INSPECTION REPORT

HMP Brockhill

22 October 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 Brockhill

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Brockhill (the prison) is a local women's remand establishment, holding adults and young offenders. It is situated in the West Midlands and was redesignated from a men's establishment eight years' ago. At the time of the inspection, the prison had an operational capacity of 151, with four of these spaces reserved for sentenced young offenders. The prison has a high turnover of prisoners, most being either on remand, or serving short sentences. The average length of stay is approximately four weeks. At the time of the inspection, there were 118 adult women at the prison, of whom 43 per cent were on remand. There were 14 young offenders, of whom 57 per cent were on remand. Twenty-two per cent of the adult women were from minority ethnic backgrounds. Over 80 per cent of the women received into the prison are drug dependent and a high proportion of the women are self-harm prisoners. All convicted and sentenced adult prisoners are required to work, or attend education or training. Those on remand, or who are young offenders, are not required to do so, but many do elect to attend. Currently, 114 activity places are available, which is sufficient for the numbers and nature of the prison's population. Approximately 50 places are available for each education session. Employed prisoners work in the 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 head of learning and skills is a recent appointment. He has been appointed in a caretaker capacity, while also operating as head of learning and skills at a neighbouring prison. The contract for education is for 8,000 training hours each year, and is held by a further education college, which also provides education for a further eight prisons. The education department has a full-time manager. In addition to the manager, the education establishment consists of three full-time, one fractional and 16 part-time teaching staff. The education department offers courses in information and communications technology (ICT) and foundation subjects, including literacy and numeracy, and a range of programmes designed to increase confidence and self-esteem. One member of the prison's staff delivers training in horticulture. A further member of staff supervises non-accredited training in the kitchen. Supervised activities, such as cleaning and physical education (PE) take place in other areas of the prison. Recreational PE is provided, with programmes recently re-designed to more closely match the needs of vulnerable prisoners. The library facility is provided by the library service of the local authority. An information, advice and guidance worker (IAG) is contracted to attend the prison for one session each week.

SCOPE OF PROVISION

Information & communications technology

3. Twenty-four learners are taking ICT courses in the education department. Of these, five are young offenders who are integrated in courses alongside the adult women. The

only training currently on offer is a basic computer literacy course. Training takes place five mornings and four afternoons each week. All learners are required to attend at least one session each of mathematics and English. There is room for a maximum of eight learners in each session. A higher level of the basic computer literacy course is offered, but learners cannot take the examination at present. Key skills training can also be delivered in ICT, up to level 2. The ICT co-ordinator has been on long-term sick leave for the past few months and classes are delivered by sessional tutors. There are two computer rooms, but insufficient staff to make full use of both at the moment.

Foundation programmes

4. Forty-one full-time and 30 part-time learners are on programmes at foundation level in the education department. Of these, 14 are young offenders, who are integrated in courses alongside the adult women. A range of courses, from entry level to level 2, are taught within the department. These include literacy, numeracy, basic food hygiene, nutrition, cookery, healthy living, parent craft, personal development, preparation for work, citizenship, and practical arts and crafts. Learners are encouraged to work towards the achievement of a range of suitable awards. An initial assessment is carried out as part of the induction and is used, for those attending educational courses, as the basis of the learners' individual learning plans.

ABOUT THE INSPECTION

Number of inspectors	5
Number of inspection days	18
Number of learner interviews	38
Number of staff interviews	26
Number of subcontractor interviews	6
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

5. The provision is adequate to meet the needs of those receiving it. More specifically, the provision in ICT and foundation programmes is satisfactory, as are leadership and management and equality of opportunity. Quality assurance, however, was found to be unsatisfactory.

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

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT ⁻ Other government-funded provision	24	3

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy ⁻ Other government-funded provision	71	3

KEY FINDINGS
Achievement and standards

6. **Learners on foundation programmes take pride in their work and produce it to a very good standard.** Portfolios are of very good quality, well written and presented. Some learners have had the opportunity to use computers to produce good work. Learners achieve a range of qualifications and awards during their time in education.

7. Achievements in ICT are satisfactory. Accredited courses have only been available since April, but since then 47 per cent of learners have achieved at least one unit of the basic computer literacy course.

8. **Attendance on ICT courses is erratic, and during the inspection was poor.** Twenty-four learners are registered for ICT, and of these, 12 are on remand and 12 are sentenced. Those who are on remand attend on a voluntary basis. There are regular disruptions to attendance, changes occur in the prison's regime and learners encounter personal problems.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	0	0	1	2	0	0	0	3
Foundation programmes	1	1	4	1	0	0	0	7
Total	**1**	**1**	**5**	**3**	**0**	**0**	**0**	**10**

9. **All learners in ICT classes receive good training and personal support.** Learning takes place in a quiet and supportive environment. All learners are making good progress towards gaining their qualifications. Many of them are new to computers. They quickly acquire good, practical ICT skills. Learning is planned and guidance is given to ensure

that all learners have the opportunity to reach their potential.

10. **Teaching and learning on foundation programmes is very good.** Eighty-five per cent of sessions observed were good or better. Lessons are well planned and suitable materials are available. Tutors create a supportive atmosphere where learners feel confident and demonstrate initiative and the ability to work unsupervised. Learners are well involved and have a good rapport with their tutors, who offer a very good level of learning support.

11. **Tutors monitor the progress of learners very closely in ICT and foundation programmes.** In ICT, individual learning plans are kept up to date and detailed notes are kept about each learner after every session. Problems are identified and dealt with quickly. Additional learning needs are identified and supported. In foundation programmes, tutors carry out comprehensive and thorough progress reviews, and routinely make modifications to timetables to ensure suitable programmes of study. Learners are fully involved in the process and are aware of their progress. Assessments are fair and thorough, and feedback is given as a matter of routine.

12. **The prison does not offer sufficient ICT courses.** Only one ICT qualification is available in the education department, a basic computer literacy course. Software is standard, but restricted to office applications. There are no opportunities for progression, and no literacy and numeracy skills software.

13. **The language provision within the education department is inadequate.** Although the number of learners attending education who have language support needs is small, no formal language support is available, and very often tutors rely on other learners to give interpretation and guidance to those in need. Support for literacy and numeracy needs is provided by the education department when identified by initial assessment.

Leadership and management

14. **Initiatives and strategies are well implemented** to improve education and training. Following the appointment of the head of learning and skills and the education manager, rapid action has been taken to identify and resolve issues and to improve the education and training provision. A much-improved induction to education and training has been established. An accredited horticulture programme pilot has been introduced. The PE programme has been modified to more closely match learners' needs. The range of accredited programmes available to learners has been increased significantly. An IAG worker now attends for one morning each week. Education and training contribute to the multi-disciplinary Carousel project.

15. **Induction into education and training is good.** It takes place over two days in a bright and welcoming venue. Appropriate skills are employed by the staff to encourage potential learners.

16. **The library and the education department have good links.** The library is situated within the education department. Librarians photocopy materials to support literacy

development, for learners to use in their cells. Communications between library and education staff are good. A member of the library staff is involved in the induction of learners to education. This same member of staff also acts as the link between the IAG worker, the library and the education department.

17. **Equality of opportunity is well promoted.** Reinforcement of equal opportunities information with prisoners is an ongoing process that builds upon the information and training given during induction sessions. Particularly good emphasis is given to ensuring that race relations have a high priority within the prison, with effective policies, procedures, training and monitoring. Staff have a satisfactory awareness of equal opportunities and diversity issues, and have a good understanding of how to meet the needs of particularly vulnerable learners.

18. **Management information systems are inadequate** to provide timely information for strategic and operational management. The data collection and recording system is inefficient.

19. A pilot qualification in horticulture has recently been successfully developed, **but the training and learning taking place in most work areas does not receive adequate formal recognition.**

20. **Arrangements for the quality assurance of education and training are incomplete.** Many appropriate measures to assure quality in education and training have been introduced recently, including policies and procedures. These have not been fully implemented however, and are not having an effect on the quality of provision, or the learners' experiences.

21. **Curriculum planning for foundation programmes is inadequate.** Standards of teaching and learning are good, but most sessions take place in isolation, and little use is made of the work produced as evidence towards, for example, the achievement of adult literacy and numeracy awards. Insufficient use is made of ICT, other than in computer classes. Tutors do not have the opportunities to work together formally to plan the consistent application of the curriculum.

22. The prison's recent self-assessment report is analytical and identified many of the issues and areas for improvement identified by inspectors. The report did not include grades and relevant staff were not involved in the self-assessment process.

Leadership and management

Strengths

- good implementation of initiatives and strategies to improve education and training
- good induction in education
- good links between library and education department
- good promotion of equality of opportunity

Weaknesses

- inadequate management information systems
- insufficient formal recognition of training in most work areas
- incomplete quality assurance arrangements

Information & communications technology

Using IT

Strengths

- good learning and personal support
- close monitoring of learners' progress

Weaknesses

- poor attendance
- insufficient ICT courses

Foundation programmes

Literacy and numeracy

Strengths

- good standard of work by learners
- very good standards of teaching and learning
- comprehensive progress reviews

Weaknesses

- inadequate language support
- inadequate curriculum planning

WHAT LEARNERS LIKE ABOUT HMP BROCKHILL:

- helpful, caring staff
- good teaching
- gaining confidence
- learning new skills
- using the library
- keeping fit in the gym
- getting out of their cells
- gaining a qualification

WHAT LEARNERS THINK HMP BROCKHILL COULD IMPROVE:

- the quality of the food
- adherence to scheduled programmes - fewer cancelled activities
- night-time sanitation
- security clearance - fewer delays
- the number of interesting courses

KEY CHALLENGES FOR HMP BROCKHILL:

- improve management information systems
- further develop and implement quality assurance arrangements
- develop a strategy to meet the needs of short-term prisoners
- develop more formal training for learners in all work areas
- raise the awareness and understanding of staff in coping with changes and meeting current challenges
- develop a more integrated curriculum
- improve the range of ICT courses

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 3

Strengths
- good implementation of initiatives and strategies to improve education and training
- good induction in education
- good links between library and education department
- good promotion of equality of opportunity

Weaknesses
- inadequate management information systems
- insufficient formal recognition of training in most work areas
- incomplete quality assurance arrangements

23. Initiatives and strategies are well implemented by management to improve the education and training provision. Two recent appointments, the head of learning and skills and the education manager, have raised the profile of education and training throughout the prison, and have given direction and motivation to staff. Following the appointment of the head of learning and skills and the education manager, quick action has been taken to identify and resolve problems related to the education and training provision. A much-improved induction to education and training has been established. The head of learning and skills has encouraged innovation in some of the training areas, including the introduction of an accredited horticulture programme pilot involving young offenders as well as adult women. The PE programme has been modified to more closely match learners' needs. In education, the range of accredited programmes available to learners has been increased significantly to include opportunities in hairdressing and in visual and performing arts. Formal links with IAG have recently been established. An IAG worker attends the prison for one morning each week. Education and training has a significant input to the pilot Carousel programme, a multi-disciplinary approach to meeting the needs of vulnerable women in a holistic way.

24. Induction into education and training is good. The venue has been moved to much more attractive accommodation in the education block. The room is bright and well furbished, and encourages access to education with displays of learners' work and learning aids. The induction process takes place over two days, and takes into account learners' need to settle into the establishment. Learners are first introduced to the opportunities on offer, and an appropriate assessment tool is used to assess their literacy and numeracy levels. If they are interested in education, they take part in an induction which covers the details of the courses on offer and allows learners to develop an individual learning plan. The tutors are skilled in managing difficult groups of learners, many of whom are affected by the problems associated with entry to prison and the effects of withdrawal from drug misuse. The induction process gains their attention and

motivates them to become involved in learning. Young offenders and prisoners who are brought in on remand do not have to attend education, but the induction encourages many of them to take up a course. Once induction is complete, a timetable is negotiated and learners begin in education the following day.

25. The education department and the library have good links. Library provision is managed by the local authority. The library in the prison is situated in the education department, which strengthens the links between the library, education staff and learners. Although small, it has a satisfactory stock, including a range of media resources. Librarians photocopy literacy development materials for learners to use in their cells. Prisoners have good access to the library, with no time restriction during the opening hours which cover each weekday morning and each weekday afternoon, except Tuesdays. Further opening times are linked to the availability of orderlies. The library is well used, with 9,340 attendances in the year September 2003 to August 2004. Learners in education can access the library in teaching groups. Communications between library and education staff are good. The education manager attends meetings of the library staff, who also attend education department meetings. A member of the library staff is involved in the induction of learners to education. This same member of staff also acts as the link between the IAG worker, the library and the education provision.

26. Staff development and appraisals are satisfactory. Tuesday afternoons are designated by the prison for staff development activities, and some of the relevant internal sessions are attended by education staff. All education staff have a teaching qualification, and the contracting college has an observation, appraisal, and staff development cycle which is being implemented. Training staff do not currently have teaching qualifications. The budget for access to external staff development opportunities for prison staff is very limited, at £1,000 each year. The appraisal system for prison staff is appropriate for their needs.

27. Education and training resources are satisfactory overall. Resources within the education provision are also satisfactory. The accommodation is well furbished and provides a good environment for learning. Facilities for PE, however, are not satisfactory. They consist of a small gymnasium and a small fitness suite.

28. Internal and external communications are satisfactory. Since the appointment of the head of learning and skills, problems in communication between the prison and the college have been resolved. Communications are now satisfactory. The head of learning and skills and the newly appointed education manager have good communications. Training staff also have a good dialogue with the head of learning and skills. Interdisciplinary links are good in the pilot Carousel programme. Opportunities in education and training are well promoted to potential learners through the education induction and information leaflets. However, there is insufficient communication between sentence planning, and education and training, and between education and resettlement, to ensure a coherent approach to meeting the needs of learners. Formal and informal links are good between the library and education department. The initiative establishing a regular and identifiable presence from IAG involves good communications between Connexions, the library and the education department.

29. Learners' literacy and numeracy support needs are identified appropriately through initial assessment, and are met within the education department. However, language support is inadequate.

30. Management information systems are inadequate to provide timely information for strategic and operational management. The gathering, collation and analysis of management information are ineffective. The data collection and recording system is inefficient. For example, the collation and analysis of retention and achievement data is inadequate to identify issues and trends on which to base planning. This weakness is recognised by the head of learning and skills and the education manager. More robust measures have been introduced recently. Currently, these are not thorough enough and are not detailed or established sufficiently to contribute to management planning, decision-making and target-setting, or to identify whether improvements have been effective.

31. Prisoners have work opportunities in catering, horticulture and cleaning. A pilot qualification in horticulture has been successfully developed recently, involving young offenders as well as adult women. However, the training and learning taking place in most work areas is not formally recognised. Some learners in catering achieve a basic qualification in food hygiene, but the time available for training in the kitchen is limited. Currently, there are no opportunities for accreditation in cleaning. Learners on cleaning work have a short average length of stay, and there is no formal co-ordination of training between cleaning details. Prisoners are given initial information about products relevant to health and safety, but no system then ensures consistency in methods and standards on the different wings. In PE, the provision is recreational, catering for learners' need to develop self-esteem. The prison recognises the need for training opportunities to be linked to resettlement and employment prospects, and plans to introduce vocationally relevant awards.

Equality of opportunity   Contributory grade 3

32. Equality of opportunity is well promoted. Written equal opportunities policies and procedures are appropriate to cover a range of prisoners' issues, including harassment, complaints and appeals. Copies are displayed throughout the prison and prisoners have a sound understanding of them. Reinforcement of equal opportunities to prisoners is an ongoing process that builds upon the information and training given during induction sessions. The prison takes the issue 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 there is sometimes a delay in resolving issues of concern. Race relations are given a high priority within the prison, through policies, procedures, training and monitoring. Staff have a satisfactory awareness of equal opportunities and diversity issues, and have a good understanding of how to meet the needs of particularly vulnerable learners. Most staff have had specific training to develop and reinforce their knowledge and awareness.

33. Learners attending education and training are treated with respect and dignity. They 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. Learning and training facilities provide a safe and suitable environment in which learners can focus on their work. Learners have mutual respect for each other, which creates a positive environment for effective personal development. There is no formal provision for learners for whom English is an additional language.

34. Efforts have been made to introduce parity of pay for those attending education and training, and those attending work. However, those attending work still have the possibility of receiving bonus payments over and above the wages paid to education participants.

Quality assurance   Contributory grade 4

35. Arrangements for the quality assurance of education and training are incomplete. Many appropriate measures to assure the quality of education and training have recently been established, including policies and procedures. These have not, however, been fully implemented, as acknowledged by the prison. A quality improvement group is being developed. Membership involves all relevant sections of the prison and education, although attendance at recent meetings has been low. Terms of reference have been established, but the group is not yet having an effect on training and education. A quality assurance framework handbook has been produced very recently, but has not been circulated to all appropriate personnel. A quality assurance schedule has been produced, but is not established.

36. Within education, a comprehensive quality assurance framework has been issued by the college. However, until the appointment of the current education manager, observations of teaching and gathering of feedback from learners were not carried out consistently. Observation of teaching and learning now conforms to the contracting college's procedures and a survey of learners' views has recently been carried out and analysed. These measures have not been implemented for long enough for them to have had any significant effect on the planning and delivery of teaching and learning. Observations of teaching practice and routine formal feedback to learners are not established procedures.

37. Data is not accessed or used sufficiently for quality assurance purposes. Reliable data is only available for education for the three months following the appointment of the current education manager. The prison has not established the analysis of retention and achievement data by programme and learner intake, or the monitoring of trends. Training programme data is not collected, collated and analysed for quality assurance processes. Internal verification processes in education are not complete, as acknowledged in the self-assessment report and action plan. The recent self-assessment carried out by the education department is analytical and has identified many of the issues and areas for improvement found by inspectors. The paper prepared for inspectors describing education and training provision throughout the prison is similarly

analytical. However, neither document grades the provision, and both documents have been produced without the involvement of relevant staff.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	24	3

Using IT

Strengths

- good learning and personal support
- close monitoring of learners' progress

Weaknesses

- poor attendance
- insufficient ICT courses

Achievement and standards

38. Achievements are satisfactory. Accredited courses have only been available since April, but since then 47 per cent of learners have achieved at least one unit of the basic computer literacy course. Some learners are ready to take the higher-level course examinations, but the prison has not acquired the examination papers. Many of the learners will leave or move before they can complete this qualification.

39. Attendance on ICT courses is frequently poor. Twenty-four learners are registered for ICT, and of these, 12 are on remand and 12 are sentenced. Five are young offenders. Those who are on remand or who are young offenders attend education or work voluntarily. Regular disruptions occur when the prison's regime changes, or the problems of individual learners prevent attendance.

Quality of education and training

40. All classes provide good learning and personal support for learners. Young offenders attending ICT programmes are integrated with the adult women learners. Learning takes place in a quiet and supportive environment. Learning is self-guided, using workbooks, but is well supported and directed by tutors. All learners are making good progress. Many learners are new to computers. They quickly acquire good, practical information technology skills. Learners speak enthusiastically about the learning experience and the progress they have made. Many of them are coping with severe personal and health difficulties and their skill levels in literacy and numeracy are often poor. Learning is

planned and guidance is given to ensure that all learners have the opportunity to fulfil their potential. Learners have the opportunity to do additional work on the computers and to use them to prepare coursework for the other subjects they are studying. This provides added interest and motivates them to increase their ICT skills. Classes in education are relatively small. At full capacity there are eight learners in each ICT class.

41. Tutors monitor the learners' progress very closely. Individual learning plans are kept up to date and detailed notes are kept about each learner after every session. Problems are identified and dealt with quickly. Additional learning needs are identified and supported. Tutors assess learners after every exercise. Practise papers are available for learners and they are able to do as many as they need. Tutors monitor learners' progress towards competence and the decision to sit the final examination is negotiated between tutor and learner.

42. Resources are satisfactory. All ICT hardware has been updated recently. Software is limited to two types of program, but the computers are used to good effect. Learning materials are satisfactory. Tutors design some of them and others are bought in. They are used effectively. Initial assessments and lesson planning are satisfactory and tutors are appropriately qualified.

43. The range of programmes in ICT is limited. Only one ICT qualification is available in basic computer literacy. Software is standard, but restricted to office applications. There is no opportunity for progression. Although the department has accreditation for higher-level examinations, these are not yet available. No literacy and numeracy skills software is available. Many learners have expressed an interest in widening their knowledge of computing and are frustrated at being restricted to the one course. Although most learners have literacy and numeracy needs, some are capable of completing a wider range of courses.

Leadership and management

44. The new education manager has been in post for three months. The ICT co-ordinator has been on long-term sick leave. The new education manager has been responsible for the ICT department. Some problems in the department have affected operations and planning. Some portfolios were sent to the awarding body with a number of errors and were returned. The new education manager has implemented a double-marking system. This high level of attention to detail ensures that more recent applications for certification have been successful. The only effective ICT course operating at present is being managed by part-time members of staff. The training is satisfactory, but restricted. Tutors are dedicated to the continuous improvement of training, but do not have the leadership or authority to make changes. The recently improved system of induction into education is good.

45. Personal development is offered to staff, but they also take responsibility for their own competence. They are appraised regularly. Equality of opportunity is promoted and celebrated. Some learners and staff have complained about there being no common room in education. Learners cannot take a proper break during lessons, which continue

for almost three hours, and there are no arrangements for smokers. The self-assessment report identified most of the issues identified by inspectors, but did not make sufficiently precise judgements about strengths and weaknesses.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy - Other government-funded provision	71	3

Literacy and numeracy

Strengths

- good standard of work by learners
- very good standards of teaching and learning
- comprehensive progress reviews

Weaknesses

- inadequate language support
- inadequate curriculum planning

Achievement and standards

46. Learners take pride in their work and produce it to a good standard. In one class learners were asked to design and fabricate a board game. They produced two 'snakes and ladders' boards complete with instructions, counters and dice, using basic craft materials and tools. In an art lesson, learners produced paintings and drawings of a good standard. In other lessons, tutors encourage learners to produce comprehensive notes and records of their learning experiences. Folders and portfolios are of very good quality, well written and presented. Some learners have had the opportunity to use computers to produce very good work which they then laminate to produce restaurant menus. Other portfolios contain well-presented charts, graphs and drawings.

47. Learners achieve a range of qualifications and awards at foundation level during their time in education. During October 2004, 15 learners gained a personal development award at entry level, four gained a parentcraft award, five gained a nutrition award, 13 gained an essential food hygiene award, six achieved literacy key skills at level 1 or 2, and one achieved numeracy key skills at entry level 3. Learners' attendance and timekeeping is variable and depends to a large extent on the demands of the prison's regime.

Quality of education and training

48. Standards of teaching and learning are very good. Lessons are well-planned and suitable materials are available. Tutors create a supportive atmosphere where learners feel confident. They demonstrate initiative and the ability to work unsupervised. Learners become well involved in their courses and establish a good rapport with their

tutors who offer a very good level of support during lessons. Learners' abilities vary a good deal and tutors differentiate with learning materials where appropriate. Some lessons are activity based and involve learners in working together and taking part in practical tasks that are both relevant and interesting. In a drama lesson a learner, who is working towards the achievement of a theatre production award, was able to direct learners to stage positions and help them to read the script of their production of Hamlet. In an art lesson, learners were able to express themselves in paintings, drawings and other craftwork. Worksheets are used too much in some sessions. Some of the worksheets relate to visits and activities that can only be achieved after release from prison. Learners do not use IT sufficiently during lessons.

49. All learners complete an initial assessment during their induction to identify any literacy, numeracy and/or language support needs. This procedure is carried out too early in the programme to accurately reflect the level of support needed by vulnerable learners adapting to their prison situation. The procedure does not provide an accurate basis on which to plan an appropriate programme of work. However, tutors do carry out comprehensive progress reviews during learners' time in education, and routinely make modifications to timetables to ensure that a suitable programme of study is followed. Tutors' progress review paperwork is detailed and complies fully with awarding body requirements. Learners are fully involved in the process and are aware of their progress. Assessments are fair and thorough and feedback is given as a matter of routine.

50. Resources are satisfactory. Most teaching staff are suitably qualified and experienced. Some members of staff are currently updating their skills, or working towards the achievement of teaching qualifications. Classrooms are adequately equipped with suitable furniture and teaching aids. Classrooms are relatively small, being suitable for groups of up to 10 learners. The rooms are well decorated and examples of learners' work are displayed on the walls. Most classrooms have access to computers and printers, although the choice of software is limited. A hairdressing salon, which is fully equipped with commercial-standard driers and other teaching aids, is now being used for programmes designed to raise learners' self-esteem. Workshops used for art and drama are inadequate, being too small and without many essential resources. The cookery room is small and barely adequate for groups of eight, especially when cooking, when health and safety standards may be compromised.

51. Learners receive satisfactory support. Individual learning needs are informally identified during learners' programmes, although some formal diagnostic assessment is currently taking place and having an effect in learning sessions. The education department's ethos is to be caring, supportive and understanding towards learners and staff. The department encourages learners to take part in a range of initiatives to help others while improving their own personal and life skills. Initiatives include supplying cakes baked during cookery lessons to a charity disco, and drama learners being involved in performances in the chapel on Sundays. Other initiatives include producing cell packs for those not in education, producing posters and flyers concerned with a recent breast awareness week, and art learners providing art work to furnish offices and the administration corridor. Last Christmas learners raised over £200 for a Birmingham hospital charity by selling coffee and cakes, and hope to repeat this success again this

year.

52. The provision for language support within the education department is inadequate. Although the number of learners attending education who have language support needs is small, no formal language support is available and very often tutors rely on other learners to give interpretation and guidance. In one numeracy class two learners' understanding of the English language was extremely poor and they were unable to use many of the worksheets or textbooks. Managers are aware of this problem and have identified it as a development requirement in their self-assessment report.

Leadership and management

53. A new education manager was appointed in July 2004 following a considerable period with no permanent postholder. Recent improvements have been made in many areas of the department since this appointment, including the quality of teaching and learning and recording of progress. A spirit of teamwork has been developed and an atmosphere created within the department that is supportive, and encourages self-confidence, while still focusing on raising the educational experiences of learners. However, the curriculum planning is inadequate. Although almost all teaching and learning sessions are good or better, most sessions take place in isolation and insufficient use is made of the work produced as evidence towards the achievement of awards. Only computer sessions make sufficient use of ICT. Tutors have no opportunities to work together formally to plan co-ordinated approaches to the curriculum and to devise strategies to fully recognise learners' achievements.