

INSPECTION REPORT

HMP & YOI Drake Hall

18 November 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 & YOI Drake Hall is a semi-open female prison for women and young offenders, in Staffordshire. It has an occupational capacity of 315 and takes prisoners from other prisons, who are usually near the end of their sentence. The prison often helps women to resettle into the community. All the women work or are on educational courses. Those on educational courses account for about one third of the population of 292. Opportunities for work are offered in catering, sport, cleaning, gardens, laundry, textiles production and contract assembly work. There are part- and full-time education courses in literacy and numeracy, information and communications technology, art, cookery, hairdressing, preparation for work and parenting skills. Education is subcontracted to a further education college. In addition to evening classes, women can also attend classes once a month on Saturday mornings.

Overall judgement

The quality of the provision of foundation training is not adequate to meet the reasonable needs of those receiving it. Some women wait for long periods before starting courses. Hair and beauty training is satisfactory. Sport training provision is good. Leadership and management are unsatisfactory. The prison's approach to equality of opportunity, and the quality assurance of the provision, are also unsatisfactory.

KEY STRENGTHS

- good range of qualifications available in physical education
- good achievement of physical education qualifications
- good standard of practical work demonstrated by learners
- good key skills initiative in work areas
- some good pre-release preparation
- good support from manager
- good access for learners with restricted mobility

KEY WEAKNESSES

- insufficient resources
- poor progress reviews
- unsatisfactory internal verification arrangements
- inadequate training provision for speakers of other languages

HMP & YOI DRAKE HALL

- poor library provision
- poor use of resources
- poor access to education, training and work for some learners
- inadequate accreditation of work skills
- inadequate monitoring of equal opportunities
- inadequate monitoring of subcontractors

OTHER IMPROVEMENTS NEEDED

- better risk assessments in work areas
- better reviewing and updating of quality assurance documents
- further develop learning materials

THE INSPECTION

1. A team of five inspectors spent a total of 20 days at the prison in November 2002. They observed training in sport, catering, hair and beauty, and horticulture (gardens). Inspectors visited the production workshops, laundry, kitchens and education courses, and interviewed 71 learners. Inspectors also interviewed 33 staff, looked at 37 sentence or learning plans, examined portfolios of evidence or items of learners' work, and observed and graded 13 teaching or training sessions. They also examined a wide range of documents including records of meetings, prison policies and procedures and staff appraisal or development documents. The prison produced a self-assessment report in November 2002, as did the subcontracted college.

THE PROVIDER AS A WHOLE

Context

2. HMP & YOI Drake Hall is a semi-open women's prison for women and young offenders, near Stone in Staffordshire. The prisoners are sent from closed female prisons. The prison changed from being an open to a semi-open women's prison in January 2002. During the past 18 months, major building work has been carried out to improve the prison. This is still causing disruption and other problems for the staff and prisoners. HMP & YOI Drake Hall can accommodate 315 prisoners. There are currently 262 adults and 30 young offenders. The young offenders are housed in separate accommodation, although they mix with the adults during the day. Thirty-five per cent of the prison's population are foreign nationals.

3. There are two light industrial workshops. One produces textiles for outside contract work and some internal prison work. In the other workshop, prisoners sort and pack small items for external contracts. Prisoners also work in catering, cleaning, in the laundry and the gardens. Educational training programmes include literacy and numeracy skills, information and communications technology (ICT), hair and beauty, art and craft, cookery, parenting skills and preparation for work. Prisoners can also take courses in a wide range of subjects at the open learning resource centre. Learners study alone, with occasional support from the training centre. They can use videos or tapes, or telephone staff for additional help. Physical education (PE) and sports training is provided in the indoor sports hall.

Education and training in prison

4. The prison's leadership and management of the education and training in the prison are unsatisfactory. There are too few education and training facilities to meet prisoners' needs. There is a strategy and plan to improve the provision of education and training, although this requires financial support to make it happen. Retention and achievement rates cannot be established accurately. Some courses are not yet accredited.

5. Teaching across all areas is satisfactory. Most staff are appropriately qualified and experienced. Good learning materials are used in most areas of learning. Learners are well motivated and make good use of their learning opportunities. Assessment and internal verification are poor in some areas of learning. The prison has a well-stocked library, which has, however, been in unsuitable temporary accommodation for some time. Learners do not have good access to it and there is no space to study or browse through the books.

LEADERSHIP AND MANAGEMENT

6. The leadership and management of education and training at the prison are unsatisfactory. Education and training are managed by the head of regimes and drugs strategy who reports to the governor of the prison. The head of regimes and drugs strategy also manages the contract for education services, which is held by a further education college, and the contract for library services provided by the local authority. Courses run from Monday to Friday during the day and in the evenings, and once a month on Saturday mornings. The core training programmes are literacy and numeracy, hair and beauty, art, ICT, cookery, parenting skills and preparation for work courses. The head of regimes and drugs strategy is also responsible for vocational training in sports, and for wing cleaning, catering and laundry, which provide employment opportunities. There is no overall quality assurance policy or procedure for education and training, although the education department does have quality assurance procedures that are applicable to colleges. The personnel officer is responsible for equal opportunities. Wages paid in education and training are low, although they are at a similar level to wages paid in the rest of the prison. The prison produced its first self-assessment report in November 2002.

STRENGTHS

- good support from manager
- effective staff appraisal and development process
- well-structured complaints procedure
- good access for learners with restricted mobility
- systematic quality assurance procedures

WEAKNESSES

- poor access to education, training and work for some learners
- insufficient accreditation of work skills
- inadequate monitoring of equal opportunities
- insufficient staff training in equal opportunities
- inadequate monitoring of subcontractor

OTHER IMPROVEMENTS NEEDED

- better risk assessments in work areas
- better marketing materials for courses
- better reviewing and updating of quality assurance documents

7. The head of regimes and drugs strategy has only been at the prison for seven months. The areas of education, training and work each have their own business

development plan. The head of regimes and drugs strategy is producing a combined two-year business plan for all these areas. The plan sets out a clear vision for the next two years. It is costed out and sets out the expected improvements to be made. The main priority is to give all prisoners the opportunity to gain qualifications while at the prison and to deal with their offending behaviour through planned education and training. The prison governor supports the plan, which is awaiting final approval from the area manager. Staff think the plan is realistic and beneficial. Monthly meetings are held with the managers from the education, training and work areas to discuss the performance of the prison areas and progress towards planned developments. The meetings are documented, with agreed action points. Managers say the meetings are a good forum to discuss the planned developments. Staff say they are well supported by their manager, who visits them frequently to discuss their performance. Any problems are usually effectively dealt with by managers.

8. The prison has an effective staff appraisal process. People's development needs are discussed, and training requirements are identified and arranged. Appraisals are carried out every six months. Staff are set targets taken from the prison business plan. Individuals' objectives are reviewed at each appraisal and targets set to help meet the planned developments for the prison. The prison is accredited with the Investors in People standard. This is a national standard for improving an organisation's performance through its people.

9. Some learners have poor access to education, training and work. The proportion of foreign nationals has increased in recent months and many feel that their education, training and work needs are not met adequately. Learners register their interest in education or training and have to wait for several weeks without any feedback on when they can expect to start their training programme. In some training and work areas, there are too many learners for the amount of work available. Learners are often bored and are not given any purposeful activity.

10. In the two light industrial workshops, the kitchens, laundry and the cleaning jobs, work skills are not accredited. Learners find it difficult to demonstrate to employers that they have gained these skills.

11. No learners are working towards catering and hospitality qualifications. The education department has a new, fully-furnished training kitchen, which is not being used to provide any catering training. This is unsatisfactory as important job skills are not being accredited. Four learners intend to start a national vocational qualification (NVQ) at level 1 in food preparation and cooking but the prison is not registered with an awarding body. Of the five staff in the catering department, three hold NVQ assessor qualifications and two are working towards them. Two staff have internal verifier awards and are awaiting certification.

Equality of opportunity

12. Arrangements for equality of opportunity in the prison are unsatisfactory. The prison's complaints procedure is clear and well structured and covers all problems. Prisoners are told how to make a complaint and how it will be dealt with. Deadlines are clearly stated. Complaint logs are monitored and reported on at monthly senior management team meetings.

13. All work areas, workshops and education classrooms are accessible to learners with restricted mobility. Ramps have been installed inside and outside many buildings around the prison. Toilets have been installed for disabled learners.

14. The marketing booklet used to promote education and training programmes, contains insufficient information about learners' training. The language is too complicated and not appropriate for prospective learners with poor language skills. There are no images to promote equal access by different groups, in the booklet. However, most notice boards in the education block, which have information about courses, use a range of appropriate images.

15. There is insufficient staff training in equal opportunities. Staff do not understand equal opportunity problems or wider diversity problems adequately. Their understanding of how to ensure fair treatment for prisoners from different backgrounds is not good. Learners have insufficient understanding of equal opportunities problems and are not given sufficient guidance by staff. About 20 per cent of prison staff have had training in diversity in the past four months. Many staff have not had any equal opportunities training in recent years.

16. Monitoring of equal opportunities is inadequate. Although the prison has some prisoners from minority ethnic groups who take training programmes, it does not monitor whether minority ethnic groups are under-represented. Nor does it monitor the achievement rates of learners from different ethnic groups. It collects data on learners from different ethnic groups on different training programmes, but it cannot compare the achievements of learners from different ethnic groups over a period of time. The equal opportunities committee does not know how many complaints are made by prisoners. Insufficient information about the causes of complaints is passed on to managers to form the basis of strategic decision-making.

Quality assurance

17. HMP and YOI Drake Hall's quality assurance arrangements are unsatisfactory. The prison does not always monitor its education and training provision. It does not know the quality of the education and training and whether or not it is good value for money. Education contract management meetings are held every six months. Senior staff from the prison and the college attend. The education manager reviews training provision but the meeting does not emphasise quality.

18. The education department complies with the subcontracted college's review and evaluation procedures. Learners on full-time and part-time courses periodically complete evaluation questionnaires. Tutors analyse them and discuss the outcomes at course team meetings. The prison tries to improve training provision on the basis of learners' feedback and these tutors' comments. However, these procedures have been designed for colleges and some are inappropriate for prison education. Some quality assurance documents are out of date. The education manager consulted teaching staff and produced a short self-assessment report. It correctly identified some strengths and weaknesses. However, some of the strengths were no more than normal practice.

19. The prison does check staff's and learners' attendance and room usage, but it does not know which training provision is good and where improvements are needed. It has no benchmarks against which to measure quality. It has recently circulated a questionnaire to 200 prisoners asking for information about their workplace and about their participation in education. The questionnaire does not ask about the quality of training.

20. The prison produced its first self-assessment report in November 2002 against the 'Common Inspection Framework'. Many of the strengths and weaknesses matched those given by inspectors. However, the prison did not identify many leadership and management strengths and weaknesses. Some of the strengths were no more than normal practice. The self-assessment report was repetitive and did not consolidate the responses to each question into overall strengths and weaknesses for each area. There was no explanatory outline about each of the areas to explain what education, training and work occurred and how it operated.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

21. There are no learners working towards qualifications in catering and hospitality. Training in PE is good. There are 14 learners working towards exercise with music assist instructors award at level 1. Other courses available include an NVQ at level 1 and 2 for the instructors award, British amateur weightlifting association (BAWLA) leaders award, and a treatment and management of injuries qualification. The PE training is part time, five mornings a week. The course includes practical and background knowledge sessions in the new, purpose-built PE hall. Three PE officers provide the training. They all hold relevant qualifications to train and assess learners.

STRENGTHS

- good range of PE qualifications available
- good achievement of PE qualifications
- effective teamwork to motivate PE learners

WEAKNESSES

- insufficient resources

OTHER IMPROVEMENTS NEEDED

- better links with education department

22. A good range of qualifications is available in PE. The exercise with music assist instructors award is offered with two supporting elements to improve learners' qualification. These include an assist circuit training instructors award and a resistance training award. Other qualifications include an NVQ at level 1 and 2 for the instructors award, BAWLA leaders award, manual handling and emergency first aid. Manual handling and emergency first aid are not being provided because of resource restrictions. The range of courses provides excellent progression routes for learners. All training is advertised in the women's accommodation blocks and on notice boards in the PE hall. Learners who apply fill in a questionnaire to establish their reasons for applying. The questionnaire is also used as the basis for initial assessment. All applicants are interviewed and can start the training programme if they are interested, once they understand the requirements of the course.

23. There is good achievement of qualifications on most courses. All 20 learners who

started the BAWLA course this year achieved their qualification. The 12 learners who started the treatment of injuries course also achieved their qualification. Twelve learners started the assist instructors award and all achieved the qualification. Twenty-three learners started the NVQ at level 2 instructors qualification. Four gained the full qualification and nine were accredited for some units. There are currently 14 learners on the assist instructors award. All learners have a logbook to record achievement of targets. This is supported by a progress monitoring system.

24. Effective teamwork motivates PE learners. Staff have carried out research with three national fitness organisations to identify which qualifications to offer prisoners. Some learners have gained employment on release with their qualifications. One learner now manages a gymnasium. The staff have a good range of complementary skills and knowledge. Their strengths are used effectively to provide a wide variety of training and assessment.

25. There are insufficient resources to provide the range of courses effectively. The new, purpose-built PE hall is too small. Background knowledge sessions have to be held in areas where practical sessions are held. There are plans to build stairs to the upper floor, which will provide the additional space required. The financial budget for registering and certificating courses is insufficient and reduces the amount of training that can be provided. There is only one member of staff qualified to assess training. There is no cover for holidays or sickness. The learners receive information packs for their training, and some good handouts. However, there are no background knowledge books to support their learning.

26. PE staff are not given details of sentence plans or the results of learners' initial assessments. Prisoners complete basic skills tests and initial assessment during their induction, but the information is not used as a basis for their individual learning plan. There is no systematic method to communicate basic skills test results or information on learners' additional needs. The PE department uses individual learning plans to record training not to plan it. All learners are given an induction into the PE department and information about the training programme.

Good Practice

Learners who have been released from prison have been given clearance to return for final assessments, to enable them to complete their instructors qualification. Others have returned to the prison to provide dance classes.

Hairdressing & beauty therapy

27. The hairdressing training provision is satisfactory. There are currently 15 learners on the full-time hairdressing training programmes and 12 learners on the evening beauty training programme. All hairdressing learners are working towards an NVQ at level 2 in hairdressing. Level 1 and units of level 3 in hairdressing are also provided when appropriate. All learners also work towards key skills at level 1 or 2 in communication, application of number and information technology (IT). Classes are run in hairdressing for 28.5 hours a week. Evening training provision in beauty is available for one and a half hours a week and training programmes are repeated every six weeks. An afternoon class in beauty is being piloted for four weeks. Learners do not work towards beauty qualifications but they cover aspects of skin care, waxing, manicure, pedicure and aromatherapy.

28. Key skills training is provided mainly in a separate workshop by a specialist tutor. Each learner has a learning resource pack, covering each unit of the hairdressing qualification. Two full-time and one part-time member of staff from a local college provide the hairdressing and beauty training programmes. All training is carried out in the prison's hair and beauty salons and in adjacent rooms. Learners work on clients and prisoners during their practical training. Only one member of staff is qualified as a hairdressing assessor. The same member of staff is also qualified as an internal verifier. All teaching staff are occupationally qualified and experienced.

STRENGTHS

- good standard of practical work demonstrated by learners
- good additional learning opportunities
- good integration of key skills training with the NVQ

WEAKNESSES

- poor progress reviews
- some unsatisfactory resources
- unsatisfactory internal verification arrangements

OTHER IMPROVEMENTS NEEDED

- better range of evidence in portfolios of evidence

29. Learners demonstrate good practical skills in hairdressing. They have many opportunities to work on clients and most learners develop their skills well. Learners

adopt a professional approach to their work and their appearance is suitable for the working environment. They work safely and quickly and are attentive to their clients' needs. Learners are enthusiastic and knowledgeable about their tasks.

30. There are good additional learning opportunities for hairdressing learners. External organisations provide useful training. They help learners to understand the problems of self-employment and setting up a business, such as doing market research and writing a realistic business plan. They offer clear guidance on business and domestic financial matters that may affect newly released prisoners. Specialist workshops motivate learners and provides them with up-to-date information.

31. All learners are encouraged to create bridal hairstyles. The prison provides a few fashionable bridal dresses and hair ornaments as props to complement the hairstyles. These enable learners to create a realistic total look. Learners present and photograph their models in an attractive setting in the prison gardens. Designing bridal hairstyles encourages learners to experiment with colour and style. It extends their commercial skills and allows them to generate evidence towards the achievement of their NVQ.

32. Additional key skills qualifications are available which are specifically related to hairdressing training. They are taught, practised and assessed in the hairdressing salon and in the workshops. Client consultations, reception duties and product selection provide good opportunities for learners to develop their key skills and hairdressing skills. Assignments have been designed and modified to provide evidence for key skills and the hairdressing NVQ. Key skills training is introduced at the beginning of the programme to develop learners' skills as early as possible, as an integral part of vocational training. Many learners type their assignments on a computer. They use graphics but only keep a few photographs of learners' work in their portfolios of evidence.

33. All applicants for the full-time hairdressing training programme are interviewed. They are asked if they have previous hairdressing experience. Applicants' skills or ability in hairdressing are not assessed before the training programme. However, learners who demonstrate good skills are assessed more quickly than other learners. The induction into the hairdressing training programme covers all relevant aspects of health and safety, a detailed description of the training programme, information about methods of assessment, the appeals procedure, setting up an individual learning plan and some information on equality of opportunity. Most topics are covered satisfactorily, but insufficient information is provided for learners on equal opportunities. Learners are given appropriate advice and guidance on extra qualifications that they can take after completing their current training programme.

34. The recording of progress reviews and action-planning for individual learners is poor. Learners have a monthly progress review with their tutors. There are no effective written records of learners' identified strengths and weaknesses. Few action plans are emphasised to improve weaknesses and build on strengths. Few action points have deadlines for completion. Most action plans do not have specific detail to ensure timely improvements.

35. Some resources in the hairdressing salon are unsatisfactory. Training blocks cannot be used at most of the workstations in the salon because the supporting clamps cannot be screwed in place. There is no electricity at one of the workstations, so learners cannot use any electrical equipment there. The salon has no retail facility or client waiting area with stylebooks and magazines. Learners cannot develop their customer service skills, nor practise selling the products used in the salon for home use.

36. Only one member of staff is qualified to internally verify hairdressing assessment. The same member of staff is the only qualified assessor. There are no satisfactory arrangements to resolve this situation. Some learners who have achieved their qualification, and some who have left training, have not had their units accredited. Without an additional internal verifier or assessor, the assessor's work cannot be signed off as meeting the NVQ requirements and learners cannot pick up their certificates.

Foundation programmes

37. The prison subcontracts its education and training provision to a further education college. The contract is managed by the head of regimes and drugs strategy. Foundation training is unsatisfactory. All education staff are employed by the college. In addition to the full-time education manager, there are three full-time and 13 part-time tutors. They provide a range of training programmes, including basic literacy and numeracy, key skills training and IT. There is also a parenting skills course, and a range of non-vocational training programmes including French for holidays, art, card-making and knitting. Training programmes are provided during the day, in the evenings, and on Saturday mornings. Education induction is included in the prison's general induction programme. Some prisoners attend education full time for a number of weeks while others attend one day or part of a day each week. The evening and Saturday classes are popular. Some prisoners attend two or three evenings each week. There are currently 39 full-time learners, and 54 part-time learners. Evening classes are held five evenings a week and Saturday classes are monthly. Some learners are working towards qualifications in computer literacy and information technology, text processing, basic skills, and parenting. Open learning training is also available. To prepare prisoners for work outside the prison or for release, they attend a one-week preparation for work course. They can attend a job club one evening a week. Advice about work is also given by visiting speakers, including Connexions staff. The education provision is advertised in the college's publicity material which is given to prisoners and attached to notice boards. There are waiting lists for most training.

STRENGTHS

- good learning environment
- helpful and supportive tutors
- good key skills initiative in work areas
- some good pre-release preparation
- effective use of external expertise

WEAKNESSES

- inadequate training provision for speakers of other languages
- insufficient and inappropriate training provision for some learners
- ineffective use of individual learning plans
- poor library provision
- poor use of resources

OTHER IMPROVEMENTS NEEDED

- further develop learning materials

38. There is a good learning environment which motivates learners and contributes to their positive approach to learning. The education department moved into its purpose-built, single-storey accommodation in February 2002. The building is bright and well maintained. Colourful and interesting display boards in the corridors and on classroom walls show good examples of learners' work. There are also topical and relevant posters on the classroom walls and good examples of learners' craft work on display. The building is accessible to learners with restricted mobility. There are nine teaching rooms. Two rooms have up-to-date computers. There is also a cookery workshop and a small art room. The self-assessment report highlights the new building as a strength in the training provision. It notes that it has been partly responsible for prisoners' increased interest in education.

39. Tutors support learners well and are keen to help them succeed. They know the learners well and use this knowledge to help learners with learning or with their personal difficulties. Tutors deal positively and effectively with learners' challenging behaviour. Staff work well together and support each other, particularly when they experience difficulties with learners. The observed teaching was satisfactory. Good training provision was made for learners to work at their own pace. However, in some training sessions insufficient use was made of group work. Learners' work is marked regularly. Constructive oral and written comments about work help learners to extend their knowledge and skills. Regular marking and constructive feedback are referred to as strengths in the self-assessment report. Learners enjoy using text-based learning materials. Some handouts and resource materials are not written in language that is appropriate for learners.

40. A good key skills initiative has recently been introduced. Learners working in garden maintenance, sport and recreation, and kitchens develop their communication skills by working through a series of activities directly related to their occupational area. The initiative provides opportunities for learners to obtain key skills accreditation outside the classroom. There are proposals to provide application of number in the same way.

41. Learners receive good work-related pre-release preparation. As the self-assessment report notes, the education department has worked closely with the prison's resettlement unit. All learners are required to take a week's preparation for work programme before being released and before working outside the prison. Some learners find these training sessions extremely helpful. However, learners who have applied for work, attended interviews and had work experience find them less relevant. The training programmes do not always match to the needs of the individual learners. There is also a weekly evening job club and regular training sessions with Connexions advisers. The job club gives learners good opportunities to search for work and to fill in application forms and to write their curriculum vitae.

42. The prison works effectively in partnership with a range of organisations. These include Connexions, the health authority and National Association for Care and Resettlement of Offenders (NACRO). Learners found a health education training session, which was held during inspection, useful. They listened carefully and treated each other with respect when asking questions or sharing background information. Useful posters displayed in the classroom show where prisoners can get help. Learners also produced their own posters to advertise the training session, and these were well displayed. Speakers regularly follow up problems raised with prison staff and arrange referrals and clinics to meet the needs of learners. The health authority provides training for prison staff on dealing with drugs' awareness, HIV and AIDS, and alcohol abuse. Staff from the health authority also contribute to induction. Connexions staff run a weekly training session on career opportunities. The training sessions also give information on the Connexions network to help prisoners when they are released.

43. There is inadequate training provision for learners whose first language is not English. Many learners either cannot speak English or have a poor command of the language. Many of these learners also have unacceptably low reading and writing skills. There are no qualified and experienced staff to provide training in English for speakers of other languages (ESOL). The prison correctly identified inadequate ESOL training provision as a weakness in the self-assessment report.

44. There is insufficient and inappropriate foundation training provision for learners. Many have to wait a long time to start a training programme because there are waiting lists. This is frustrating and demotivating. It also reduces the time learners can spend in education because they may be transferred to another prison or be near the end of their sentence. There is insufficient basic skills training provision to meet the needs of all prisoners with basic skills difficulties. The self-assessment report correctly identifies this. Many learners who receive basic skills training improve considerably while they are in education. The new national standards for literacy and numeracy have not yet been introduced. The range of education programmes is insufficient. For instance, there are no courses in interior design or decorating and there is no business administration training. Some learners cannot study subjects at a higher level because there is no follow-on provision. Some courses do not lead to recognised qualifications. Budgetary restrictions affect the range of classes and the number of learners that can be trained.

45. Individual learning plans have been introduced recently. Not all learners have them and they are not always used effectively. Targets are too general, many targets are insufficiently challenging, and no deadlines are given. Individual learning plans contain insufficient information to be useful to learners. Learners do not take responsibility for their individual learning plans. Individual learning plans are not adequately linked with sentence plans. Individual learning plans are less effective than the self-assessment report states.

46. The library provision is poor. For the past 18 months, the library has been temporarily located in a metal container unit. No decision has been made about its

permanent location. The space is cramped, books are poorly displayed and there are no tables or chairs. Staff are doing their best in the present situation. The book stock is satisfactory, with a good selection of European and South Asian language books. There are no Eastern European language books. Good open learning materials cover advanced level and general certificate of secondary education (GCSE) subjects and vocational areas, such as bookkeeping, horticulture and childcare. There are insufficient basic skills texts for the number of potential borrowers. Some books are in storage and they cannot be displayed in the present accommodation. Opening hours are inadequate for most learners, who are limited to 30 minutes a week.

47. There is poor use of resources. Some classrooms are underused. Some classes take place in very cramped rooms. The morning and afternoon sessions last for three and a half hours and two and three quarter hours respectively, each with a short break. This is too long for learners to maintain interest and concentration. The current timetable limits the number of learners who attend training. Waiting lists are too long.

Good Practice

The education department periodically produces a magazine called 'The Key'. Learners are encouraged to produce stories, articles, poems and art work for the publication. When material is selected for publication, learners are delighted. When their talents and achievements are celebrated in this way, their self-esteem and self-confidence improve considerably.

Poor Practice

Although learners on computer courses have access to a computerised keyboard program, they have very poor keyboard skills. Insufficient time is given to keyboard practise to establish the correct techniques. Continued use of inaccurate techniques hinders learners' progress and prevents them from increasing their typing speed.