the inspection were identified in the self-assessment report.

**5. The provider has demonstrated that it is in a good position to make improvements.**

The prison has improved the quality of the education provision significantly during the 12 months before the inspection. Quality improvement policies and procedures are more clearly understood and are being implemented by staff. All aspects of the training programmes are being subjected to better monitoring and review arrangements. Previous poor practice has been identified and improvement strategies implemented to raise the overall quality of provision. Plans are being considered to further develop the range of vocational training and work opportunities that are to be made available to learners at the prison.

## KEY CHALLENGES FOR HMP BLAKENHURST:

- increase the number of assessors in areas of vocational training and work where this currently prevents accreditation
- develop more ICT courses at entry level and level 3 education courses in general
- continue to support education staff to obtain relevant teaching qualifications
- further improve the quality of teaching and learning
- use data more effectively to measure programme performance and contribute to management decisions
- maintain the high level of provision in sport and recreation

## GRADES

*grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate*

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality improvement		2

Information and communications technology			3
Contributory areas:	Number of learners	Contributory grade	
<i>ICT for users</i>		3	
Other government-funded provision	70	3	

Leisure, travel and tourism			1
Contributory areas:	Number of learners	Contributory grade	
<i>Sport, leisure and recreation</i>		1	
Other government-funded provision	12	1	

Preparation for life and work		2
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		2
Other government-funded provision	189	2

## ABOUT THE INSPECTION

6. The areas of ICT, leisure, travel and tourism, and preparation for life and work courses were reported on and graded. Aspects of work and industries, although in some cases offering accredited training, were not reported on as there were few learners working towards qualifications. The inspection took place from 5-9 December 2005.

Number of inspectors	4
Number of inspection days	14
Number of learners interviewed	97
Number of staff interviewed	37

## KEY FINDINGS

### Achievements and standards

**7. Pass rates for level 1 ICT courses are good and learners develop good skills.**

Ninety-five per cent of learners have achieved the qualification since January 2005. Most learners significantly improve their understanding and use of ICT applications.

**8. In sport and recreation, the retention and achievement rates are very good.** On all courses almost all learners achieve the qualification.

**9. There is good achievement in preparation for life and work courses.** In literacy, numeracy and English for speakers of other languages (ESOL), there is a 100 per cent achievement rate for entry-level learners, and achievement rates of over 80 per cent at levels 1 and 2. All learners who were entered for the social and life skills accreditation, achieved the required standard. All learners participate well and in many classes there is a high level of concentration and personal progress.

**10. Pass rates on level 2 ICT courses are poor.** In the current year only one learner has successfully completed a training course at level 2.

## The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information and communications technology	0	3	4	0	7
Leisure, travel and tourism	0	2	1	0	3
Preparation for life and work	0	4	2	0	6
<b>Total</b>	<b>0</b>	<b>9</b>	<b>7</b>	<b>0</b>	<b>16</b>

**11. In preparation for life and work courses and practical lessons in sport and recreation, the teaching and learning are good.** Lessons are well planned and the learning environment is well managed. Tutors make the work interesting and learners' understanding is checked.

**12. Resources to support learning in sport and recreation are very good.** Staff are competent and well qualified. The sports facilities are of a high standard.

**13. The ICT facilities are good.** Classrooms are bright and attractive and are well equipped with industry-standard computers and up-to-date software. Tutors and learners create a good working atmosphere which allows learners to develop their skills and understanding.

**14. The recreational physical education (PE) programme is very good.** A wide range of activities takes place seven days a week and there are good initiatives to widen participation.

**15. The monitoring and recording of learners' progress in preparation for life and work courses is good.** All learners have a weekly review with their tutor and individual learning plans are discussed and updated. New targets are set for the following week.

**16. Insufficient use is made of ICT in literacy, numeracy and language classes** to provide variety and extend the range of learning activities.

**17. In ICT there are very few opportunities for learners who have little or no experience.**

## Leadership and management

**18. New vocational training opportunities have been developed well.** New workshops have been established to provide skills training. Areas of work within the prison are now implementing planned training programmes.

**19. Good initiatives and actions have been implemented to improve the quality of provision.** During the past 12 months there have been significant improvements in quality monitoring arrangements, and previous poor practice has been identified and resolved.

**20. The sport and recreation provision is particularly well managed.** Accredited training and recreational PE are well organised and overall standards and expectations within the department are very good. Staff are well managed and quality improvement is given high priority.



21. **There is good development and training for staff who teach on preparation for life and work courses.** Staff are observed and appraised in their teaching and are well supported to attend additional training and development to improve their effectiveness.

22. The self-assessment process is satisfactory. The quality of training is reviewed and appropriate development and action plans are established where required. The most recent self-assessment report is judgemental and critical.

23. The management of arrangements to identify and support literacy, numeracy and language needs is satisfactory. All learners receive an initial assessment of their skills for life levels, and where identified and requested, appropriate help is provided.

24. **There are insufficient arrangements to assess and accredit some vocational training and work.** Good training and work is taking place, but the lack of qualified assessors and links with awarding bodies is preventing learners from achieving a relevant qualification.

25. **Data is insufficiently used to evaluate course and programme performance.** Until the current year, in most areas there has been little collation of data to help staff and management identify the underperformance of particular learning programmes.

## **Leadership and management**

### **Strengths**

- good development of new vocational training opportunities
- good initiatives and actions to improve the quality of provision

### **Weaknesses**

- insufficient arrangements to assess and accredit some vocational training and work
- insufficient use of data to evaluate course and programme performance

## **Information and communications technology**

### ***ICT for users***

***Grade 3***

#### *Strengths*

- particularly good pass rates for level 1 courses
- good attainment of IT skills
- good learning environments

#### *Weaknesses*

- poor pass rates for level 2 courses
- insufficient provision for learners at introductory level
- inadequate use of data

## **Leisure, travel and tourism**

### ***Sport, leisure and recreation***

**Grade 1**

#### *Strengths*

- very good retention and achievement rates
- good teaching of practical work
- very good resources to support learning
- very good recreational PE programme
- very well-managed provision

#### *Weaknesses*

- no significant weaknesses

## **Preparation for life and work**

### ***Literacy and numeracy***

**Grade 2**

#### *Strengths*

- good achievement
- good teaching and learning
- good monitoring and recording of learners' progress
- good staff development and training

#### *Weaknesses*

- insufficient use of ICT
- insufficient use of data to evaluate course performance

## **WHAT LEARNERS LIKE ABOUT HMP BLAKENHURST:**

- getting certificates
- learning new skills
- supportive and friendly staff
- learning useful things to help them when released
- improving confidence
- feeling safe
- being treated with respect
- the way staff cope with learners leaving and starting the courses
- good sports facilities
- being involved in the sports classes
- welcoming library environment

## **WHAT LEARNERS THINK HMP BLAKENHURST COULD IMPROVE:**

- more use of peer mentors in classes

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- good development of new vocational training opportunities
- good initiatives and actions to improve the quality of provision

#### Weaknesses

- insufficient arrangements to assess and accredit some vocational training and work
- insufficient use of data to evaluate course and programme performance

26. New vocational training opportunities have been developed well. In addition to the education provision, a considerable amount of work has taken place to provide more purposeful activity at the prison. This includes the accredited training programmes now taking place in cleaning, catering, laundry work and maintenance of prison grounds, construction trowel skills, waste management, and sport and recreation. There are also workshops providing training in double glazing, fabrication and assembly work, although learners are currently unable to gain certification in these areas. The learning and skills agenda has developed well in the past 12 months and learners in vocational areas have had the opportunity to gain basic and key skills qualifications with support from education staff.

27. Effective links are established with a range of supporting agencies to help learners with their personal development, to overcome a range of personal issues and to help prepare for release into the community. The use of external agencies, and a range of health agencies all help the prison to better meet the needs of learners. These agencies make significant contributions to the curriculum and resettlement activities with presentations, discussion groups and individual work with learners.

28. Management of staff is satisfactory. There is now an appraisal and development system which is applied to all staff. Formal staff appraisals take place on an annual basis and these effectively analyse staff performance and identify individual training and development needs. Less formal reviews help identify concerns at an early stage. Staff are now taking more ownership of personal action and development plans to monitor their progress and to agree realistic and achievable targets for improving their effectiveness. Staff are supported through in-house training or by providing financial assistance or time to attend external courses.

29. Communications in education and training have improved and are now satisfactory. Previously, communications and formal monitoring arrangements were very weak but, the head of learning and skills and the education manager now meet each month to monitor the education contract. Planned formal meetings also take place with the full staff team and discrete subject teams. In addition, frequent informal meetings and discussions ensure that staff are well informed of developments.

30. The management and arrangements for supporting literacy and numeracy needs are satisfactory. Learners have an initial assessment of their basic skills when they arrive at the

prison and appropriate help is provided when support is identified and requested.

31. The management of resources is satisfactory. Staff are appropriately qualified and experienced. Learning accommodation, teaching equipment and classroom resources are good and help to provide an environment which is conducive to effective teaching and learning.

32. There are insufficient arrangements for assessment and accreditation of some vocational training and work such as in the assembly and double glazing and fabrication workshops. Good training and work is taking place, but insufficient qualified assessors and links with awarding bodies is preventing learners from achieving a qualification.

33. The management information systems and data are currently insufficient to keep staff and managers informed about performance on courses. Before the past 12 months, there has been no collection of data related to retention and achievement, but progress is now being made with this. An improved management information system has recently been introduced. The education manager is now compiling details of course outcomes and learners' achievements in addition to the contractual information that is required by the prison. Courses are now more closely managed, but as data collection is relatively new, there has been little use of information to implement changes or improvements to the provision. Other than for participation rates, target-setting is not currently used as part of a strategy for continuous improvement. Performance data for the vocational training is at an early stage of development and is not well used. However, in sport and recreation, data collection and analysis is well established.

### **Equality of opportunity**

### **Contributory grade 3**

34. An appropriate equality and diversity policy and supporting procedures on discrimination, harassment and bullying are established in all areas of the prison. In addition, the head of learning and skills has developed a learners' charter that includes a complaints procedure and appeals procedure. The education manager meets with a prisoners' focus group on a regular basis to identify areas of concern or barriers to learning. Equality and diversity is discussed as an agenda item at the quality improvement group meetings. Learners have a satisfactory understanding of equality and diversity and are clear about the complaints procedure and anti-bullying policies. Staff receive training in equality and diversity as part of their initial prison induction and their level of awareness and understanding is satisfactory.

35. Staff and learners work hard to create an environment that is sensitive to the needs of others and that respects cultural differences. Staff are sensitive to learners' needs and are skilful at dealing with personal concerns. Learners speak favourably about the help and support they receive from staff.

36. Events are planned throughout the year to celebrate cultural differences and they are advertised widely throughout the prison. The events are very well attended and offer a range of different foods that are linked to the cultures being celebrated. The needs of foreign nationals and under-represented groups are identified and supported by a series of group meetings that are aimed at reducing cultural barriers.

37. All learners are entitled to visit the library throughout the week. The library has a satisfactory range of books, periodicals and newspapers. Books are available in large print

and a selection of easy-to-read and comic strip books are also available.

38. A range of data is collected on the background of the population of the prison. Participation of different groups within education is monitored, but there is no systematic use of data to compare the performance or achievement of different groups of learners. Access to the education department for learners with restricted mobility is satisfactory.

### **Quality improvement**

### **Contributory grade 2**

39. Quality improvement is good. Good strategies and actions have been implemented in the past 12 months to significantly improve the quality of provision. There is now a system with standardised procedures for assuring the quality of education and training. The subcontracted education provider has its own procedures for its work and these are monitored by the head of learning and skills. These quality standards are accessible to all staff and are used as agenda items at management and staff meetings. More effective procedures are now used for the monitoring of the quality of teaching and training. Staff are regularly observed teaching and their performance is monitored, discussed and recorded. Observation of performance in the classroom is carried out by the education manager and other senior staff and useful feedback is given to the individual. If a training need is identified, then appropriate development opportunities are considered. Learners' questionnaires and evaluation forms are now used to help assess the quality of provision. Feedback is gathered on learners' opinions and the information is used to consider improvements to the training programmes. The recently introduced monitoring procedures now identify areas of concern and improvement strategies are now being implemented.

40. The self-assessment procedure is satisfactory. Self-assessment is now an established process and forms part of the ongoing quality assurance work. Analysis of all aspects of the education and training programmes has brought about improvements to the provision. All staff involved in the management and delivery of education and training contribute to this process and some consideration is made of learners' views. The report and accompanying development plan highlight many of the issues identified at the inspection. The report is judgemental and critical, and indicates that the prison now has a good understanding of the quality of the education and training programmes and the learners' experiences.

41. Assessment practice is satisfactory. It is planned and is used to monitor learners' progress towards achieving their qualifications. There are procedures in place for the effective administration of internal verification. All education and vocational training areas have appropriately qualified and competent staff who co-ordinate internal verification activity and liaise with awarding bodies. There is now a system for monitoring completion of units and for sampling work.

## AREAS OF LEARNING

### Information and communications technology

**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		<b>3</b>
Other government-funded provision	70	3

42. Thirty learners are working towards ICT qualifications at levels 1 and 2. All are working towards nationally recognised accredited qualifications. In addition, 40 learners are working towards an examination-based information technology (IT) qualification. Learners are required to take an assessment of their ICT skills and knowledge before starting a course. They can join at anytime of the year. Learning sessions are for three hours each morning, and again in the afternoons, for five days a week. A night class is offered on a drop-in basis for one and a half hours a week. A two-hour weekend course covers three modules of the examination-based IT qualification. Learners can choose to attend five sessions a week, either in the morning or in the afternoon. Classes are taught in one of four classrooms which are equipped with 68 computers. ICT is taught by five full-time and two part-time teaching staff. The programme area is managed by the ICT curriculum co-ordinator.

#### *ICT for users*

**Grade 3**

#### *Strengths*

- particularly good pass rates for level 1 courses
- good attainment of IT skills
- good learning environments

#### *Weaknesses*

- poor pass rates for level 2 courses
- insufficient provision for learners at introductory level
- inadequate use of data

### **Achievement and standards**

43. There are particularly good pass rates at level 1. For the 10-month period starting from January 2005, 68 of the 72 learners who took the examination, achieved it, representing a pass rate of 95 per cent. Retention rates are generally quite low. However, many learners stay in the prison for relatively short periods. In response to this, recent changes have been made to the accreditation process to ensure learners receive certification for individual modules.

44. There is good attainment of ICT skills. Tutors ensure that learners have a sound understanding of the basic functions of the computer before attempting the more advanced exercises. Learners who are complete beginners effectively develop a good understanding of practical computer applications. Learners acquire effective keyboard

skills. They are able to demonstrate a good knowledge of the range of functions in the software packages. Learners develop good working relationships with each other and work well independently or collaboratively. Some learners are able to develop specific ICT skills that will be useful to them on release. For example, one learner produced job sheets and graphs of work activity for planned future employment.

45. The achievement rates for level 2 courses are poor. For the 10-month period starting in January 2005, only one learner has achieved the qualification.

### **The quality of provision**

46. The learning environments are good. The four dedicated training rooms have good lighting and are clean and well maintained. The two new computer rooms are furnished to a particularly high standard. All computers are networked and are to industry standard. Learners have access to relevant software packages for their course. The learners' work is effectively celebrated in wall displays. A wide range of useful ICT posters is displayed to reinforce subject activity. There is a good rapport between tutors and learners and this helps learning and understanding. Learners who have developed their ICT experience are effectively used to assist the tutor. The health and safety aspects of using ICT equipment are given suitable attention. However, some learners use computers without a break and there is sometimes insufficient reinforcement of the need for good posture. Attendance at most classes is good. Effective use is made of a computerised register to monitor attendance. Reasons for non-attendance are followed up. Issues relating to punctuality are tactfully but effectively dealt with by tutors. Good handouts are used in the learning sessions. There is currently no e-mail facility and the recently established intranet is very limited.

47. Teaching and learning are satisfactory. All tutors effectively deal with mixed-ability groups of learners. In the better sessions there is good use of question and answer to monitor and reinforce learners' understanding. Tutors work hard to ensure that all learners are spoken to and their progress towards completing tasks is satisfactorily checked. In the weaker sessions there is insufficient variety in teaching methods and less interaction between the learners and tutor. All courses have satisfactory schemes of work and lesson plans. However, few tutors use the information on learners, preferred learning styles to adjust the delivery of sessions. Learners' work is appropriately marked and returned quickly. However, spelling mistakes are not always corrected.

48. All learners have an initial assessment of their literacy and numeracy needs and are informed of the outcome. The recording of this information in the individual learning plan is in appropriate detail. Individual support for literacy and numeracy is given to learners in dedicated classes outside of the ICT provision. Support for learners with dyslexia is satisfactory. Assessment of prior knowledge is satisfactory. Learners receive an appropriate induction to the education department and to their ICT course.

49. Tutors satisfactorily record the learners' progress. Learners complete a log of what they have learnt, at the end of each lesson. This is supplemented by notes made by the tutor. This information is used by the tutor at the beginning of subsequent lessons and as part of a monthly review to identify the help learners may require. Planning for individual learning is satisfactory. Short-term target-setting at progress reviews is satisfactory.

50. There is insufficient provision to meet the needs of learners at introductory level.



Learners are able to work towards a level 1 or 2 qualification. Few, if any, courses are offered to attract learners who have little or no previous ICT experience or competence.

### **Leadership and management**

51. Management of the ICT curriculum is satisfactory. Formal and informal communication is effective and keeps staff informed of organisational developments. Regular meetings are held to consider areas for further improvement. Staff are appraised each year and training needs are identified. There are satisfactory opportunities for staff development. All staff are suitably qualified and experienced. The management of resources is satisfactory and the ICT equipment is appropriately maintained.

52. Effective initiatives have been implemented to improve the ICT provision. A recently introduced scheme for the observation of teaching has been used to identify areas for further improvement. There are satisfactory arrangements for collecting feedback from learners. However, insufficient evaluation takes place to identify actions for improvement. The self-assessment process does not sufficiently consider the views of teaching staff.

53. Inadequate use is made of data. Although data is collected, it is not used effectively for planning or monitoring purposes. Data is not well used as part of a course review process and is not used to measure the effectiveness of improvement strategies.

**Leisure, travel and tourism****Grade 1**

Contributory areas:	Number of learners	Contributory grade
<b><i>Sport, leisure and recreation</i></b>		<b><i>1</i></b>
Other government-funded provision	12	1

54. There are 12 learners in sport and recreation working towards a 'working in the fitness industry' qualification at level 2. This course is part of a directory of courses that take place throughout the year. Other courses include health and safety, first aid, sports coaching and health-related studies. In addition to accredited courses, the PE department organises a full recreational sports and exercise programme for the whole prison population. The department has a principal officer, a senior officer and nine PE instructors. Sports facilities consist of an outside synthetic sports pitch, full-size sports hall, weight training gymnasium, cardiovascular exercise room, remedial and exercise therapy room and a classroom for theory work.

***Sport, leisure and recreation******Grade 1****Strengths*

- very good retention and achievement rates
- good teaching of practical work
- very good resources to support learning
- very good recreational PE programme
- very well-managed provision

*Weaknesses*

- no significant weaknesses

**Achievement and standards**

55. Retention and achievement rates on all accredited courses are very good. Data for the current year indicates that on the football coaching level 1 courses the achievement rate is 100 per cent, while on the weight training level 2 course, 90 per cent of learners have gained the award. The safety in sport course at level 2 has a retention and achievement rate of 80 per cent. Short courses such as first aid, health and safety, and introduction to sports coaching, all have retention and achievement rates of 100 per cent. Learners on sport and recreation courses also have the opportunity to gain key skills qualifications in communication and numeracy at level 1 and 2. Since April 2005, 27 learners have gained these qualifications.

56. Learners on accredited courses significantly improve their confidence, communication and organisational skills. Participation in the sessions significantly raises their aims and self-esteem. Learners' ability to interact with each other and display good team working skills is particularly evident. The recreational PE programme also has a positive effect on developing a sense of purpose and wellbeing, in addition to developing health and physical fitness.

## **The quality of provision**

57. The teaching and learning in practical sessions is particularly good. Sessions are well planned and well organised and tutors use good demonstrations to emphasise the teaching points and key areas of learning. Teaching is to a high standard and fully engages the learners' interest. Learners' understanding is checked well by tutors and progress is well monitored and recorded. The teaching of theory is satisfactory and tutors display a good knowledge of the subject areas. In sessions where the more technical aspects are clearly explained and discussed with the learners, the teaching is good. Assessment of competence is effective and takes place throughout the course and at the completion of each module of study.

58. Resources to support learning are very good. The PE staff are competent in their work and attend regular training to update their skills. Staffing levels are good and the instructors work well as a team to ensure that planned courses and activities take place as programmed. The sports facilities are good and consist of an outside synthetic sports pitch, large sports hall and dedicated rooms for weight training and cardiovascular fitness. In addition, the spacious, adaptable classroom and sports injury rehabilitation room provide further opportunities for developing the curriculum. The changing, shower and storeroom facilities are good and are well maintained.

59. The recreational PE programme is very good. It provides good access to a wide range of sports and recreation sessions covering ball handling skills, racket sports, team games, and health and fitness programmes. Sessions are extremely well attended and cover seven days a week and mid-week evenings. Additional classes are provided to help with the rehabilitation of learners who have particular medical conditions or as part of their recovery from substance misuse. Regular surveys help to bring improvements to the programme to maintain interest and further meet the needs of learners. Regular competitions and incentive schemes improve learners' performance and fitness levels.

60. Support for individuals effectively ensures that barriers to success are dealt with at an early stage. Working relationships between staff and learners are positive and respectful.

61. The identification and support for learners' literacy and numeracy needs is satisfactory. All learners have an initial assessment of their literacy and numeracy needs, and when help is needed, it is provided by appropriately qualified staff.

## **Leadership and management**

62. Accredited courses are well planned and well organised and form part of an annual directory of training programmes. Data on course performance is collated and used well to inform managers and staff, and to help plan and improve future course organisation and content. Staff are well managed through regular informal and formal communication, and a well-established appraisal and personal development programme. Managers use a formal staff observation programme to review the quality of teaching and to identify areas for further development. The self-assessment process involves contributions from all stakeholders and the most recent report was critical, judgemental and identified most of the strengths and weaknesses identified at the inspection. Health and safety and equality of opportunity are given a high priority to ensure that learners work and learn in a safe and supportive environment.

**Preparation for life and work****Grade 2**

Contributory areas:	Number of learners	Contributory grade
<b><i>Literacy and numeracy</i></b>		<b>2</b>
Other government-funded provision	189	2

63. One hundred and eighty-nine learners are on preparation for life and work programmes. Eighty-nine learners attend discrete courses in literacy and numeracy. Most attend classes, but some can attend open learning sessions or work in their cells. Learners can take the national literacy and numeracy tests at level 1 and 2. Learners who are at entry level in literacy and numeracy can take exams at that level. Seventeen learners attend an ESOL class. Twenty-five offenders attend accredited social and life skills classes in art and cookery. Vulnerable offenders can attend afternoon classes in literacy, numeracy, basic IT and art skills. All offenders attend an induction programme during which they are provided with information about education and work opportunities. Following the assessment of their literacy and numeracy needs, they are allocated a place in the class of their choice. They then have a full diagnostic assessment. Learners who need additional support for dyslexia receive specialist individual help. Classes are three hours and 20 minutes in duration. Many learners attend for mornings and afternoons. There is a co-ordinator for skills for life, and a co-ordinator for social and life skills. There are 10 full-time and four part-time skills for life staff, of whom one is a specialist tutor for dyslexia. There is one full-time tutor for social and life skills and one part-time art specialist.

***Literacy and numeracy*****Grade 2*****Strengths***

- good achievement
- good teaching and learning
- good monitoring and recording of learners' progress
- good staff development and training

***Weaknesses***

- insufficient use of ICT
- insufficient use of data to evaluate course performance

**Achievement and standards**

64. There is good achievement in preparation for life and work courses. Currently in literacy, numeracy and ESOL, the achievement rate for entry-level learners is 100 per cent. Eighty-three per cent of literacy learners at level 1, and 92 per cent of learners at level 2, passed the national tests. In numeracy, 91 per cent of learners passed the level 1 test and 86 per cent at level 2. All learners entered for the social and life skills accreditation achieve the required standard. The level of attainment by learners in class is high. All learners participate well and in many classes there is a high level of concentration. For example, in ESOL classes, learners are able to describe in detail and accurately what they have learnt about the suffragette movement and voting rights in the UK. Learners in art classes, many

of whom have never been interested in art before entering the prison, are able to discuss the use of colour, describe how to look at depth and perspective in paintings and apply themselves to very delicate work. In some numeracy classes, learners work independently on preparing themselves for taking the national tests and on tasks which will be of use to them on release, such as personal financial budgeting.

65. Attendance is good. During the inspection the attendance rate was 91 per cent. Learners attend every session daily and all non-attendance is accounted for by learners who have court appearances, external visits or visits to healthcare.

### **The quality of provision**

66. Provision for teaching and learning is good. In the better classes, learners are fully involved in practical activities. Tutors, supported by key workers, encourage learners to estimate and use measuring equipment to measure chest, waist and neck sizes. These are recorded on charts and learners look for patterns in these records. In a literacy class, learners examined the language used in advertisements and identified the different facts and opinions. They contribute from their own experience of selling coats and jackets on market stalls, compare the accuracy of pricing and relate their experiences of placing advertisements in local papers. Learners plan and design an advertisement for a small business they wish to start upon release. Teaching materials are colourful, well presented, relevant, up to date and linked to the world outside. Many of the tasks challenge learners to think, work in pairs, discuss and contribute ideas. In an ESOL class, learners compare the history of voting rights of women in this country with that of their own. However, some tutors have insufficient activities planned to sustain learners' attention for the duration of the three-hour class.

67. Monitoring and recording of learners' progress is good. All learners attending preparation for work and life classes attend a weekly review with their tutor. Individual learning plans are negotiated with learners after their induction. Targets are set and these are reviewed each week. Their work and progress is discussed and together learner and tutor decide whether they are ready to take the exams the following week. Learners make steady progress with learners progressing from entry levels to levels 1 and 2. Learners in art classes acquire skills for personal interest and confidence but also work towards OCN accreditation. Some wish to progress further and plan to develop their new skills through further art courses on release from prison.

68. The range of learning opportunities is satisfactory. All learners choose to attend literacy, numeracy or ESOL classes and acquire skills that will be useful to them on release. In the cookery class, learners learn cooking and budgeting skills that will be useful to them even if they have to live in hostel accommodation on release. The ESOL classes use art and cookery facilities to provide a variety in the language learning environment. A wide-ranging recreational programme is open to offenders. This takes place both in the evenings and on Saturday mornings. This includes art, drama, a film club and the production of a magazine.

69. Learner support is satisfactory. All learners have their literacy and numeracy skills assessed at induction. The provider makes every effort to provide a flexible programme of study to ensure that learners' needs are met if subsequently identified. Some learners attending a numeracy class can also attend an ESOL class or reading group. Offenders working in industries receive individual support to help them achieve key skills qualifications. Some can also work towards a numeracy qualification. Learners requiring

support for dyslexia receive a detailed assessment and report. They receive individual support from a specialist tutor and can also work individually using the touch-type, read and spell programme. Insufficient use is made of ICT in language, literacy and numeracy classes to provide variety and extend the range of learning activities.

70. Insufficient use is made of ICT in literacy, numeracy and language classes to provide variety and extend the range of learning activities. ICT equipment is available, but is rarely used to help make the learning sessions more interesting or to improve learners' skills. There is too much use of worksheets for learners to complete.

### **Leadership and management**

71. Staff training and development is good. Many tutors are working towards up-to-date teaching qualifications and many are also working towards the new level 4 qualifications in literacy, ESOL and numeracy. The tutor for dyslexia completed a specialist diploma-level course. All staff are encouraged to attend courses and conferences to update their skills and gain access to new resources, such as the citizenship materials for ESOL learners. The staff work well as a team and there are good systems in place to ensure cover arrangements. All tutors have course folders with detailed schemes of work, lesson plans and materials for each level. These are accessible to colleagues and tutors share resources. Staff teams have regular monthly team meetings, however these concentrate mainly on administrative issues rather than sharing and discussing good practice. Staff are required to **teach over 27 hours a week, leaving them little time to assess learners' work, plan lessons, make changes to existing courses or to develop new learning opportunities to meet the changing needs of learners.**

72. There is insufficient use of data to evaluate course performance. Data on achievement is not systematically collected to analyse course performance. A lesson observation programme is now in place to monitor and improve teaching. The self-assessment report is satisfactory and gives a reasonably accurate description of the quality of provision found during the inspection.

