

INSPECTION REPORT

HMP Cardiff

09 February 2003



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 **learn**direct 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 Cardiff is a category B male training prison. It also serves as a national resource for up to 90 stage 1 and 2 lifers. It is adjacent to Cardiff city centre. It is a local prison which accepts people remanded into custody from the courts in the catchment area. At the time of inspection, 40 lifers were being held at Cardiff. The establishment effectively doubled in size in 1996 with the building of three new wings. It is one of four prisons in Wales, all in the south of the country. The operational capacity is currently reduced to 656 from 671 to allow for the extensive refurbishment work that is taking place on the three Victorian wings. During this period, single-cell accommodation is being used as double cells which has led to overcrowding. The governor acknowledges the poor living conditions which continue to exist for remand prisoners. There are 648 prisoners. The education centre offers part-time courses in numeracy, literacy, information technology, art and design and also key skills within the prison Welfare to Work programme. There are four production workshops for painting and decorating, tailors, general assembly and woodwork which provide training and in some instances, work for small external contracts. In addition, there is a range of employment opportunities for prisoners including horticulture, grounds maintenance, wing cleaning, laundry, catering and orderlies in the library, education and in the physical education department. Education takes place in the segregation and healthcare units. Welfare to Work classes take place in the health care unit for vulnerable prisoners. A few prisoners study advanced level courses in their cells through distance learning packages. Accredited qualifications are offered in painting and decorating, catering and physical education, and qualifications in woodwork will soon be offered.

Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Prison training in catering and physical education is good, but it is unsatisfactory in the foundation programme. Leadership and management are unsatisfactory, as are equal opportunities and quality assurance.

KEY STRENGTHS

- good relationships between staff and learners
- well-planned training for work programmes
- good teaching in key skills

KEY WEAKNESSES

- some poor resources
- inadequate initial assessment
- poor management and monitoring of the education provision
- inadequate use of management information system
- no quality assurance arrangements
- poor promotion of equal opportunities

OTHER IMPROVEMENTS NEEDED

- better celebration of learners' achievements
- more sharing of good practice

THE INSPECTION

1. A team of five inspectors spent a total of 20 days at HMP Cardiff in February 2003. They accompanied a team of Her Majesty's Inspectors of Prisons on a notified prison inspection. They visited the education department which is housed in one building in the main prison together with outreach centres for education, the production workshops, the main kitchens and serveries, physical education department and the outside and inside prison grounds' employment areas. The inspectors interviewed 42 prisoners and 35 staff. A wide range of documents were examined including prisoners' individual training files and their portfolios of work, assessment and verification documents, policies and procedures, contracts and records of meetings. The inspectors observed 10 learning sessions, nine of which were graded satisfactory or better. They also studied the education and workshops' self-assessment report.

THE PROVIDER AS A WHOLE

Context

2. HMP Cardiff (the prison) was originally built to Victorian design in the 1840s as a local prison. It is now a category 'B' local training prison, holding male adult prisoners who are drawn predominantly from the surrounding court catchment area in southeast Wales. It serves Cardiff and Newport Crown Courts and 22 magistrates' courts. The operational capacity is 671 and on completion of the refurbishment programme this will rise to 750. Currently there are 648 prisoners, most of whom are over 35 years of age. Of the current population, 212 prisoners are unsentenced, 117 are serving less than 12 months, 201 are serving sentences between one and four years, 57 are sentenced for between four to eight years, three are serving over 10 years and 58 are serving life sentences.

3. There are six wings in the prison each holding specific categories of prisoners. Currently due to refurbishment only five are in operation. Stage 1 and 2 lifers are held on one wing which will eventually hold up to 90 lifers. The last four years have been among the most challenging for the prison in recent times. It has been a busy, overcrowded prison as well as having an extensive refurbishment of the Victorian wings, perimeter wall and other service areas. The role of Cardiff prison has significantly changed since 1999 with both the young offender and vulnerable prisoner units being relocated to HMP Parc. Since 1996, in response to prison demands, the curriculum taught by a large local further education college (the college) has changed significantly. Formal qualifications in catering and in the workshops were abandoned at this time due to cost escalation, but have recently been reintroduced. At this time, the number of prisoners was increased by 206.

4. The construction workshop offers qualifications in construction and in the wood working workshop qualifications are imminent. The prison's instructors teach catering to national vocational qualification (NVO) level 1 and 2. A large tailoring workshop consists of cutting and machining areas and overalls and jeans are produced for prison contracts and also occasionally for local charity and business contracts. The wood machining workshop produces household and garden items which learners are due to market externally. One workshop is used for other contract services such as packaging.

5. The prison contracts with the college for all prisoners' education and training. This work is carried out in the education centre which has 60 education and training places. The five year contract started in April 1998 and specifies 5,930 teaching hours a year, which was calculated on 600 prisoners over 50 weeks. Of the current prisoner population, 131 are not currently eligible for activities as they are either on induction, sick or infirm or absent for visits and legal matters. The education programme runs on a half-day attendance basis. There is no provision for weekend or evening classes. There are four full-time teaching staff, 10 part-time teaching staff and an administrator in the education department. There are approximately 100 prisoners in foundation studies, eight in information technology (IT) and 10 on art courses. The education and training

has remained limited over the period of the education contract with a particular problem in IT, due to a lack of suitable resources to support the programme. There are 13 learners studying for qualifications through distance learning. The four prison workshops are supervised by prison staff and employ approximately 120 prisoners. The prisoners stay at the prison is varied, with approximately 60 per cent of prisoners on remand, awaiting sentence or serving less than six months. During the week of inspection, 47 per cent of the prison population were employed in work or training activities. Currently there are insufficient activities at the prison for all prisoners to participate and for the prison to meet its key performance target for purposeful hours. Up to 200 prisoners are unemployed and are waiting to be allocated to purposeful activity.

Education and training in prison

6. The education department does not have a thorough system for recording and maintaining the progress and achievement of learners. In general, the achievement rates for prisoners are poor. Retention rates are not monitored, although records of attendance are kept to monitor prisoners' locations in the prison. In education there are insufficient arrangements to allocate prisoners to sessions to fill places when they are waiting for their chosen activity. Spare capacity is monitored, but only against the expected attendance for the day and not the maximum potential. Of the 60 places available in education, attendance during the inspection week represented approximately 38 per cent of the total capacity. All education courses are part time. There are few courses which accredit prisoners' skills except in construction, wood machining, education, physical education and catering. Achievement rates are poor. In the last year 29 learners gained a qualification in art, 33 in a basic IT certificate, 44 in social and Life Skills and 114 in health and safety. The prison is expected to achieve its key performance targets for basic skills.

7. The standard of learners' work in the production workshops, catering, and physical education is good. There are quality assurance systems to monitor the work and there is a low reject level from production workshops. Teaching in education is satisfactory or better. Of the 10 sessions observed in education, 70 per cent were satisfactory and 30 per cent were good. Staff are generally well qualified, however there is no system to cover staff absences. There is no training beyond NVQ level 2 and few opportunities for prisoners to study for external qualifications. Education staff visit the health care centre and segregation unit for art therapy classes and basic skills sessions. The education department teaches key skills on the prison's Welfare to Work programme.

8. The prison offers classes in art, which learners attend for a half day a week. The standard of teaching is good. Learners work towards appropriate Open College Network credits at level 1 or 2, and one learner has achieved level 3 credits. The teacher is qualified, responsive to the learning needs of prisoners and develops effective relationships based on respect and well-targeted support. Each learner has a negotiated learning plan and progress is monitored towards achievement. Some learners are allowed to continue to develop their art skills in their cells. Learners who have additional needs are supported well. Learners remain focused throughout sessions and set themselves high standards. The tutor encourages this and makes good use of learners' finished artwork as a learning resource. Learners' achievements are celebrated and their work is displayed. Some learners have achieved an award and this has led to one learner's work being displayed at a public exhibition. A small number of hand tools are not monitored and this is a health and safety risk.

9. Courses in IT include a basic and second level qualification. In the last year, 33 learners have achieved IT qualifications, mostly at the basic level. However, there is no progression route to higher qualifications. There are poor resources in the IT suite. Only eight of the 12 computers have up-to-date software. Four computers were not in use. A further eight computers have been ordered as part of the new build and refurbishment programme, but they will not be available until 2004.

10. A prison officer has recently been given the responsibility for improving the range of therapy activities for some groups of prisoners. While the programme is still in its early stages of development, there is a vast improvement in the number of prisoners who have attended the activities. The programme makes good use of counsellors, music therapists, drama therapists and other specialists. Resources are limited and some are poor. Opportunities are taken for informal teaching and learning and for using group activities to identify people who need more individualised support. A member of the education team has recently started to carry out basic skills assessments in the group sessions, but there is generally poor liaison between the two teams.

11. The painting and decorating workshop can accommodate a maximum of ten prisoners and is always full. The training leads to a qualification in painting and decorating and then to a construction qualification. The retention rate is 90 per cent and the achievement rate is 70 per cent for last year. All prisoners are assessed for basic skills and the basic skills training is given by the education department in the workshop. The workshop does not manufacture any products and is well resourced for training. There is good record-keeping for internal and external verification, monitoring records and assessment team meetings. Verification is carried out appropriately and on time and there is a good range of evidence for the assessments. The prisoners have a high regard for the instructor and the training course.

12. The wood machining workshop can accommodate a maximum of six prisoners and is always full. Attendance is good. Approval to run an NVQ level 2 course is imminent and new equipment has been purchased. The training course was designed by the instructor and consists of an induction unit followed by 22 units covering all aspects of wood machining. There are good resources, good course notes, lesson plans, and handouts which contribute towards good products. The workshop produces a variety of garden and domestic products which are sold through the prison. The business development manager negotiates contract work, but there is currently none. The education department provides all basic skills support in the education building on three mornings a week. There is no cover for the instructor for sickness or holidays. The prisoners have high regard for the instructor and the training course.

13. The prison has a contract with a local manufacturer of Christmas wrapping paper. Prisoners are given targets to roll wrapping paper onto cardboard rolls. There is no planned induction when new people join the workshop, and the training they receive is not structured or recorded. It is repetitive and does little to improve prisoners' employment skills. They are given little positive feedback on their performance and are given no incentive to develop new skills. The supervisor allows prisoners to smoke at their workstation which compromises health and safety.

14. The assembly workshop has a range of jobs contracted to the prison, which enable people to develop limited skills relevant to the manufacturing assembly industry. There is a planned induction programme for all prisoners. The outcomes of the training and assessment are well recorded in individual's training files. A limited initial assessment is

carried out based on workplace observation and appropriate support for basic skills. Good efforts are made to identify and make use of learners' existing skills, and the prisoners can try different jobs in the workshop to extend their range of skills. While training is recorded well, opportunities to accredit the skills learners have or develop are not taken.

15. Wing cleaners carry out all cleaning. Before starting, cleaners are trained in manual handling by the physical education department. Health and safety details are displayed in the wing office. Prisoners formally apply and are interviewed by the activities board. Prospective cleaners are assessed for basic skills and the activities board usually allow them to be a wing cleaner if they agree to attend basic skills sessions. There are plans to offer recognised qualifications to help them gain employment on release. There are currently no qualifications offered in the laundry. It operates for four and a half days a week.

16. The library services are poor. The library is contracted to the local library services and due to staff sickness since March 2002, there is no access for prisoners. With the arrival of the new head of inmate development in July 2002, cover arrangements were negotiated and prisoners have had limited access from October 2002. The library is currently staffed by two prison officers between Monday and Thursday for one and a quarter hours each evening for three wings and Wednesday and Friday afternoons for two wings. The library orderlies are currently unable to work in the library. All book orders have been cancelled apart from routine publications. The head of inmate activities has recently managed to meet with representatives from the library service and agreement has been reached that they will provide a full-time member of staff from April 2003. They have also agreed that the prison can appoint an assistant librarian to avoid a repeat of this experience. The head of inmate development is currently waiting for a job description from the library services to proceed with interviews. The library services have agreed for a complete stocktake and review of prisoner and library needs and money has been allocated to this. The current service level agreement makes no reference to education and training requirements. The head of inmate development has rewritten the agreement with specific references to education and training and has presented it for the library services' consideration.

LEADERSHIP AND MANAGEMENT

17. The leadership and management of education and training and work activities at the prison is unsatisfactory. The head of inmate development has responsibility for education and training, business development including industries and workshops, catering and physical education, Welfare to Work and library, together with resettlement and prison officer regime. She reports directly to the prison governor. She took up the post in July 2002 and quickly identified issues across prison education and training. She has implemented suitable contingency plans to overcome some of the current problems while some remain outstanding. She is working with the senior management team to develop an education and training strategy for the future, particularly in relation to the recently changed profile of prisoners. She is supported by one college contracted full-time education manager and one deputy education manager, a prison business development manager, together with senior prison officers and general support in the other areas. The education manager has been in post since the start of the education contract in 1999. The deputy education manager has carried out training in the prison for over 20 years. There is one permanent tutor and 10 part-time tutors in education and one administrator. The prison has established an average rate of pay in education calculated from across all prison activities to try and attract more prisoners into education. The education centre applies the college's equal opportunities policy for prisoners and there is also a prison policy. The education department has recently received the quality assurance policy from the contracted college, but there are no quality assurance arrangements in place to monitor the education and training at the prison. The education department was accredited with the quality mark for basic skills in 1997, but this has not been renewed. The education department produced its first self-assessment report in December 2002. The college employs an area contract manager to monitor the quality of education and training. There is a library contract with a local library and information service.

18. Since the creation of the Welsh Assembly in 1999 and a discrete prison service operational area for Wales, the prison has increasingly sought new funding channels and engaged with other organisations in Wales to deliver initiatives on a collaborative basis. The prison has also successfully bid for additional funding to develop and improve the regime. As well as the current refurbishment of prison wings, work is also scheduled for a new business industrial cleaning centre to offer accredited courses, better workshop facilities, extended library provision with a learning area containing eight computers, improved accommodation and equipment in catering and the gym area, a new combined location for the resettlement unit and the education centre with increased computer access for accredited IT courses.

STRENGTHS

- well-planned developments of training by senior managers
- good training for work in most prison training areas
- good communications within inmate development
- good links with external agencies to support learning

WEAKNESSES

- poor management and monitoring of the education provision
- inadequate use of management information system
- insufficient monitoring of the education contract
- no quality assurance arrangements for training
- poor promotion of equal opportunities
- insufficient learning support for learners from minority ethnic groups

OTHER IMPROVEMENTS NEEDED

- more sharing of good practice

19. The governor, deputy governor and the head of inmate development have a clear vision for the strategic direction of education and training at the prison. The prison has successfully bid for additional funding to develop and improve the regime. The strategy concentrates on the concept of resettlement with a view to focusing on prisoners from their time of entry into the prison until their release. The core of this concept will be to develop an education and training programme which meets the local employment needs and gives opportunities to prisoners. The management team has used local employment intelligence well to identify the real needs of local industry and opportunities for those prisoners nearing release and to consider self-employment in a number of areas. The aim of the prison management team is to create a community prison which offers places to unconvicted, short-term, long-term and life-sentenced prisoners. It has worked hard to help strengthen family ties, reduce isolation and improve resettlement strategies and provide good training for work in many prison training areas. The prison is keen to move away from the traditional production workshops to provide recognised training with formal qualifications. It also recognises the need for the careful management of a change of ethos to one of recognising the importance and value of education and training among prison staff. To support this, a staff training action plan has been developed with many items being put into action. For example, key skills qualifications for workshop and industries staff have gained approval and the start is imminent.

20. There is good training for work in most areas of the prison. It is particularly good in catering, physical education, painting and decorating and wood machining, which all offer nationally recognised qualifications. Training is well recorded and the standards for skill development, recording of production and learners' progress and discipline are

high. Prisoners have an induction to their work which includes health and safety, working practices and requirements of the workshop. They carry out short tasks to ensure that they can operate the machinery and equipment safely and effectively in the work areas. In physical education, prisoners have a short induction each time they use the gym to maintain their awareness of health and safety requirements. There are good records for each prisoner to confirm the progress they make. There are clear guidelines for the production of food in catering and products in the workshops. The wood machining workshop sells its products to the prison estate. A prison brochure is in production to market the products to the public. Training includes manual handling and basic food hygiene. In addition, there is work as orderlies in areas such as education, libraries and the gym. Allocation for work is completed through security ratings and against individual needs. The prison Braille unit situated in education is good and carries out private work from many different organisations, businesses and authorities. It is run by an officer instructor and training is provided through a recognised charitable trust. The unit employs up to 12 prisoners and although there is an opportunity for them to gain a qualification, few progress this far. The horticulture areas maintain a greenhouse, areas for bedding plants and a tropical plant area. The prison won the Wales in Bloom and the Cardiff in Bloom competitions in 2002.

21. The head of inmate development has established a clear communication system. Regular management meetings are held with minutes which clearly identify problems and actions required. Staff are clear about their roles and responsibilities. The head of inmate development has a thorough system for following through requests from staff and they value this. The literacy and numeracy tutor works well with the prison instructors and they have established an effective line of communication. Tutors from education now give literacy and numeracy support to prisoners in the work areas of the prison. Each area is allocated two hours a week. Instructors are supportive of the work the tutor does and are kept informed of the progress of the prisoners. Instructors work collaboratively with the tutors to ensure that there is appropriate room and space for the tutor to meet the prisoners. Prison instructors are due to achieve the key skills certificates, so that they can teach key skills. Clear communications have been established between the prison and external agencies, particularly where there are issues about training and education.

22. There are good links with external agencies to support prisoners' learning and resettlement opportunities. A monthly job fair held in the prison attracts a number of businesses from the local area including the music business, construction, IT and administration and engineering. The resettlement officer sends letters out to a wide range of employers inviting them to attend, with a clear indication to its purpose. There is a good response and there are now job fairs for specific industries, for example one in construction and one for the music industry which was particularly well attended. A wide range of supporting organisations also attend including the benefits agency, Jobcentre Plus, a trust, housing organisations and local colleges. On these days, prisoners meet and talk to potential employers and also have the opportunity to use equipment that employers bring with them. The resettlement team work effectively to help develop a good relationship between prisoners and employers and also to identify

skills and qualifications that prisoners will need for a specific job. Every effort is made to help the prisoners gain these either through the education centre or distance learning. The voluntary services are highly supportive and the prison has recently acquired a new cabin for these fairs and a car so that the employment officer can link with a broader business community.

23. There is poor management of training in education. Teaching in education is generally satisfactory and good in art and design. However, staff meetings have no clear agenda and minutes do not contain any clear actions for staff. The system for maintaining learners' records is unsatisfactory and learners are often not given the information they need, such as results from the basic skills tests. For a number of years the range of provision has been limited and this continues to be the case. There are no qualifications beyond NVQ level 2 and little action has been taken until recently to develop further qualification opportunities. Attendance calculations are exaggerated as they are made up of those attending lessons against the expected attendance on any one day, rather than the maximum capacity in the department. There have been no moves to remedy this miscalculation. There is poor monitoring of the staffs' work and the college has only recently carried out observations of teaching. Staff have access to the prisons' training schedule and many of them have attended sessions. All teaching staff are qualified teachers, and three have been trained in the introduction of the new adult curriculum, but there are currently no plans for further training. Staff in education do not have job descriptions. The head of inmate development is working closely with the college and the education department to develop a broader range of courses.

24. There is insufficient monitoring of the prisons' education contract. The prison has been aware of discrepancies in the education contract with the college for some time, but there has been no monitoring arrangements between the previous head of inmate development and the education department to discuss these problems. The college employs an area contracts manager who is based at HMP Usk, but there have been few meetings until recently. It has been difficult for the head of inmate activities to gain a response, such as to routinely monitor the contracted education hours. As a result, staffing and organisation issues in education have been compounded and the situation has worsened. Targets for basic skills are identified in the contract and the prison key performance targets and the prison area manager has recorded the underachievement of these targets. The education department has only recently confirmed that it will meet the targets. Since August 2002 the prison governor and the head of inmate activities have contacted the college with a number of problems. In September 2002, the head of inmate activities wrote to the contract manager expressing her concerns about the lack of meetings. A meeting has now been arranged with the college to present concerns and to discuss the actions needed to resolve these problems. The college has responded positively and the new quality assurance manager is working well with the prison to remedy these problems.

25. There is inadequate use of data for management decisions. Data are kept on prescribed prison targets and any variance on these, but there are no records on learners' activities over whole courses or annual reports. Class lists and charts are

produced to monitor attendance and reasons for absence and managers are given these reports regularly. The system produces class lists for expected attendance on any one day, but does not give weekly or monthly forecasts or report against maximum capacity. Records on achievement of qualifications are not maintained in an accessible format. Tutors do not have a clear view of overall achievements and some learners do not know what they have achieved. The achievement of individual units are not widely promoted or recognised and early leavers have no recognition of their success. Data on learners who leave courses are kept by some teachers, but the reasons for leaving are not routinely recorded and the information is not used by managers to make decisions. There is no clear information on the real situation regarding waiting lists for education as the system only produces information on those prisoners expected on any one day. Apart from attendance reports, managers are not given reports on the retention and achievement rates to support the decision-making process for training and sentence planning.

Equality of opportunity

26. Equal opportunities at HMP Cardiff is unsatisfactory. The equal opportunities and race relations committees have recently combined to form the equality and diversity committee and they have met once. The group will meet every two months. There is full representation from across the prison including one prisoner. The committee has also recently advertised for another prisoner representative. There has been no training for the prisoners to help them contribute effectively at the meetings.

27. The complaints procedure has recently been reviewed and new guidelines have been issued. Prisoners understand how to make a complaint and the number of complaints has increased significantly since its introduction. Complaints are dealt with thoroughly and sensitively. For example, new lifers into the prison complained about the lack of access to the library. The prison has now made arrangements for all prisoners to have better access to this resource.

28. Staff training in equal opportunities is recorded centrally, but the education department does not have complete records of this or other training. The education staff have access to all prison training and several have attended courses such as challenging behaviour and enhanced thinking skills.

29. The promotion of courses in the education centre is poor across the prison. There are few materials to advertise courses, help with learners' work or their achievement. Equal opportunities is covered at the prisoners' induction into the prison, but it is not followed up during training or education. The allocation of prisoners to education and work does not consider the cultural and emotional problems which prisoners experience, and there is no specific induction for these prisoners. The education centre does not promote the use of the library and there little information to promote individual learning requirements for people from different groups.

30. The prison has written a policy for Welsh speaking. Although there are few signs currently in Welsh across the prison, work is underway to change signs to English and Welsh. There is no promotion of education opportunities, industry or workshop vacancies in Welsh, or other languages.

31. The activities' board meets twice a week, but there is insufficient monitoring to ensure that minority ethnic prisoners are fairly distributed to tasks. The race and diversity committee has only recently started to monitor this. Currently there are 200 prisoners without activities and out-of-cell activities are already limited. This means that prisoners are locked in their cells for long periods of time. Also many cells have had to be doubled to accommodate the reduction in the number of available single cells due to refurbishment. The prison has recently introduced a more thorough system of education and work allocation, but some instances remain where verbal communication between wing staff, industries' workshop supervisors and activities staff take place before prisoners are officially allocated to a post. A prisoner can request a transfer from education or work, but they are not moved until they have completed six weeks in their initial placement.

32. There is insufficient learning support for learners from minority ethnic groups. Minority ethnic groups currently represent 10.8 per cent of the total prison population. There is no-one in education trained to teach English for speakers of other languages (ESOL), although support could be obtained from the college by request. However, staff do not feel confident that the support would be supplied in time to help learners. As access to the library remains poor and all new stock orders have been cancelled, prisoners are unable to access the required reading and language materials they need. Also prison rules prevent them from receiving books from visitors. Given the short stay of some prisoners, this is not a suitable arrangement. Recently an externally funded support programme for 'reading champions' has been introduced and a distance learning tutor is currently supporting a group of nine learners.

33. The prison recognises that arrangements for prisoners with restricted mobility is difficult on many ground floor areas and amenities on the first floors. This has been taken into account in many areas of the new build and refurbishment plans, but problems will remain in some parts of the prison. The new education centre build has an access ramp from the refurbished F wing, but currently prisoners with mobility difficulties have to be carried up the stairs to education. Due to refurbishment, the main library is used for prayer although it is not accessible for prisoners who have limited mobility or those who use a wheelchair.

Quality assurance

34. Quality assurance is unsatisfactory. The education centre has recently received a detailed quality assurance policy and procedures manual from the college which covers all aspects of training. However, the education centre does not use it or any other quality assurance procedures to monitor the quality of education and training in the prison. It has no quality assurance policy of its own. A college-appointed director of quality assurance, line manages the area education manager, who in turn manages the education centre manager. The head of inmate activities has repeatedly requested meetings with the area manager and these have recently taken place. The senior management team are contacting the college on education and training problems. A meeting is due to take place in March between the governor and the head of inmate development, and the colleges' senior managers.

35. As a result of the prison raising concerns about the teaching of education and training, the college made two pre-inspection visits to the prison in December 2002 and January 2003. A three-page report identified significant weaknesses and recommendations for actions. The education centre manager has not produced an action plan. Some procedures have now been implemented, such as peer observation of lessons and exit interviews for prisoners, but there are few documents to record the outcomes of the observations. There is nothing to explain how observations of training link with staff appraisals. Staff have had no training in how to carry out this exercise. Some data are collected, such as attendance records, but they are only used for monitoring key performance targets for the prison. Some feedback is collected from prisoners, mainly through questionnaires, but this is inconsistent and is not analysed sufficiently to use as a basis for management decisions. The questionnaires are not anonymous and do not encourage prisoners to give full and constructive feedback. A needs analysis questionnaire was given out asking prisoners what courses they would like to study. There was a 10 per cent response, but the feedback gave little information for management to make key decisions about the training. There are formal systems in place to collect feedback on training and work from prisoners in catering and physical education, but not in the workshops.

36. In September 2002, the prison established a quality improvement committee. The head of inmate activities chairs the committee and the education manager is a member. However, there have been few recommendations or decisions about what actions need to be carried out to improve the quality of education and training. Due to the impending inspection, discussion concentrated on the writing of the self-assessment report. It was written by staff in each area of education and the workshops. Staff attended a development day to help them to understand the concept of self-assessment and to provide guidelines on writing. Learners were consulted through various means, such as end-of-course reviews and satisfaction surveys. The head of inmate development received all the section reports and produced a final report which was sent to staff for final agreement. While self-assessment was carried out systematically, it is new to the education, training and work areas of the prison. The first published self-assessment report did not contain any review of management and no evaluative statements about quality assurance or equal opportunities, but the information was produced for the final

report just before inspection.

37. Staff are kept well informed of the proposed developments in education and training and the work areas of the prison. However, examples of good practice are not consistently shared between staff in education and workshops. For example, a learner's achievement of an award in art, and certificates which are handed out to learners with no real celebration of success.

38. The head of inmate development is currently working towards a system of raising standards of education by stipulating that all prisoners achieve a basic skills qualification at level 1 before they enter into industry or a workshop. This is currently being approached through the encouragement of prisoners at induction to take up education as a first choice. However, the input of education staff at this session remains inadequate and some prisoners do not attend education or training during their stay at the prison. This mostly affects remand prisoners.

39. There are no arrangements to cover staff absence in the library and workshops. This disrupts prisoners' learning and reduces their time out of cell. There are no arrangements to help them take up vacant workplaces or education.

40. The internal verification arrangements are good in the workshops, but unsatisfactory in education. In the workshops there is a clear system for internal verification and records are good. In education there is a system for recording and maintaining internal and external verifiers reports, but they are incomplete. The system does not include full records for the progress of prisoners, the monthly internal verifier reports or the outcomes of assessment team meetings. The awarding body for catering has withdrawn external verification from the catering NVQs, due to an incident at another prison. This has slowed the progress of prisoners achievements considerably. The prison is negotiating with the awarding body to resolve this problem as soon as possible. The head of inmate development receives all external verifier reports and responds promptly to them.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

41. The sports and recreation and catering provision at the prison is good. There are four learners working towards NVQs in sport and recreation at levels 1 and 2. There are 10 learners on a 14-week course which culminates in the achievement of five awards including a national weight lifting award and a community sports leadership award. The physical education department also offers first aid at work, manual lifting and handling and healthy living courses together with a bronze medallion lifesaving course. Sport and recreation qualifications are offered by the physical education team which consists of one senior officer and six physical education officers. All staff are qualified assessors and two are internal verifiers. There are four gym orderlies who clean, prepare and maintain the facilities. The facilities include a classroom, sports hall, weight training and fitness suite, an outdoor hard area and a grass sports field. All prisoners are entitled to four sessions of physical education a week. The physical education department has its own centre approval to offer NVQs. All prisoners who work in the kitchens must achieve a food handler's qualification before working in the food preparation area. There are eight learners in the kitchen working towards NVQs in food preparation and cooking at levels 1 and 2. These learners are being trained and assessed by a tutor seconded from the college. In the last three years 20 learners have achieved NVQs in food preparation and cooking, 18 at level 1 and two at level 2.

STRENGTHS

- well-planned training
- well-qualified staff
- good range of courses in physical education
- good relationships between staff and prisoners

WEAKNESSES

- some poor resources

OTHER IMPROVEMENTS NEEDED

- more opportunities for catering learners to gain practical experience
- more structured quality assurance arrangements for teaching

42. All courses are well planned. There is a course outline for each session and detailed lesson plans and schemes of work. After each background knowledge session in food preparation, learners complete a small quiz covering all information from the lesson and this is included in their portfolio of evidence. Training sessions are offered every day for either background knowledge or practical kitchen skills. Many sessions are repeated as

learners are often absent due to visits and the tutor makes sure that each learner can attend all training sessions. On the physical education course, learners have structured lessons in the morning and afternoon. Learners are given a copy of the course outline when they start and all are expected to complete each section at the same time. Those who fall behind are given extra time and attention to make sure that they are able to complete all parts of the planned programme.

43. Teaching staff in both areas are well qualified in their occupational area. Physical education staff have a broad range of expertise including swimming, football, rugby, martial arts, squash, hockey and gymnastics. They also have assessor qualifications and there are two internal verifiers in the department. The senior officer in physical education is working towards a teaching certificate. Staff in the kitchens have relevant industry qualifications and three of the six staff are qualified assessors. The NVOQ trainer has wide industry experience, teaching, assessor and verifier qualifications, good sector skills and management qualifications.

44. The physical education department offers a broad range of courses and qualifications. NVOs at levels 1 and 2 are offered in sport and recreation. NVOs were initially offered to a group of 12 learners, but after evaluating the course it was decided to keep the number down to about four or five to ensure that all were receiving sufficient help. In addition, there is a 14-week course resulting in the achievement of five nationally recognised qualifications which include healthy living, first support for coaching, community sports leaders award, an amateur weight lifting leaders course and a four-day first aid at work course. These qualifications are seen as the most suitable for supporting potential employment when prisoners are released. There are plans for selected prisoners to go out to local sports centres to make use of these qualifications and this will hopefully lead to jobs in the area. The physical education department also teaches manual lifting and handling, and heartstart emergency aid course to all prisoners in the department.

45. There are particularly good relationships between learners and staff. Staff have achieved the correct balance of discipline and friendliness. Learners feel able to approach officers for help and advice about their course or personal problems. Staff are very respectful with the learners and treat them appropriately. Learners value the opportunities given to them in both departments to achieve qualifications which are relevant to their job aims.

46. There are some poor resources in the physical education and catering departments. There is a very small classroom in the kitchen which has been created in a corner of the kitchen which used to be a production area. There is no roof and consequently it is very noisy during production times when machinery is being used. There is insufficient room for all learners to be seated at once. There is also insufficient small tools and equipment for practical learning sessions. The physical education department is very cramped as the showers are being refurbished. The sports hall is not big enough for a full-sized basketball pitch. The sports field is often too muddy to be used in the winter.

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47. Learners are being taught the correct methods of food preparation, but they do not have sufficient opportunities to practise their skills on a day-to-day basis. There are plans to prepare buffets for special events and the first is due to take place in late February.

48. The standard of teaching in the physical education department is good. Informal arrangements are in place to assure the quality of training as there are usually more than one officer with a group during teaching sessions. There are no formal plans to monitor the quality of training and no structures in place to standardise assessment practices in either department.

Foundation programmes

49. Provision in basic skills and key skills education is unsatisfactory. Literacy and numeracy, up to and including level 2 of the new adult curriculum and key skills, comprise half of all provision. The remainder is made up of social and Life Skills modules from the prison service's own accredited programme up to level 2 in food hygiene, art, IT at level 1 and 2 and an in-house personal survival skills course in Life Skills. There are four basic skills teachers and no trained ESOL teachers. Three teachers have received some awareness training in the adult literacy and numeracy curriculum, although no one has done any further training, or is scheduled to do so. Class sizes are small, and up to 10 prisoners can be accommodated in each room, although this rarely happens. Some learners attend for up to nine sessions a week, others for less, while some come from workshops in the rest of the prison for up to two sessions. Classes are for approximately three hours each morning and afternoon. There are no classes on Friday afternoons, evenings or at weekends. Outreach support is available for those who cannot attend classes, such as from the health care centre or vulnerable prisoner unit. The education department is located on the upper floor of a unit adjoining the remand wing. Welfare to Work classes in the resettlement unit are on the ground floor. There is no lift to the upper floor and currently there is one prisoner using a walking stick in the education department. Most prisoners are able to spend about 12 weeks in education, although some prisoners have been attending for more than five months. There is not a waiting list for places and applications for education are reviewed at the twice-weekly meeting of the activities board, of which the education manager is a member. Learners' questionnaires are completed on a quarterly basis and the results are given to the education manager. All staff are involved in the development of the self-assessment report.

STRENGTHS

- good relationships between staff and learners
- good key skills teaching in Welfare to Work

WEAKNESSES

- inadequate initial assessment
- poor attendance
- inadequate resources for outreach support
- insufficient support and motivation for learners

OTHER IMPROVEMENTS NEEDED

- better celebration of learners' achievements
- more structured lesson plans

50. The relationship between staff and learners in classes is good. In particular, outreach support is sensitive to learners' needs and potential additional barriers to learning. There is a lively atmosphere in most groups and teachers speak to learners by first name or use their title. Learners respond well to this and demonstrate high levels of respect. For example, in one group a learner reminded another not to swear in front of staff. The quality of teaching is satisfactory for most sessions and good in one. In some classes, the good relationships are conducive to productive learning, but in others there is insufficient challenge by teachers to focus on achieving session objectives. However, in one class there is an over-relaxed and familiar relationship which detracts from the purpose of the tasks. Rules relating to health and safety in the IT room are ignored and learners cross the room on their chairs, sliding between computers.

51. The education department provides key skills teaching in application of number, communication skills and IT at level 1 and 2 for the prison's Welfare to Work programme. This teaching is well planned, with structured lesson plans, clear objectives and targets for achievement for each session. Lessons contain a good balance of background knowledge work for the key skills assignments, group and individual work and appropriate feedback. Learners are motivated and appropriately challenged by staff who keep them on task. Classrooms are well organised and decorated with wall displays which encourage learners to tackle proof reading, punctuation or text presentation. Up-to-date lists of successful learners are maintained and displayed to motivate others.

52. The initial assessment is made up of several activities. Learners carry out a nationally recognised test to assess their literacy and numeracy levels. Until recently, only 50 per cent of prisoners were assessed, although this has recently been resolved by the department and now includes all new prisoners. The kitchen where the test is carried out is inappropriate. There are frequent interruptions and noise from the corridor is disruptive. None of the learners are offered the test in Welsh or asked if they have done it before. No other checks for additional needs are made before the test. One initial testing session started around 15 minutes late and prisoners who had completed the test talked with others trying to complete it, or to the member of staff supervising the session. They had nothing else to occupy them until an officer escorted them to the wing. The test lasts for only 40 minutes of the scheduled morning time. The staff member has no teaching qualification and has not been trained in the administration of the test. When tests are given out on the wings or through outreach, there is little guarantee of the integrity of the process. Another part of the assessment takes place in classrooms where detailed learning plans and skills assessment are completed. Preferred learning styles are not discussed or included in these documents. Interviews are not carried out in a private, confidential environment. The practical constraints of lack of space in the department make confidentiality difficult to achieve. New learning plans have very recently been introduced and individual learners' files are being further developed to reflect a more stringent approach to assessment and reviews of learners' work.

53. Attendance on courses is well below the maximum capacity of 60, with 35 morning attendees in education and 44 in the afternoon. Thirty-two receive outreach support.

There is no reserve list for spare places. Staff do not always know why learners are not attending and during one week, 36 per cent of those allocated to education did not attend. The food hygiene course did not run as four of the six learners had visits. There were no arrangements for the other two prisoners. Most learners value the time on education and feel that they have made good progress towards individual learning goals. However, they express concern that when teachers are absent, classes are taught by others or they are sent back to workshops.

54. Outreach support for basic skills is provided in workshops, the health care centre and new day-care unit. However, the resources are inadequate. Only one workshop has a suitable separate room for literacy or numeracy support. A high turnover of learners in one workshop also means that learners have little time to achieve accreditation. While five learners in one workshop have gained qualifications in literacy or numeracy, no qualifications have been achieved in the other workshop. In the health care centre there is no desk or space from which to work. The teacher briefly speaks with each learner to determine the level of support possible and responds to requests for stationery or work. Sometimes the process involves the teacher talking with the learner through a cell door and passing paper through grills. The day centre has more room, but a mixture of activities which include music and art therapy are distracting for learners with multiple barriers to learning. There are no computers in either of the basic skills classrooms and learners receiving outreach support have no IT access either.

55. There is insufficient support for learners. Tutors do not provide the appropriate level of motivation or challenge to maintain the learners' interest and to help them improve their work. Little effort is made to promote learners' achievements. Although targets for the achievement of qualifications in basic skills and key skills have been met, it is apparent that some learners are not sufficiently encouraged or motivated. They move freely around the department and between classes despite notices to the contrary. Support is poor for those learners who have additional needs. In the three-month period up to September 2002, 10 per cent of tested prisoners were at pre-entry level, 36 per cent at entry and 34 per cent at level 1. This represents approximately 80 per cent of the tested population. The results for the second period up to December 2002 were very similar, with 20 per cent operating at above level 1 and the remainder at level 1 or below. None of the learners have other identified needs recognised or supported beyond the stated provision. There is no screening for dyslexia and little attempt to identify or plan other needs. There are seven prisoners in basic skills or Life Skills, rather than discrete ESOL support, and two are in the Welfare to Work group. There are currently 74 prisoners from minority ethnic groups, representing 10.8 per cent of the population, but in education seven out of 44 represents 15.9 per cent. There are no discrete arrangements for the support for speakers of other languages, although arrangements can be requested from the college. New plans to support learners from the vulnerable unit are being implemented, but there are no additional specialist teachers for literacy or numeracy.

56. Achievement in the new adult curriculum is recorded and certificates are given to learners in classes by teachers. A total of 302 certificates for key skills and literacy and

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numeracy for the new adult curriculum have been awarded since February 2002, made up of 22 at entry level, 119 at level 1 and 90 at level 2. In the education department, notice boards have not been updated since 2001 and celebration of success is not widely broadcast. In Welfare to Work classrooms, roles of honour are posted up to motivate and encourage the next group of learners.

57. Most of the observed sessions had a lesson plan. Some link to the schemes of work, are clearly written and show specific units to be achieved. Others are not sufficiently clear about learning goals, about the resources required or the timing of activities. For example, in a basic skills group, the overall aim is to cater for all individual needs in literacy and numeracy. Schemes of work only show the qualification or syllabus requirements and are not a structured, departmental explanation of the methods, resources and timescales which would help learners to reach their goals.