

INSPECTION REPORT

HMP Brixton

16 September 2002



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 training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learnirect** provision
- Adult and Community Learning
- learning and job preparation programmes 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

In those cases 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.

SUMMARY

The provider

HMP Brixton is an adult male, category B, local prison serving central and south London. The operational capacity is 772. Currently there are 712 prisoners, 248 on remand, 148 convicted and 316 sentenced. Approximately 90 new prisoners are admitted each week. The average length of stay is approximately two months. Education has recently been subcontracted to a private training company following a competitive tendering exercise. It was previously provided by a further education college. Training courses are provided in numeracy, literacy, key skills, English for speakers of other languages, social and life skills, art, preparation for work, information and communication technology, African and Caribbean studies and pottery. The physical education department offers recreational and vocational courses. There is no vocational training in the prison, although up to 16 prisoners each week take a basic food hygiene course before working in catering in the prison. Prisoners work in the stores, kitchens, yards and gardens, and on the wings, as cleaners and catering assistants. The library is subcontracted to the local authority and is staffed by two part-time librarians and one prisoner assistant. One small workshop provides commercial light assembly work for 13 prisoners. The inspection report covers information and communication technology and foundation learning. The library service, physical education and opportunities for vocational training are also considered.

Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Information and communications technology and foundation learning are very weak. The leadership and management, equal opportunities, and quality assurance aspects are all very weak.

KEY STRENGTHS

- experienced and supportive tutors
- routine monitoring of minority ethnic groups' participation in learning

KEY WEAKNESSES

- inadequate assessment of learning needs
- limited range of foundation courses
- inadequate accommodation, equipment and learning resources
- no basic skills support outside education classes
- no strategy for development of education and training

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- excessive cancellation of classes
- inadequate management information
- poor and unequal access to education, library and physical education
- no overall quality assurance procedures

OTHER IMPROVEMENTS NEEDED

- further develop links between education, physical education and drug rehabilitation staff

THE INSPECTION

1. The inspection was carried out by a team of three inspectors, working with Her Majesty's Inspector of Prisons team. They spent a total of 15 days at HMP Brixton in September 2002. Inspectors visited the education department, activity centre, wing classrooms, physical education (PE) department, kitchens and the assembly workshop. They interviewed 39 learners and conducted 19 interviews with teaching staff, prison and education managers and other staff. Fifteen learning sessions were observed, of which 12 were judged to be satisfactory or better. A wide range of paperwork was reviewed, including learners' work, lesson plans, attendance records, minutes of meetings, policies and procedures, and contracts. HMP Brixton completed its first self-assessment report immediately before the inspection in September 2002. This covered all aspects of education, training and workshop provision, and the library.

THE PROVIDER AS A WHOLE

Context

2. HMP Brixton is an adult male, category B, local prison serving central and south London. The operational capacity is 772. Currently there are 712 prisoners, of whom 248 are on remand, 148 convicted and 316 have been sentenced. There are about 90 new prisoners admitted each week. The average length of stay is approximately two months. Twenty per cent of the prison's population speak English as an additional language and 35 per cent are foreign nationals. There are approximately 181 places in education classes and 136 prisoners are enrolled for one or more classes.

3. Training was subcontracted to a commercial company in June 2002, following a year during which the previous further education college contractor worked out its notice. Courses are provided in numeracy, literacy, key skills, English for speakers of other languages (ESOL), social and life skills, art, preparation for work, information and communications technology (ICT), African and Caribbean studies and pottery. Classes take place either in classrooms, on the accommodation wings, or in an activity centre. The education department employs 11 full-time and four part-time staff, including an administrator. Most courses offer morning and afternoon sessions, with one evening class provided. Approximately 180 hours are dedicated to training each week. This comprises 150 hours' teaching and 30 hours' induction. The PE department employs three staff and offers a range of recreational and vocational courses to a maximum of 15 prisoners at any time. There is no vocational training in the prison, although every week up to 16 prisoners take a basic food hygiene course before working in catering in the prison. One hundred and eighty-seven prisoners are working in the stores, kitchens, yards and gardens, and on the wings, as cleaners and catering assistants. Prisoners attending education are paid 50 pence for each session. This is the lowest category of pay for any activity. The library is subcontracted to the local authority and is staffed by two part-time librarians and one prisoner assistant. One small workshop provides commercial light assembly work for 13 prisoners.

Education and training in prison

4. The education and training provision at HMP Brixton is very weak. Approximately 20 per cent of the prison population is enrolled on training courses. Only about half of those who enrol on a course actually attend, because of a shortage of discipline staff to escort learners to classes. The attendance level at classes in the two weeks before inspection was approximately 28 per cent. There is no vocational training for those in appropriate types of work. Although the prison has regularly met targets set for the achievement of basic skills and key vocational skills, training is not targeted at those in greatest need. In ICT, only 18 introductory qualifications in using IT software applications were achieved in 2001-02 and none has been achieved since May 2002. On the foundation programme, most qualifications achieved in 2001-02 were at level 2 of the basic skills framework, in line with prison service targets.

5. Tutors provide good individual support to learners who attend classes, although 20 per cent of teaching observed during the inspection was less than satisfactory. Poor induction arrangements in the prison, means that only well-motivated prisoners apply for training. Only prisoners who apply for training courses are given a basic skills initial assessment. The results of initial assessment are not routinely communicated to tutors. There is insufficient planning of training to meet the individual needs of learners. They are not set challenging targets and their progress is not adequately monitored. Assessment and internal verification are inadequate in most cases. Resources for ICT and foundation learning are poor. Computer equipment is old and unreliable and software and operating systems are outdated. Learning materials are of poor quality and lack variety. Most classrooms are only adequate in size because not all learners who have enrolled attend. Many are converted cells, which do not provide a suitable learning environment. There is a narrow range of courses, which does not meet the needs of most of the prison population. There is no basic skills support for prisoners not attending classes and inadequate support for those with learning difficulties and disabilities.

6. The library is situated in a small area adjacent to one of the wings and the kitchens. It has adequate staffing levels and budget and has a good range of books, videos and other resources. It has books in 30 languages, a resource developed by staff to meet the needs of a more ethnically diverse prison population. The library is open for four and a half hours every Monday, Tuesday, Thursday and Friday and for two hours each Wednesday morning. It has the potential to fulfil the prison service entitlement for library visits. However, for many prisoners, induction is the only time they are able to visit the library because of discipline staff shortages for escort duties. All learners are inducted into the library as part of the general prison induction. This induction is brief and learners are given only a cursory introduction to the resources. They are able to borrow up to five books at this point. There is insufficient assessment of their level of need for reading materials. In the 12 weeks before inspection, an average of 9 per cent of the prison population visited the library each week. There were no visits to the library from one

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wing for seven weeks. Prisoners in the healthcare centre have better access to the library than those on the wings. Stock losses are significant and many books circulate around the wings outside the control of the library.

LEADERSHIP AND MANAGEMENT

7. The leadership and management of education and training at HMP Brixton are very weak. The head of activities is responsible for managing education, the library and PE. An activities manager is responsible for the allocation of work. Training is subcontracted to a commercial training company, managed by a full-time education manager. There are nine full-time and four part-time tutors employed by the subcontractor to provide courses in numeracy, literacy, ESOL, social and life skills, preparation for work, ICT, African and Caribbean studies, art and pottery. The training company's quality assurance manager is currently working three days each week at the prison to support the manager in developing quality assurance procedures. The library is subcontracted to the local authority library service and is staffed by two part-time librarians and one prisoner assistant. PE is provided by a senior PE instructor and two assistants. There is no vocational training. One small workshop provides commercial light assembly work for 13 prisoners. The governor takes charge of equal opportunities and diversity concerns within the prison. Both the prison and the training subcontractor have equal opportunities policies for their staff and the prison operates a request and complaints procedure for prisoners. The subcontractor for training has separate equal opportunities policies which affect all learners. The subcontractor monitors and records information about the involvement of minority ethnic groups' participation in training.

8. The education and library contracts are monitored for compliance by the head of activities. There is no overall quality assurance policy, or procedures in the prison to monitor the quality of education and training activities. There is a draft quality assurance manual for education. There are no internal verification procedures for qualifications in education. The prison produced its first self-assessment report in September 2002 in preparation for the inspection. This comprised a general evaluation of training, work and PE, with a detailed self-assessment of each aspect of training produced by the education department.

STRENGTHS

- routine monitoring of minority ethnic groups' participation in training

WEAKNESSES

- no strategy for development of education and training
- excessive cancellation of education classes
- inadequate communication between prison and education staff
- inadequate management information
- no accreditation of vocational skills
- poor and unequal access to education, library and PE
- no overall quality assurance procedures
- no internal verification

OTHER IMPROVEMENTS NEEDED

- further development of links between education department, the library, PE and drug rehabilitation units
- extend education staff training to include equality of opportunity

9. There is no overall strategy for the development of education and training at the prison. The uncertainty surrounding the future development of the prison was highlighted in the self-assessment report. Education provision declined significantly in the year up to May 2002 as the previous subcontractor worked out its notice. The new subcontractor has worked to establish a basic level of provision since this time. This only attempts to consolidate the previous range of courses offered. The governor and new head of activities are aware of the need to deal with the deficiencies in education and training provision, but there is no overall strategy. There are proposals to develop closer links between basic skills provision and the PE and drug rehabilitation departments, but these are at an early stage of development. There is a draft procedure to encourage better enrolment and attendance in training. This is primarily a strategy to promote attendance at existing courses, rather than a plan to develop training based on analysis of the education and training needs of the prison population. Sentence planning is at an early stage of development in the prison and is not yet effectively linked to the planning of learning. There is insufficient use of management information relating to learners in planning learning programmes. Both the prison and the education department have difficulty in accurately identifying the number of learners scheduled to participate in education. A new activity centre is under construction and will increase the capacity to offer education classes. There are no plans to develop vocational training opportunities.

10. An excessive number of classes are cancelled, mainly because of operational problems. This weakness was identified in the self-assessment report. No classes are offered in the activity centre on Tuesdays, because of insufficient discipline staff to escort prisoners. There is a routine loss of eight classes every week, wasting approximately 10 per cent of the weekly teaching staff budget. Although classes continue to be held in the wing classrooms on Tuesdays, prisoners are rarely brought from other wings. During August 2002, 46 per cent of planned teaching hours and 63 per cent of planned induction hours were lost due to operational difficulties at the prison. Although fewer

classes were cancelled in the first two weeks of September, attendance at classes remains poor. All classes have more learners enrolled on them than can be accommodated by room size and resources. The actual number of learners involved in education is smaller than statistics indicate, as only a proportion will actually attend.

11. Communications between prison and education staff and between tutors are inadequate. At management level, a good working relationship has been established between the education manager and the head of activities. Regular monthly meetings have been held since the new contract started. These meetings focus primarily on contractual and operational issues, but include discussions on development of training. The education department offices are situated outside the prison, and several of the classrooms are situated on the wings. This makes ongoing communication between the department and the prison and between education staff difficult. There is poor communication between prison officers and tutors about which learners should attend classes. Tutors are not informed in advance if learners are unable to attend because of visits, healthcare or other commitments. Information about induction frequently does not reach learners in time. Classes are being missed by learners. Many learners are called for induction up to three times before being able to attend. A high proportion lose interest and decide not to pursue education. The results of initial assessments are not routinely communicated to tutors. There is inadequate communication and sharing of records between education staff teaching learners in different classes. Tutors are often unaware of the progress learners are making.

12. Vocational skills are not accredited sufficiently. A number of prisoners are involved in work activities, including a substantial proportion employed in catering. Although basic food hygiene courses are given for up to 15 learners every week, there are no other catering qualifications available. A previous initiative to provide national vocational qualifications (NVQs) at level 1 in catering, in conjunction with a local college, stopped 18 months ago. Staff are qualified to assess, but changes in staffing have led to a reluctance to re-establish the course. Also, there is no guarantee that learners will remain at the prison for a sufficient length of time to complete the course. There is no preparation for work course offered by the prison for those being employed, to develop basic health and safety awareness and attitudes to work. A preparation for work course is available to a limited number of learners as an education course. A very limited number of vocational courses, including weightlifting, community sports leaders awards, and first aid are offered periodically by the PE department. These are usually available only to the 5 per cent of prisoners who, for security reasons, are unable to use the main gym which is located outside the main compound.

Equality of opportunity

13. Equality of opportunity within education and training is very weak. HMP Brixton has an equal opportunities policy, a race relations policy, and a request and complaints procedure. There is also an equal opportunities policy and a complaints procedure relating specifically to education. Learners are aware of and make use of the complaints procedure. Complaints are dealt with promptly by the education department and discussed with the prison management where they relate to prison operations. There are facilities to support a range of faiths at the prison, including a chapel, which is used as a multi-faith room. Education staff treat learners with respect. Data on ethnic groups' participation in and attendance at training are routinely collated and monitored and compared with the prison population as a whole. These data indicate that participation in education broadly matches the ethnic diversity within the prison. The prison has taken some limited action in response to the analysis of these data.

14. Access to education, the library and PE is unequal and very poor for many prisoners. Potential learners are given limited information about education opportunities at induction to the prison. Those who indicate an interest in training are offered an education induction, which includes an opportunity to take a basic skills assessment. Many learners are unable to attend induction because they are not told clearly that they need to attend, or because of a shortage of discipline staff to escort them from the wings. Even when learners are enrolled on courses, they are often unable to attend classes for the same reasons. Learners who also work are often unable to attend classes. They lose pay if they do not attend classes, even if this is because of operational reasons. There are no evening classes in ICT and basic skills for those learners unable to attend during the day due to work commitments. There is insufficient education provision for healthcare patients. Although the library has good resources for a wide range of additional languages and nationalities, most learners do not receive their full entitlement of library visits. Visits to the library are by request only, not by planned visit. The main PE facilities are in a part of the prison which is not accessible to most categories of prisoner. These facilities and any associated PE qualifications are only available to approximately 5 per cent of the prison population. The only PE facility available to all learners is a small fitness room, which is inadequate for most vocational training purposes.

15. The activity centre, in which most classes take place, is situated on the first floor and is not accessible to learners with restricted mobility. A planned new activity centre will also be situated on an upper floor without access for learners with restricted mobility. Doors on ground floor basic skills classrooms, situated on the wings, are not wide enough for wheelchair access.

Quality assurance

16. The quality assurance of education and training is very weak. There is no overall quality assurance framework covering education and training. The subcontractor is developing a quality assurance manual for education provision. This refers to various internal quality checks and monitoring of learning materials, but has not yet been introduced. There are no procedures to monitor the quality of all education and training activities across the prison, including library services and PE. Most education staff have been observed training, as part of the self-assessment process, and some feedback has been gained from learners through a questionnaire.

17. There is no internal verification of qualifications provided by the education department. There is no internal verification policy and no procedures in place to verify assessments. Some tutors are attending external curriculum updating training, but there is no procedure for tutors to routinely share good practice.

18. There are inadequate data available about the achievement of qualifications, as a percentage of the number of learners attending education over a period of time. The prison is not able to monitor trends in retention and achievement rates and compare the performance of individual courses and tutors.

19. Preparation of the self-assessment report was co-ordinated by the head of activities. It contains a brief comment on the education provision and the library, and a detailed evaluation of PE provision. The report was produced in consultation with staff in each area. The education department produced a detailed self-assessment report, which provides judgements about each aspect of provision against all seven questions in the 'Common Inspection Framework'. A range of evidence was used, including feedback from learners. Key strengths, weaknesses and other improvements needed were not clearly identified in any section of the report. No development plan was drawn up to deal with the problems identified. The judgements in the self-assessment report were generally accurate.

Good Practice

Results from equal opportunities monitoring have already highlighted trends in attendance. For example, the proportion of white learners attending classes is lower than the proportion of the prison population, although a similar proportion is enrolled.

Poor Practice

The basic food hygiene qualification offered to learners is one accredited by a national brewery company. This is mainly because certification is cheaper than for a more widely recognised awarding body. Although the course followed is the same for both, the certificate will not be as widely recognised by employers outside the prison.

AREAS OF LEARNING

Information & communications technology

20. Training in ICT is very weak. ICT is taught by one full-time co-ordinator and a part-time tutor. Training takes place on two wings, in two classrooms that are converted cells. There is no ICT training in the main activity centre. There are currently 77 learners enrolled on ICT training programmes for up to five, two-hour sessions a week. Most learners are part time. Most learners gain entry to classes at intervals of between four and eight weeks. All new learners are given an induction on entry into the education centre, which includes an assessment of literacy and numeracy levels. Both tutors have qualifications in information technology (IT) and are qualified to teach or instruct. Qualifications are offered at two levels. Between May 2001 to May 2002, 13 level 1 and five level 2 introductory qualifications in using IT software applications were achieved. There has been no achievement of these qualifications between May and September 2002.

STRENGTHS

- particularly well-qualified and experienced tutors

WEAKNESSES

- insufficient planning of individual learning
- insufficient monitoring of learners' progress
- inadequate resources

21. Staff have a wide range of qualifications, including specialist IT certificates in technical areas and networking. Tutors have experience in a range of working environments. For example working with refugees, unemployed groups and commercial clients. This was recognised in the self-assessment report. This benefits learners as tutors are sensitive to individual needs and a range of diverse backgrounds. Tutors have a good rapport with learners and treat them with respect.

22. There is insufficient planning of individual learning programmes. This was identified in the self-assessment report. The information gathered at induction is not communicated to teaching staff when learners begin courses. Tutors sometimes unnecessarily repeat exercises to identify learners' previous knowledge and experience of IT. Results of literacy and numeracy assessments are not routinely passed to tutors for course planning. This is particularly significant for those learners for whom English is an additional language and those with literacy and numeracy problems. Tutors have recently introduced action plans to record previous experience and explain how

achievement will be measured. These do not show what the learner must do to achieve the qualification, nor are they tailored to meet individual learning needs. Learners are not set challenging targets and they do not receive copies of action plans.

23. There is insufficient monitoring of learners' progress, both individually and in groups. There is no system to ensure that all learners are aware of their individual progress. There is insufficient information recorded to show individual learners' progress with coursework. Tutors have recently introduced a course diary for this purpose, which details activities completed by each learner, but this does not sufficiently detail ongoing assessment towards qualifications. Copies are not given to learners. There are no systems to record the progress of groups of learners. Learners have course folders, but these are unstructured and much coursework remains unmarked. There are currently no systems in place to internally verify the quality of assessment. Achievement rates are low. Since May 2002, no qualifications have been achieved.

24. Resources are poor. This is also identified in the self-assessment report. The computer equipment is unreliable and in one room only three of nine machines are in working order. One tutor is unable to teach practical IT skills because machines are broken and therefore provides background training only. The software and operating systems are outdated and not to commercial standards. Each training room uses different versions of software and operating systems, which is confusing and frustrating for learners. There are few training resources and none is specific to the software being used. Learning is focused on working towards qualifications and there is little opportunity for learners to broaden their skills beyond this. There is an over-reliance on using past exam papers as the main training resource. There are no handouts relating to modern software. The textbooks in the library are inadequate to support learning. The training rooms are converted cells, which are cramped and not conducive to learning. The rooms are noisy, especially during recreation periods. The information on the walls is out of date and irrelevant. For example, there are notices from a previous education manager and newspaper articles from three years ago. In one room, the electricity supply is faulty and unreliable. Arrangements have been made for computers in both rooms to be networked in the future, but the computers have not yet been replaced and the current machines cannot be networked. The prison has allocated funds to replace the equipment.

25. Classes are poorly attended. During the week before inspection, only 26 per cent of those learners enrolled, attended classes. Some learners have better access to classes than others, depending on their wing location. Learners based on wings without IT rooms have difficulty in being escorted to classes by prison staff. Prisoners who work during the day are unable to access training, as no evening classes are available. IT classes are oversubscribed, and have waiting lists.

Good Practice

Information was passed from a previous prison relating to a learner's basic skills test results, the courses taken and his achievements. This ensured that he started at the appropriate level on a new course and did not have to take another basic skills test unnecessarily.

Foundation programmes

26. Foundation training at HMP Brixton is very weak. During the half-day induction to the prison, learners are informed that training is available. Those learners who are interested in taking up education receive a separate half-day induction in the education department, which includes a voluntary initial assessment using a basic skills diagnostic test. Of the 375 learners who were received into HMP Brixton during July 2002, 95 chose to attend the education induction and of these 58 took the basic skills initial assessment. Following individual discussions learners are allocated to classes. There are no waiting lists other than for art classes. On average, 7 per cent of the prison population attends foundation training each week. Thirty-nine per cent of foundation training is in basic skills and a further 20 per cent is for ESOL. Ten per cent of the education is in social and life skills and a further 8 per cent is in African and Caribbean studies. There are three classes which provide the key skills of communication and application of number. There are 10 creative arts classes each week which incorporate basic skills. There is one evening class, in pottery. Foundation education is taught in the education centre, which consists of six teaching rooms on the first floor of a converted cell block. The two art workshops are based in converted cells on the accommodation wings. The self-assessment report highlighted all the main strengths and weaknesses identified by inspectors.

STRENGTHS

- good support for learners attending classes
- good use of art and social and life skills training to support development of key skills

WEAKNESSES

- inadequate assessment of learning needs
- narrow range of courses provided
- some inadequate accommodation and learning resources
- no basic skills support outside training sessions
- inadequate support for prisoners with learning difficulties and disabilities

OTHER IMPROVEMENTS NEEDED

- wider range of teaching and learning styles in basic skill classes
- better recording of progress for groups of learners

27. Tutors provide good individual support for those learners who attend training. Staff

respect the learners and create a purposeful and responsive atmosphere. Teaching is well planned. A question and answer technique is used effectively. However, individual target-setting at subject level is not sufficiently specific, which restricts any detailed review of learners' progress. Records of learning are held on individual progress sheets, but are not collated into group records. This prevents the monitoring of class activity and the preparation of relevant work by teachers covering for absence, holidays or staff training. One education support worker has been appointed and another appointment is planned, to provide additional support to learners.

28. Art and social and life skills classes are used imaginatively to support basic and key skills work. For example, teachers discretely plan measurement, reading and writing skills into art projects to reinforce literacy and numeracy work. A very good standard of work is produced in the pottery classes. Two social and life skills classes focusing first on black British culture, and second, on criminal background disclosure in job applications, are well planned and taught, encouraging debate and mature discussion. In classes devoted solely to basic skills, there is insufficient group work and inadequate development of listening and speaking skills.

29. There is no routine analysis of learners' needs. The induction arrangements are poor. Only well-motivated prisoners volunteer for education and the initial assessment of basic skills. For example, only 15.5 per cent of learners entering HMP Brixton in July 2002 were assessed for basic skills needs. Of these, over 50 per cent were assessed to be below foundation level for literacy and numeracy. No analysis has been done of the number and needs of learners already at level 2 and above of the basic skills framework. Without this information, it is not possible to meet the needs of all learners when planning the foundation training programme.

30. The range of training is limited. The focus on the achievement of level 2 numeracy and literacy qualifications under the basic skills framework has restricted the development of entry level provision, as well as limiting level 3 courses, and other programmes aimed at personal and social development. This does not meet the wider needs of the prison population. All courses have appropriate accreditation. In the 12 months before inspection, 10 level 1 qualifications in mathematics and English were achieved and 101 qualifications at level 2, which met prison service targets. Learners also received external qualifications in ESOL, key skills and social and life skills. Inconsistencies in record-keeping prevent accurate analysis of retention rates.

31. There is poor attendance at training sessions. Although learners enrolled for training are keen to attend, the lack of discipline staff to act as escorts frequently causes them to be late, or to be kept on the accommodation wings. During the two weeks before inspection, the average attendance was 28 per cent. Often, learners who do attend arrive late, which leads to many training sessions starting late. In some cases, learners arrive from the wings over half an hour late. This situation is very disruptive to teaching and learning. Some learners are demotivated. There are few training sessions on the prison wings, and no evening classes.

32. Some accommodation and learning resources are inadequate. The computers available to support basic skills learning are old, have outdated software, break down frequently, and do not have CD-ROM drives. This prevents access to the software available to support the new adult basic skills curriculum. The handouts used in basic skills classes are of poor quality. The basic skills and social and life skills classrooms are adequate in size for the numbers attending, although they would be totally inadequate if all enrolled learners attended. The ESOL classroom is too small for the numbers already attending. This creates a claustrophobic atmosphere and makes it difficult for the tutor to move around the classroom. The converted accommodation for art classes is too small and has no natural light or storage space. No foundation training classrooms are accessible to wheelchair users.

33. There is no structured basic skills support outside formal training. This weakness is recognised in the self-assessment report and there are plans to remedy the problem by making basic skills education an integral part of the drug therapy programme, PE and the library. Currently, however, the 93 per cent of prisoners who do not attend foundation education classes do not receive any basic skills support. There is inadequate provision for learners with specific needs. Learners with dyslexia or other identified needs do not receive specialist support.